

# Collection of best practices

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## Introduction

The good practices presented in this document are the one of the main results of the [Mob@act project](#), a two year Erasmus+ strategic partnership project which aims at developing and improving shared methodologies related to the planning and management of learning mobility projects in response to the opportunities introduced by the new Erasmus Plus programme, promoting physical, virtual and blended mobility.

The project addresses directly the upper secondary schools staff (including teachers and Erasmus coordinator and headmasters). Students are also involved by testing the [E-learning "mobility passport"](#).

[Five European partners](#) from four different countries developed this document sharing their expertise in managing the Erasmus Plus programme in order to increase schools staff knowledge about these topics, improve teachers' competences in internationalisation strategies and foster debate on recognition and validation processes.

As a first step, each organisation spread a survey concerning the state of the art of internationalisation strategies and activities among the staff.

After analysing the answers and the good practices received, a template to collect new ones based on their practical experience was developed and approved by the partnership who reported **22 good practices**: They focus on the following thematic areas:

1. Internationalisation strategies of general upper secondary schools;
2. Project design methodologies for pupils mobility;
3. Planning and managing of pupils' mobility projects through digital tools
4. Recognition methods, instruments and strategies.

This collection of practices is expected to generate a set of methodologies and tools used by partners and other schools to internationalise their activities.

In the long term the information provided in this toolkit will help increase the internationalisation activities of schools and will equip teachers and headmasters in Europe with tools to set up their learning mobility projects in collaboration with other schools.

## I. Internalisation strategies

### 1. Promotion of Erasmus Programme among students

Institut Cavall Bernat

**Thematic area:** Internalisation strategies

**Objective:** To facilitate and promote student's involvement in the project.

**Description:** To ensure active student participation in an Erasmus+ project, effective communication methods are paramount. **Schools must provide comprehensive information to students, guiding them through every phase of the program from start to finish.** This involves clear identification of the Erasmus+ project, transparent communication of its objectives, and a detailed overview of the resources required at each stage

**Good practices transferability:** It seeks to disseminate successful methods for equipping other schools with a diverse array of engaging strategies, empowering students to actively participate in Erasmus programs.

#### Strategy 1

When explaining the Erasmus Program to the students, **make sure that the topics offered may be of interest to the students.**

It is necessary to think of the following **meaningful points** so that the Erasmus programme grows on students:

- quality learning outcomes
- reinforcement of abilities
- sharing experiences
- personal development improvement
- acquisition of critical thinking skills & language skills.

Another important point is to emphasise that **Erasmus scholarships offer additional help to students who have less opportunities.** This information

should be offered in the Erasmus programme meetings that are organised and scheduled with students.

We also believe that it is important that students know really well **the different existing ways to ask for a particular need** and the information received will be treated confidentially.

(All these points should be taken into consideration when the budget is managed and the scholarship resources are allocated).

## Strategy 2

**Keep the students well informed concerning the scholarship so that they know what the real coverage is.** It is essential that students know what expenses are covered by the Erasmus+ scholarship.

The amount of the scholarship allocated depends on the type of sector activity, there are different grants for VET education, general school education and High Level of Education.

When assessing the possibility of taking part in Erasmus mobility, it is helpful for **students to know what their scholarship will be.**

As an example, in Spain, future Erasmus-to-be students are offered to visit the **link page** mentioned below (which is being currently upgraded) where students can enter their personal information and **know what sort of scholarship they can get.**

[Calculate your grant](#)

## Strategy 3

Inform students that the **educational mobility will be approved in the national educational program.**

## Strategy 4

It is important to ensure that students taking part in mobility can count on **a backup teacher to offer support when they are abroad.**

### Complementary actions:

- **Social networking is a way that helps students connect and share information** all around the globe. Taking advantage of this option, it is interesting to **use these platforms** (Tik tok, Twitter, Instagram, Facebook, the school's website, and so on) to invite a student who has been doing an Erasmus training or even a student that is doing an Erasmus at the moment to give their own perspective of such a programme.
- The commission should carry out at least **one information session to inform about Erasmus programmes** for students at the beginning of the course.

Within a minimum period of time of 15 days before the call of selection, it would be interesting to hold a series of meetings per project to inform about all the details concerning the mobility (registration, selection process, calendar, among others).

All these actions should be organised by the Sending school. The **Erasmus program is a part of the school curriculum which enriches & supports education and the community of students.**

## 2. Monitoring project

Institut Cavall Bernat

**Thematic area:** Internalisation strategies

**Objective:** Implementation of efficient control and monitor the financial data regarding the grant funds.

**Description:** To ensure effective project supervision, it is advisable to develop a standardised checklist for the meticulous control and monitoring of financial data associated with grant funds. Utilising essential digital tools like Excel spreadsheets is essential for maintaining a comprehensive record of expenses. This method should be considered essential for maintaining efficient and transparent financial management within the Erasmus programme, facilitating accurate tracking of all transactions.

**Good practices transferability:**

**Recommended steps to follow:**

- 1) Project number
- 2) Budget
- 3) Types of mobility
- 4) Project timeline (Time frame in the project).
- 5) Destinations.
- 6) Registration of the financial movements (80% - 20%)
- 7) Registration of the financial movements related to each participant.
- 8) Registration of the financial movements related to support organisations.

Therefore, there should be a periodic revision and it would be important to comply with any time limit established.



Every time there is a financial income, it should appear in the excel spreadsheet as follows: *Project number -> Student's name -> Income date -> Total amount paid*

There could also be included the dates that refer to the departure and arrival date of the student who goes on an Erasmus placement.

In addition, a record of the bank payment should be kept.

### 3. Mobility Administration

Institut Cavall Bernat

**Thematic area:** Internalisation strategies

**Objective:** Providing the overview how to organise the meeting at the beginning of the project implementation.

**Description:** It is strongly recommended to organise a meeting at the beginning of the mobility projects implementation as far as the internal management of the team and the management of mobilities are concerned.

#### **Good practices transferability:**

During this meeting, the roles of all members should be defined.

**For instance:**

- communication,
- mobility management,
- availability to travel, support and counselling during the mobility programme.
- documentation management,
- financial control,
- students selection process and preparation before mobility,
- monitoring of students during mobility

The above mentioned roles can be shared if necessary.

It is important to know in advance the languages spoken by the team members and also the number of projects and the type of projects that the school is carrying out.

It is also recommended to organise a meeting between sending and hosting institutions at the beginning of the project.

It is advisable that all representatives of all involved parties can be present.

It is important to:

- state the needs of each partner,
- define the type of mobility (internship/study/job shadowing),
- work out a common timetable to ensure communication,
- create a communication channel (face to face, virtual meetings),
- know what the partner offers to the student (language, experience, accommodation, tutoring),
- know basic data such as postal address, contact telephone number, contact person (among others),
- share information about the student's activity plan during mobility.

It would be very useful to use a visual tool such as Trello, in order to have all the information available and monitor all the tasks to be performed. Trello is a good way to have the team motivated and updated on the next step to take. Spreadsheets, shared documents and other information can also be included in order to view all the stages in just a few minutes.

## 4. International Network

Liceo Scientifico "A.Righi"

**Thematic area:** Internationalisation strategies

**Objective:** To provide a clear overview about school scope activities.

**Description:** Useful presentation for the school that wants to find school partners for students mobility. Presentations can be sent to possible Erasmus Partner schools and developing partnerships networks.

**Good practices transferability:** it is important for schools to introduce themselves and their academic focus in order to create a successful match with possible partners.

Preparing school presentation take following suggestions under account:

- Description of the school
- Local area
- Background
- Activities
- School environment
- Unique facilities
- Special distinction, peculiarities that school has
- Pictures

Example:

## Liceo Scientifico "Augusto Righi" - Joint Erasmus Exchange Proposal

### Greetings from Liceo Scientifico A. Righi in Cesena!

We are thrilled to present our school as an ideal partner for a transformative Erasmus exchange program. As we embark on a journey of cultural exchange, academic collaboration, and personal growth, our institution promises a unique and valuable experience for students.



### About Us:

#### Historical Roots and Evolution:

Founded in the aftermath of World War II, Liceo Scientifico "Augusto Righi" has evolved from a symbol of post-war reconstruction to a prestigious state lyceum. Over the years, we've embraced cultural developments and achieved recognition through various educational initiatives.

### Academic Focus:

Our curriculum, with a strong emphasis on mathematics and the natural sciences, offers 27 weekly hours in the biennium and 30 in the triennium. We believe in providing a well-rounded education that combines humanistic traditions with scientific knowledge. Additionally, our "Applied Sciences" option provides advanced skills in scientific and technological studies through hands-on and applied methodologies.



### **Conclusion:**

Choosing Liceo Scientifico "Augusto Righi" for an Erasmus exchange means selecting a dynamic and inclusive environment where students can immerse themselves in a rich cultural experience while pursuing academic excellence. We eagerly anticipate the opportunity to collaborate with [Name of Partner School] and create lasting memories through the Erasmus exchange program. Thank you for considering Liceo Scientifico "Augusto Righi" for this exciting opportunity.



### **International Dimension:**

Since 2012, we have introduced an international scientific curriculum, intensifying English language learning. Recognized by the University of Cambridge as an "Official CIE Center," we are accredited for Cambridge IGCSE exams, facilitating access to global universities and earning credits at the University of Bologna.

### **Linguistic Diversity:**

Committed to bilingualism, we offer extracurricular classes in a second foreign language (primarily Spanish), culminating in an international certification.



### **Community Engagement:**

Beyond regular hours, our school opens its doors to the community for library access, administrative services, and participation in local events. We provide students with supportive programs, extracurricular activities, university-oriented initiatives, sports, internships, psychological counseling, and courses for European Computer Driving License (ECDL) and language certifications.





#### Unique Facilities:

Liceo "Augusto Righi" features a captivating museum displaying ancient scientific instruments, a library with approximately 20,000 volumes spanning antique and modern works, specialized classrooms equipped for various activities, and modern laboratories for foreign language learning, experimental sciences, and computer studies. Our four gyms and two internal courtyards contribute to a well-rounded educational experience.

#### Achievements:

Liceo Scientifico "Augusto Righi" has a successful track record in international educational programs, with students excelling in collaborative projects and competitions, showcasing our commitment to global learning and cooperation.

#### Exchange Opportunities:

We are enthusiastic about the prospect of an Erasmus exchange with [Name of Partner School]. This exchange promises not only a unique educational experience but also strengthens the ties between our schools and communities.



## 5. International Strategy

Liceo Scientifico "A.Righi"

**Thematic area:** Internationalisation strategies

**Objective:** How to find partner schools

**Description:** Useful Platforms to find partner schools for international mobility as well as some inspirations for educational activities and founded projects.

**Good practices transferability:** There are many useful links to be shared with schools or organisations when looking for Erasmus project partners.

NAME	LINK	DESCRIPTION
European School Education Platform (partner-finding)	<a href="https://school-education.ec.europa.eu/en/networking/partner-finding">https://school-education.ec.europa.eu/en/networking/partner-finding</a>	Partner finding is a meeting point for schools and teachers interested in hosting mobility activities and taking part in them, such as teaching assignments, job shadowing or placements. Listings can be posted both by organisations that offer mobility opportunities and individuals looking for such opportunities
Eu Partner Search	<a href="https://eupartnersearch.com/AboutUs.aspx">https://eupartnersearch.com/AboutUs.aspx</a>	It is a free service to foster the exchange of ideas and partnership aiming the improvement of collaboration among European entities as well as the development of new practice for training and education. It is based on



		Erasmus + Calls but it will include in future more opportunities.
English Matters	<a href="https://www.englishmatters.org/resources/partnerfinder/">https://www.englishmatters.org/resources/partnerfinder/</a>	It helps you find partners for collaboration through European projects and partnerships. You can send a message to prospective partners or find a project to join in.
Léargas	<a href="https://www.leargas.ie/exploration-school-education-opportunities/">https://www.leargas.ie/exploration-school-education-opportunities/</a>	Léargas manages international and national exchange programmes in education, youth and community work, and vocational education and training. These exchanges connect people in different communities and countries, and bring an international dimension to the work of organisations across Ireland.
School Education Gateway	<a href="https://2014-2020.erasmusplus.it/scuola/school-education-gateway-2/">https://2014-2020.erasmusplus.it/scuola/school-education-gateway-2/</a>	It is the portal developed by the DG Education and Culture of the European Commission to facilitate the participation of schools in the Erasmus+ Programme.

Facebook groups to find partner school for international mobility:

NAME	LINK	DESCRIPTION
Erasmus+ partner search	<a href="https://www.facebook.com/groups/601786736894064">https://www.facebook.com/groups/601786736894064</a>	Social media to find partners for mobility projects
Erasmus Plus Partner Finding	<a href="https://www.facebook.com/groups/248190475363996">https://www.facebook.com/groups/248190475363996</a>	Social media to find partners for mobility projects
Partner Search for Erasmus+ 2021-2027	<a href="#">Partner Search for Erasmus + 2021-2027</a>	

Useful Platforms to find funded projects:

NAME	LINK	DESCRIPTION
European commission	<a href="https://commission.europa.eu/education/set-projects-education-and-training/find-funded-projects_en">https://commission.europa.eu/education/set-projects-education-and-training/find-funded-projects_en</a>	You can find previously funded projects in the Erasmus+ programme and European Social Fund. You can also see how previous projects have distinguished themselves in terms of policy relevance, communication potential, impact or design.

To find ideas for educational activities:

NAME	LINK	DESCRIPTION
European Schoolnet Academy	<a href="https://www.europeanschoolnetacademy.eu/">https://www.europeanschoolnetacademy.eu/</a>	The European Schoolnet Academy was launched in 2014 in response to the need to scale up professional development opportunities for teachers, so as to help them with the growing number of challenges they face in the classroom. The European Schoolnet Academy therefore primarily offers massive open online courses (MOOCs), which are entirely free of charge and open for anyone to join, with no limit to the number of participants.
Scientix	<a href="https://blog.scientix.eu/">https://blog.scientix.eu/</a>	Through this blog, people connected to Scientix (Colleagues at European Schoolnet, Scientix Ambassadors and Scientix friends) can publish personal stories on science education in Europe.

## 6. Questionnaire for finding a partner school

Liceo Scientifico “A.Righi”

**Thematic area:** internationalisation strategies

**Objective:** Facilitate schools in efficiently finding partner institutions that align with their goals for enhanced collaboration in projects like Erasmus+.

**Description:** Questionnaire for schools that can be involved in Erasmus+ projects. This questionnaire is important because it serves as a structured tool for schools to articulate their specific goals, priorities, and needs, thereby enabling more effective matching with compatible partner institutions. By facilitating this alignment, the questionnaire enhances the likelihood of successful collaboration in Erasmus+ projects, maximising the benefits for all participating schools and stakeholders.

**Good practices transferability:** This questionnaire aims to facilitate the identification of partner schools that align with the goals and objectives of Erasmus+ projects. In addition to providing a platform for schools to find suitable partners, it also serves as a mechanism for the transfer of good practices.

Sample:

This questionnaire is aimed at describing the experience and attitudes of schools towards Erasmus+ mobility.

School and respondent characteristics

- 1) Country where the School is located:\_\_\_\_\_
- 2) Type of school (*lower secondary school, vocational school, higher secondary school...*):\_\_\_\_\_

- 3) Principal subjects of the school (*please describe*):.....
- 4) Number of enrolled students at school (*last available year*):.....
- 5) Student age range:.....
- 6) Respondent's role
  1. Principal, vice-principal
  2. Head of department
  3. Mobility responsible
  4. Teacher, trainer
  5. Other (*Please, specify: .....*)

#### Previous international mobility experiences

- 7) Did the School send and/or host students in Erasmus+ mobility?
  1. Just sent students
  2. Just hosted students
  3. Both sent and hosted
  4. Not at all
- 8) Did the School send and/or host students under other (non Erasmus+) mobility schemes?
  1. Just sent students
  2. Just hosted students
  3. Both sent and hosted
  4. Not at all

*If you answered 1,2,3 in the last two questions:*

- 9) How long has the School been involved in international mobility programmes, sending participants abroad?
  1. Less than 2 years
  2. 2-3 years
  3. 4-5 years
  4. More than 5 years

- 10) How many participants have been involved in international mobility in the last 12 months? .....
- 11) Are you sending/hosting participants to/from whatever country or do you have any preferred countries?
1. Whatever country
  2. Some countries more than others (*in this case specify the countries*).....
- 12) Does the School organise international mobility on its own (as an autonomous promoter), or does it get support from other organisations? (YES/NO)
1. Autonomous promoter
  2. Partner of a consortium
  3. Informal network of schools
  4. Intermediary organisations
  5. Other supporting bodies (*Please, specify*).....
- 13) Which are the most relevant criteria in the participant selection process? (max 3 choices)
1. We do not apply any selection criteria
  2. First-come-first-served
  3. Curriculum
  4. Language skills
  5. Personal and social skills
  6. Previous mobility experience
  7. Participant's motivation to go on mobility
  8. Staff's certainty of usefulness of mobility for the participant
  9. Other (*please, specify*):.....
- 14) Which is the approximate percent rate of acceptance of requests for mobility?(*reference: last year*):
1. Less than 25%
  2. Between 26 and 50%
  3. Between 51 and 75%
  4. Between 76 and 99%
  5. 100%

- 15) Which is the rate of students taking part in Erasmus+ or Erasmus-like mobility programmes compared to your total number of students? 1.
1. Less than 2%
  2. Between 2 and 5%
  3. Between 6 and 10%
  4. Between 11 and 15%
  5. More than 15%
- 16) Does your School involve its own staff in tasks specifically devoted to hosting foreign participants?
1. Yes, mainly for tutorship
  2. Yes, mainly for social activities
  3. Yes, for all related activities
  4. No staff is specifically devoted to mobility programmes
- 17) Are the hosted participants usually involved in ongoing learning activities or are they part of special pathways?
1. Usually integrated into on-going activities
  2. Part of special pathways
  3. Other (*Please, specify*):\_\_\_\_\_
- 18) With reference to participants sent abroad, does this activity require engaging School staff in tasks specifically devoted to their own students in mobility?
1. Yes, mainly for tutorship
  2. Yes, mainly for language training
  3. Yes, for all related activities
  4. No staff is specifically devoted to outgoing Erasmus+ tasks
- 19) Which are the main obstacles to youth international mobility? Please, select the aspects that, according to your opinion, could discourage schools from sending or hosting participants? (maximum three options for outgoing and three for incoming mobilities)

	Sending	Hosting
Language barriers	<input type="radio"/>	<input type="radio"/>
Insufficient number of self-offering candidates	<input type="radio"/>	<input type="radio"/>
Inadequate professional standards of candidates	<input type="radio"/>	<input type="radio"/>

Opposition of families to mobility	<input type="radio"/>	<input type="radio"/>
Inadequate personal or interpersonal competencies of candidates	<input type="radio"/>	<input type="radio"/>
Inadequacy of possible tutors	<input type="radio"/>	<input type="radio"/>
Insufficient number of hosting companies	<input type="radio"/>	<input type="radio"/>
Too short length of stay	<input type="radio"/>	<input type="radio"/>
Heavy costs (direct or indirect) of the whole process	<input type="radio"/>	<input type="radio"/>
Hosting organisations have no financial benefit	<input type="radio"/>	<input type="radio"/>
Lack of grants with respect to demand	<input type="radio"/>	<input type="radio"/>
Unbalanced distribution of the candidates' gender	<input type="radio"/>	<input type="radio"/>
Inadequate accommodation for candidates	<input type="radio"/>	<input type="radio"/>
Administrative burden of the process	<input type="radio"/>	<input type="radio"/>
Lack of recognition of periods spent abroad	<input type="radio"/>	<input type="radio"/>
Insufficient appreciation of mobility outcomes by the labour market	<input type="radio"/>	<input type="radio"/>
Mistrust about mobility caused by previous experience		
Other.....	<input type="radio"/>	<input type="radio"/>

#### Evaluation of possible returns

20) Please, consider the possible benefits described in the following and rate from 1 (minimum) to five (maximum) each of following possible benefits in an international mobility.

1. Improving own participants' language skills.....
2. Improving teamwork efficiency .....
3. Motivating participants to learning, improving self-consciousness .....
4. Encouraging intergenerational exchange, culture sharing .....
5. Assessing the competencies of promising participants .....
6. Strengthening participants and families relationships towards the School .....
7. Assessing potential talents.....
8. Improving staff's management skills (included planning and evaluation) .....
9. Improving knowledge and usage of European tools (e.g. Europass, ECVET, etc.).....
10. Innovating methods of teaching .....
11. Broadening mind-set .....
12. Improving international collaboration.....
13. Improving collaboration with local stakeholders.....



## 7. Strategy of the internalisation with specification of how to access mobility opportunities with an Erasmus+ accreditation?

Kaunas International Gymnasium

**Thematic area:** Strategy of the internalisation

**Objective:** Develop a meticulously structured plan for the internalisation of strategy, ensuring adherence to established protocols and guidelines.

**Description:** To provide an example of strategy with all important steps and highlights to foster the process of internationalisation of your school.

**Good practices transferability:** Below example of the main issue of international strategy which can be used as a start basis to create one's own.

The mobility project will consist of the following stages:

- Planning (including defining the learning outcomes, activity formats, development of work programme, schedule of activities);
- Preparation (including practical arrangements, selection of participants, set up of agreements with partners and participants, linguistic/intercultural/learning- and task-related preparation of participants before departure);
- Implementation of the mobility activities;
- Follow-up (including the evaluation of the activities, the validation and formal recognition - where applicable - of the learning outcomes of participants during the activity, as well as the dissemination and use of the project's outcomes).

We would like to share why the strategy is important and how to write it. Successful applicants for Erasmus accreditation will gain simplified access to Key Action 1 funding opportunities in the form of accredited mobility projects presented in this Guide.

## OBJECTIVES OF THE ACTION IN ALL THREE FIELDS:

Strengthening the European dimension of teaching and learning by:

- promoting values of inclusion and diversity, tolerance, and democratic participation
- promoting knowledge about shared European heritage and diversity
- supporting development of professional networks across Europe.

**Short-term projects for mobility of learners and staff** – these projects provide applicants with an opportunity to organise various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organisations applying for Erasmus+ for the first time, or for those that wish to organise only a limited number of activities.

**Accredited projects for mobility of learners and staff** – these projects are open only to organisations holding an Erasmus accreditation in the field of vocational education and training. This special funding strand allows accredited organisations to regularly receive funding for mobility activities that contribute to the gradual implementation of their Erasmus Plan. Erasmus accreditations are open to all organisations that want to organise mobility activities on a regular basis. Previous experience in the Programme is not required to apply. To find out more about this opportunity, please read the chapter of this guide on Erasmus accreditation in the fields of adult education, vocational education and training, and school education.

**Mobility activities in a mobility project can be outgoing or incoming.** Most types of available activities are outgoing mobility activities. This means that the applicant organisation will act as a sending organisation: it will select participants and send them to a hosting organisation abroad. In addition, there are special types of incoming activities that allow applicant organisations to invite experts or teachers and educators in training to their organisation. The purpose of incoming activities is not to create two-way exchanges, but rather to bring in persons who can help develop and internationalise the applicant organisation.

Implementation of all activities supported under this Action must follow the Erasmus quality standards. The Erasmus quality standards cover concrete implementation practices for project tasks such as selection and preparation of participants, definition, evaluation and recognition of learning outcomes, sharing of project results, etc. To read the full text of the Erasmus quality standards, please visit the following link at the Europa website:

<https://www.erasmustrainingcourses.com/erasmus-quality-standards.html>

When selecting participants, all projects should aim for an inclusive and balanced mix of participant profiles and significant involvement of participants with fewer opportunities, in line with the objectives of the action. The whole project should take a conscious approach towards inclusion and diversity. In the planning, preparation, implementation and follow-up these aspects should be taken into consideration. Especially important is the way the project enhances the ability of the participating organisations to address issues of inclusion and diversity in their regular activities.

## Here are the STRATEGIC OBJECTIVES

This internationalisation strategy aims to be a useful guide for the implementation of a broad European development plan, consisting of a mosaic of transnational activities.

The objectives are therefore the following:

1. To improve the European dimension of our school by launching new mobility activities targeted to students integrated in educational programme;
2. To improve the key competences of students through transnational activities;
3. To provide high quality training opportunities abroad for students with fewer opportunities;
4. To raise awareness on the environmental challenges of our time by comparing the practices and impact of global warming across Europe;
5. To increase the attractiveness of STEM subjects (Science, Technology, Engineering and Mathematics);
6. To strengthen the orientation service for students to guide them towards their vocations;
7. To improve teachers' professional competences in particular; language skills; digital skills; planning and managing skills as well as teaching methodologies.

## ACTION PLAN

The action plan foresees a number of organised activities according to the objectives listed above.

- Study programmes abroad (14 days): courses in other schools focusing on topics agreed with school (e.g. mathematics and science; environmental issues; history; art; literature, etc.).

- Long term study periods abroad (3 months): mobility experiences similar to those carried out by university students. Participants will attend another school for three months and be at the same time fully immersed in another culture.
- Study visits in European organisations (4 weeks): these mobility experiences are designed for students at the end of their studies who are uncertain about their future. Through study visits in public or private organisations, they will have the opportunity to observe different professionals in their field of work and explore their personal inclinations.
- Virtual and blended transnational mobility activities: virtual component of a mobility experience implemented through synchronous activities (e.g. video calls for peer to peer learning) and asynchronous activities (E-Learning modules).
- Job shadowing experiences for gymnasium staff (1 week): focused on observation of good practices on internationalisation; inclusion; environmental sustainability.
- Strategic partnerships as leaders or partners on the following topics: improvement of teachers' competences; inclusion; environmental sustainability; STEM; arts, literature and History. Distribution of mobilities through Erasmus 22/26 accreditation according to the activities foreseen in the strategy

## INTERNAL EVALUATION

The internationalisation strategy will be evaluated on an annual basis by the coordinators of the internationalisation team in order to regularly verify the achievement of the planned objectives and the satisfaction of the identified needs. For each objective, a number of quantitative and qualitative indicators has been identified. The indicators include a threshold for measuring whether or not, and at what level, the expected result level has been achieved. The indicators will be produced by analysing the assessment documents (questionnaires, reports, self-assessments, etc.) administered to: participants, school staff, participants' teachers, hosting partners, etc.

The internal evaluation procedure for this internationalisation strategy will be based on the following performance indicators linked to the objectives mentioned above.

## OBJECTIVES INDICATORS FOR PERIOD 2021/2027

To improve the European dimension of school by launching new mobility activities targeted to students integrated in educational programme

- 5 good practices exchanged with other schools across Europe (1 every year) though job shadowing
- 30 staff members trained by the participants once they got back at home after the course
- 70% of teachers reached by the training activities self assessing an improvement in the capacity to plan and manage a mobility project for students
- 5 mobility actions (described above) targeting students successfully launched and implemented. The success will be measured if 98% of mobilities will be terminated according to the programme.

## To improve the key competences of students through transnational activities

- 70% of participants self-assessed an improvement in their key competences, namely learning to learn; multilingual competence; digital competence; citizenship competence, cultural awareness and expression competence.
- 70% of participants self assessing an improvement of self-esteem and autonomy after mobility.
- 70% of participants self-assess the positive contribution of mobility for their personal or professional growth after 6 and 12 months from the mobility.

## To provide high quality training opportunities abroad for students with fewer opportunities

- 30% of participating students with fewer opportunities
- 70% of participants improve self-confidence and awareness about individual skills and personal goals
- 1 project KA2 submitted on the topic of inclusion

**To raise awareness on the environmental challenges of our time by comparing the practices and impact of global warming across Europe**

- 100 students involved in activities on environmental sustainability generated by the exchange with other European countries
- 70% of students involved self-assessing a better understanding of the phenomena related to climate change
- 5 good practices exchanged with other schools across Europe (1 every year) through job shadowing

**To increase the attractiveness of STEM subjects (Science, Technology, Engineering and Mathematics)**

- Improvement in achievements in STEM by 30% of the students (evaluated by the class councils);
- Greater interest and motivation and in the study of STEM by 50% of participants (self-assessment)
- At least 5 good practices regarding the teaching of STEM identified abroad by teachers;
- 30 teachers participating in internal moments of sharing their mobility experiences (the multiplier effect of mobility will also be encouraged this internal training among teachers to disseminate the practices observed);
- 10% teachers participating in internal dissemination who will use the teaching methodologies for teaching STEM learned abroad or parts of them.

**To strengthen the orientation service for students to guide them towards their vocations;**

- 70% of students satisfied with the study visits in organisations abroad;
- 80% of participants find a job or enrol in specialisation training courses within 12 or 24 months after the end of the mobility

**To improve teachers' professional competences in particular; language skills; digital skills; planning and managing skills as well as teaching methodologies**

- 60 staff members trained internally following the results of the transnational exchanges
- 60% of trained teachers self assessing an improvement of their knowledge of other practices and education systems

- 5 practices transferred at local level following the exchange with other countries
- 5 blended mobility actions implemented

Evaluations will allow the school to take action and make appropriate and shared changes to the internationalisation strategy. Whether modifications are required on activities or objectives, depending on the reasons identified behind the failure, the deming cycle procedure (Plan-do-check-act) will be put in place to achieve the expected results.

For the National Agency you have to present your organisation in the application which consists following areas:

- What are your organisation's main activities (in everyday work, outside of Erasmus+) ?
- What kind of learning programmes is your organisation offering?
- If your organisation is providing more than one educational programme, please specify which of those programmes belong to the field of this application.
- What profiles and ages of learners do you work with?
- Please describe the structure of your organisation.
- What are the most important needs and challenges your organisation is currently facing? How can your organisation be improved to benefit its learners? Please illustrate your answers with concrete examples.

An internationalisation strategy or another kind of organisational development strategy is the most relevant type of document that you can include. The strategy can be written specifically for your Erasmus accreditation application, or it can have a more general character.

## What is an Erasmus Plan?

The Programme's Key Action 1 provides learning mobility opportunities to individuals and supports the development of education institutions and other organisations involved in lifelong learning in Europe. The funding your organisation receives from the Programme should contribute to both of these objectives. It means that by organising mobility activities for your participants, you should also work on broader objectives of your organisation. To achieve that, in the following sections we ask you to develop an 'Erasmus Plan': a plan that links mobility activities with your organisation's needs and objectives. Your Erasmus

Plan should answer one key question: how are you going to use the Programme's Key Action 1 funding to benefit your organisation and all of its staff and learners, whether they take part in mobility activities or not.

The Erasmus Plan is composed of three parts: objectives, activities and planning for management and resources. You will also be asked to subscribe to a set of Erasmus quality standards that define a common set of guidelines for organisations taking part in the programme across Europe. What is a good Erasmus Plan? The most important thing to consider is that your Erasmus Plan should be coherent and appropriate for your organisation, its experience and its ambition. The application must be an original proposal, written by your organisation and specifically for your organisation. When answering questions and defining objectives, you should be as concrete as possible and you should refer to your other answers, in particular those in the 'Background' section where you have described the needs and challenges you want to tackle in your organisation. If you have attached any strategic documents to your application, you should also refer to them in your answers. Do not hesitate to repeat an important piece of information if you think it will help the assessors understand your plans and objectives. Your Erasmus accreditation application should be a result of joint work in your organisation. Your answers should be a result of a discussion with relevant colleagues and managers. If you find the application too difficult, you can consider reducing the number of objectives and participants that you are proposing.

Erasmus accreditation is designed to allow organisations to learn and develop over time. Taking a gradual approach to your participation in the Programme will not reduce your chances of being successful. How long is the Erasmus accreditation valid? If your application is approved, your organisation's Erasmus accreditation will stay valid at least until the end of the current programming period in 2027, under the condition that your organisation keeps fulfilling the obligations defined in the Call for Erasmus accreditations.

The Erasmus Plan that you submit in this application can cover a shorter period of two to five years. In the following sections, you can choose the length of your Erasmus Plan yourself by defining your objectives and estimating the number of mobility activities you want to organise in the next few years. Based on your application, the National Agency will define the timing of periodical accreditation progress reports and future updates to your Erasmus Plan to make sure it stays



up to date. If important changes happen in your organisation, you will also be able to request an Erasmus Plan update yourself.

Working on your Erasmus Plan objectives is more important than reaching a specific number of participants. The accreditation lasts for 5 years. You have to choose the types of activities you would like to implement in your project and complete the following table with the number of participants and duration for each type of activities you have chosen. In addition, you can request accompanying persons and preparatory visits where needed. You will have to define your targets for the following categories of participants. These targets will become a part of your grant agreement and some of them may be taken into account at the budget allocation stage. For more information about the budget allocation criteria, please consult the Programme Guide and visit the website of your National Agency.

## II. Project design methodologies for pupils mobility

### 8. Project Cycle Management

Uniser

**Thematic area:** Project design methodologies

**Objective:** It aims to share good practices on design, planning and management of European projects.

**Description:** The Project Cycle Management (PCM) is a methodology that indicates what are the steps to follow in order to plan and manage an effective project.

The PCM identifies 6 phases:

1. Indicative Programming
2. Identification
3. Formulation (founding phases)
4. Financing
5. Implementation
6. Evaluation

Phases 1, 2 and 3 are the most important for planning a high quality project.

1. Indicative programming is the phase where we reflect on who we are, and what we can share with other organisations involved.
2. Identification answers the question: what, it is aimed at “identifying” the objective/s of a project.
3. Formulation is the phase where all the previous elements are combined with practical activities and budgetary issues.

## PHASE 1

Indicative Programming answers the need of having a clear picture of the starting context, It helps clarify the state of the art and what kind of intervention is needed. It is necessary to ask ourselves what are the characteristics of our local context and on which topics we want to collaborate with other organisations.

The analysis of common aspects related to a topic, consists in the identification of a Common Thematic Framework (also called “Rationale”). The CFT should focus on those aspects of a certain topic that need to be further explored and which are common to all the involved organisations. It consists of a detailed description about the elements that are shared by the partners, which will be the basis for building the project strategy.

After establishing a common thematic framework, it will be possible to involve other local organisations, the so called stakeholders, that could bring added value to the project.

## PHASE 2

The identification phase foresees a focus on a central problem to be tackled. All causes should be analysed and organised in a logical way through the following steps:

1. All problems connected to a central topic are analysed
2. The most relevant problem is selected by the partners
3. After identifying the main problem, all connected problems and their causes must be identified and analysed. The result is called the “tree of problems”.
4. Problems are turned into objectives: once the main problems (that can be realistically tackled) are identified, they must be “turned into positive”. The specific problem will become a specific objective, the effect or general problem will become the general objective, the causes of specific problems will become expected results.

## PHASE 3

The Formulation: after the objectives and expected results have been established, it is time now to plan the project activities. Each expected result must be associated with one or more activities. The same activities can also be associated with more than one expected result.

The second step of the formulation process consists in the identification of quality indicators for each element identified so far:

- a) general objective;
- b) specific(s) objective(s);
- c) expected results; d) activities.

Consequently, the Logical Framework Approach allows to have all necessary elements to continue with the project designing on Erasmus application forms.

### **Good practices transferability:**

This practice can be transferred to other schools and VET centres in any European country who are interested in designing Erasmus Plus projects by following the different steps and phases.

## 9. Designing a project

### Kaunas International Gymnasium

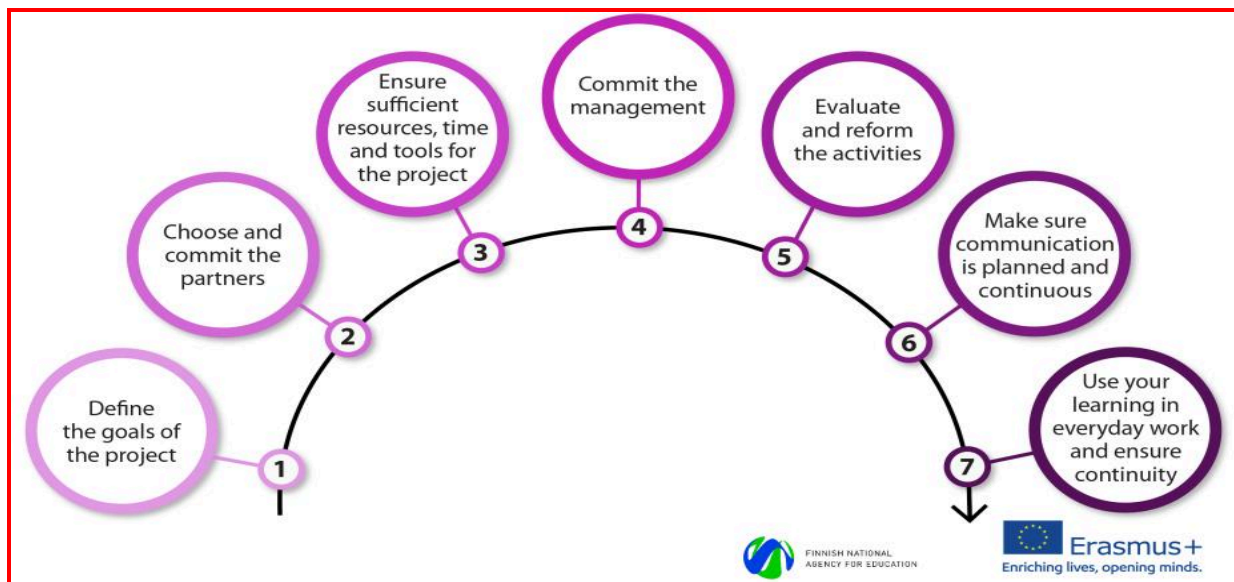
**Thematic area:** Designing a project + documents before, during the mobility and etc.

**Objective:** Provide information about designing of the project - administrative and technical issues

**Description:** Deliver concise guidance on crafting project designs, covering administrative and technical considerations, to facilitate smooth execution throughout all phases of mobility initiatives.

**Good practices transferability:** Organisations active in the fields of education, training and youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. A mobility project will consist of the following stages: **Planning** (including defining the learning outcomes, activity formats, development of work programme, schedule of activities) **Preparation** (including practical arrangements, selection of participants, set up of agreements with partners and participants, linguistic/intercultural/learning- and task-related preparation of participants before departure); **Implementation** of the mobility activities; **Follow-up** (including the evaluation of the activities, the validation and formal recognition - where applicable - of the learning outcomes of participants during the activity, as well as the dissemination and use of the project's outcomes).

When you want to write and get project approval you must rethink all the seven steps.



## 1. Define the goals of the project.

Think about what kind of changes you would like to achieve. The activities and goals must be planned and they must be agreed together. The activities and their benefits must be defined clearly so that the parties to the project have an understanding of what the project is about.

- It is important to state the goals aloud and document them, even if they are not the same for all actors.
- The goals may also evolve as the activities progress.
- You can take advantage of the Impact Tool when defining a goal for the project.

## 2. Choose and commit the partners.

- It is important to find motivated partners.
- To enable peer learning, you should involve different types of actors in your project.

Plan the tasks of each project party together.

From the very beginning, everyone will commit themselves to following the jointly accepted rules and goals.

The number of organisations or informal groups of young people participating in the project must be suitable for the nature of the activities in the project.

Create and maintain a trusting atmosphere and listen to the members of the project. Organise regular opportunities for the members to meet and exchange experiences.

### **3. Ensure sufficient resources, time and tools for the project.**

- The Erasmus+ grant will cover most of the costs of your project. However, to some extent, project cooperation will also require human resources and often other resources from the organisations and informal groups of young people themselves. What do you already have, what do you need more of and where do you get possible additional support?
- Draw up a clear timetable for the project and think about what kind of tools you will use in the project work. The key tools for the project include email lists, social media, platforms for working and equipment for organising meetings remotely.
- With the developments in technology, remote meetings have become increasingly important forms of keeping in contact.

### **4. Commit the management**

- Familiarising the management of the participating organisations with the activities and committing the management to them is usually required for the activities to succeed. If the management is not directly involved in your project, at least keep it informed of your progress.
- Committing the management is easier when the goals of the project have been linked to your organisation's strategies or the objectives guiding its operation.

### **5. Evaluate and reform the activities.**

- If your project is a long-term one, examine the goals often enough to ensure the right direction of the development.

- Examine and evaluate your activities together regularly to ensure the progress and good quality of the activities and successful cooperation. There may be a need to make changes to the activities during the project. This is quite normal.

## 6. Make sure communication is planned and continuous.

- Communicating about the activities and results of the project is an essential part of the project. Think about what would be useful or interesting for others to hear.
- Make a plan for internal and external communication. Think about which channels you could use to best reach your target group.
- Share competence and skills openly. At best, project work serves as a source of peer learning.

## 7. Use your learning in everyday work and ensure continuity.

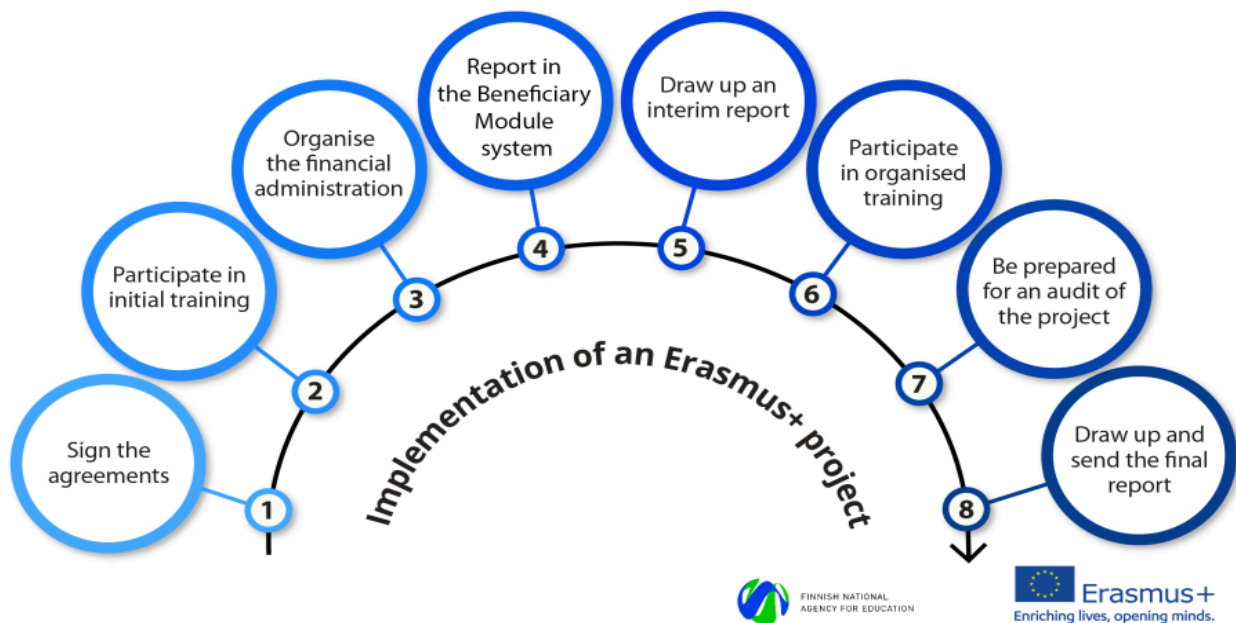
- Think about how you can all use your learning in your everyday work after the project.
- Document the results of the project clearly so that others can also benefit from them.
- At best, cooperation with the partners will continue after the project.
- The implementation of the Erasmus+ Programme is mainly in indirect management, meaning that the European Commission entrusts budget implementation tasks to [National Agencies](#). These National Agencies promote and implement the Programme at national level and act as the link between the European Commission and participating organisations at local, regional and national level.

Their tasks are to:

- provide with appropriate information on the Erasmus+ Programme;
- administer a fair and transparent selection process for project applications to be funded in their country;
- monitor and evaluate the implementation of the Programme in their country;
- provide support to project applicants and participating organisations throughout the project life-cycle;
- collaborate effectively with the network of all National Agencies and the European Commission;
- promote and ensure the visibility of the Programme;
- promote the dissemination and exploitation of the results of the Programme at local and national level.



When you want to implement an Erasmus+ project you have to follow up all eight steps.



## 1. Sign the agreements.

After your project has been accepted, we will send the grant agreement to the coordinating organisation electronically to be signed 4–5 months after the end of the application period. When the grant agreement has also been signed by the National Agency, the project can be started and we will pay the first payment to the beneficiary's account. In some project types, it is recommended that you conclude separate partner agreements with the project partners to determine the tasks of each partner, the budget and the reporting obligations in more detail. The model partnership agreement is available below this section.

## 2. Participate in initial training.

We organise initial training for projects to discuss project coordination and administrative issues. The topics of the training include funding rules, financial administration, the content of the agreement, monitoring and reporting, leading the project and its impact.

### **3. Organise the financial administration.**

In your accounting, open a separate cost centre for your project to keep the income and expenditure in the project separate from all other costs of your organisation. Draw up instructions for posting the invoices related to the project so that all invoices related to the project will be posted to the cost centre of the project. This way it will be easy for you to monitor the financial situation of your project. If there are partner organisations in the project, agree on the grant payment practices with them. Store the receipts for the project in your organisation's accounting system, on a network drive or on paper in the project folder. Check the accounting of the project regularly and correct any errors in the entries.

### **4. Report in the Beneficiary Module system.**

Beneficiary Module (BM) is the European Commission's system in which you can manage the different stages of the Erasmus+ project and record the participants. You can also use the system to request reports from individual participants and send the final report to the National Agency. The service is available only in English. The Beneficiary Module is not yet in use; we will inform project beneficiaries directly once the service is available.

### **5. Draw up an interim report.**

During the project period, you will deliver 1–2 interim reports to the National Agency. The number depends on the duration of your project. The purpose of the interim reporting is to ensure that 1) your project has progressed as planned, 2) the awarded grant has been used appropriately and 3) the use of the grant corresponds to the content of the grant agreement. The actual eligibility of the costs is not checked in the interim reporting stage. In some project types, the second grant payment may be connected to interim reporting.

### **6. Participate in organised training.**

The National Agency organises training on topics such as project management and communication for projects that have been awarded funding. In other words, you will not be left on your own with the project, but will get support from NA for the implementation of a high-quality project. You will also be able to network with others who implement similar projects and get valuable peer support.

## 7. Be prepared for an audit of the project.

The National Agency will make different monitoring and audit visits aimed at ensuring that the objectives of the project will be achieved, project management works and the grant is used appropriately. Audits may be carried out during the agreement period (e.g. audit of the content or the finances) or after the project has ended (audit of the accounts).

## 8. Draw up and send the final report.

After your project has ended, you have 60 days to submit the final report for the project. The report will be evaluated by the National Agency and/or an external expert. You will receive written feedback on the implementation of your project. After the final report has been approved, we will pay the last grant payment. This will usually happen within 60 days. The amount of the final payment is determined on the basis of the quality assessment of the final report and the approved costs.

**Drafting Erasmus+ KA1 mobility project might cause some difficulties in understanding terminology used by Erasmus+ programme guide.** The same terminology as in Erasmus+ programme guide should be used by applicant in their application form.

First, you want to set a **GOAL**. A goal means the answer to the question: What do we want to achieve with the Erasmus+ project? The goal needs to be SMART (specific, measurable, attainable, relevant, time-based).

**NEEDS** of the organisation refer to the question: How you will get from where you are now to where you want to be?

The answer in the case of SuperPower school might be: we need more student-centred teaching and more international cooperation to find different ways of working with low skilled students at STEM subjects to help them stay in school.

**ACTIVITIES** in the Erasmus+ mobility projects are a set of tasks carried out as a part of the project. In the KA1 projects you have 3 types of activities: job shadowing, structured courses/training events, teaching assignments abroad.

In your case of the SuperPower school you might decide that you will send 5 STEM teachers to 3 different structured courses to get new material and ways of student-centred teaching in STEM subjects. You also decide to send 2 teachers to 2 different schools in 2 different countries for job shadowing to observe innovative STEM teaching practices.

**LEARNING OUTCOMES** are statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of

knowledge, skills and competence. Outcomes refer to the end of a certain activity (course or job shadowing). If you have a good course provider, s/he will give you a list of competencies for the courses.

In the case of the SuperPower school you might seek for the following outcomes: participants (teachers in your case) will understand how to use new learning materials in the STEM curricula, participants will know how to boost students' natural curiosity, participants will have a design of a project work about connecting STEM with everyday life, participants will understand new techniques of scaffolding pieces of knowledge to address students' needs in a new way.

**IMPACT** in the Erasmus+ mobilities refers to the period after the project is already concluded. It means the effect of Erasmus+ activity on individuals, organisations and society. Have in mind how you will measure impact.

In the case of a SuperPower school a desired impact on teachers might be higher teaching competence with new material (measure: number of new learning activities and material). Impact on students: better self-confidence for STEM subjects (measure: before/after survey). Impact for the school: cooperation with schools from other countries (measure: number of schools), reduced early school leaving (measure: early school leaving rate). Impact for local environment: increased support and involvement of family members in school life (measure: number of STEM projects of students in local environment – project based learning).

## Monitoring And Evaluation Tools

For each of the quality assessment areas main tools are identified. They are conceived to be integrated and analysed together with other existing tools and any other support is produced during the Project Implementation

1. Project management and coordination
  1. Minutes of TM meetings
  2. Semestral Questionnaires
  3. Transnational Meeting Form
2. Project objectives achievement
  1. LTTA Participants Final Self Evaluation
  2. Work package Evaluation questionnaire
  3. Participant lists
  4. Performance Indicators grid
  5. Performance indicator matrix
  6. Project Implementation Questionnaires, interview and focus group

### 3. Follow-up

1. Impact assessment forms
2. Questionnaire on perception of quality of multiplier event

Assessing tools (ex. questionnaires) will be drafted by QM during the preparation activities of the project implementation and will be validated by the partnership;

In order **to report on project** progress and to provide information and evidence allowing continuous monitoring and control over the project implementation and budget, the project partners will submit to the project coordinating institution on a regular basis interim internal reports. The Report and Claim Schedule represents Annex V in the 15 Partnership Agreements signed between the legal representatives of VUM and the partner institution and sets the following deadlines:

Each interim internal report shall consist at least of the following parts:

- 1) **Partnership Agreement's Annex IV** Internal report and partner claim for payment forms duly filled in for the respective period.
- 2) **Staff costs report** and claims including duly signed Timesheets and Joint Declarations for all project team members who have contributed to the project activities during the respective period. The list of staff costs' supporting documentation to be attached is not exhaustive and may include various documents incl. salary slips, agendas, attendance/participant lists, tangible outputs/ products, minutes of meetings, etc. Staff costs are to be calculated and reported based on the unit costs principle.
- 3) **Travel costs and costs of stay report** and claims including filled out and duly signed Individual Travel Reports as well as any other relevant supporting documentation incl. travel tickets, boarding passes, invoices, receipts, proof of attendance in meetings and/or events, agendas, tangible outputs/products, minutes of meetings, etc. Travel costs and costs of stay are to be calculated and reported based on the unit costs principle.

## 10. How to set up a school international strategy

Uniser

**Thematic area:** International Network

**Objective:** How to set up a school international strategy through Nuffic Model

**Description:** In order to set up an international strategy, the Nuffic model allows teachers, school managers and boards to identify the international competence to integrate in the school curriculum.

First of all, it is necessary to agree on the meaning of internalisation for the school and why it is relevant for students.

Then, discuss which are the most relevant intercultural competences, personal qualities and international orientation using the following model:



Each person is invited to share ideas and points of view about it.

After that, write in two columns which are the international activities already implemented and, on the other column, which one can be offered in the future.

According to the school context and priorities, new activities aimed at developing the competences and qualities chosen can be integrated in the school curriculum depending on the timing and resources which are available.

**Good practices transferability:** This innovative model can be used in other schools located in different European countries according to their needs and priorities to set up or improve their international strategy. This model can be used again when reviewing the international strategy at the beginning of the school year.

### III. Planning and managing of pupils' mobility projects through digital tools (physical, blended and virtual);

#### 11. Management - Students

Institut Cavall Bernat

**Thematic area:** Planning, management and monitoring.

**Objective:** To monitor students' mobility and keep them on the right track.

**Description:** To keep the right follow-up of the students who are abroad in mobility.

**Good practices transferability:**

How to keep the right follow-up of the student who is abroad during his/her mobility stay?

- It's important to have the student's exact location abroad.
- It's important to have the phone number of a direct family member, either at home and abroad.
- It's important to have the student's real timetable.
- It's important to establish the number of online meetings before the student travels to a foreign country. This will depend on how many weeks the Erasmus programme lasts. (particularly in the long-term mobilities).
- It's important to agree on the platform to use in the online meetings.



Questions to take into consideration during the student's mobility monitoring:

1. What's your opinion about your host school, company?
2. Do you regularly meet with other students or other people in the hosting organisation?
3. Are you able to practise your skills?
4. What about practising the country's foreign language?
5. What's your opinion about accommodation?
6. Do you get on well with the students with whom you share the flat?
7. What would you like to improve?

In case when student having a problem or a difficult situation during his/her mobility, it should be important to :

- talk it over with the Erasmus team,
- call the student's tutor at the sending school to learn more about the case and help him/her,
- get in touch with the parents of the student to inform them about what has happened,
- talk with the partner's team and look for solutions together

## 12. Student's rights and duties

### Kaunas International Gymnasium

**Thematic area:** Students rights and duties, learning agreement - examples.

**Objective:** Recognize and understand student rights, responsibilities, and learning agreements.

**Description:** Deliver comprehensive information detailing the rights and responsibilities of all parties involved, including students, educators, and administrators. Additionally, furnish illustrative examples of Learning Agreements to enhance understanding and clarity.

**Good practices transferability:** Students participating in the Erasmus+ program have certain rights and duties to ensure a successful and enriching experience. Some examples can be seen below:

#### Rights:

- Quality of education;
- Grant and financial support;
- Accommodation assistance;
- Equal treatment;
- Health and safety;
- Language support;
- Cultural integration.

#### Duties:

- Learning agreement fulfilments;
- Academic performance;
- Compliance with regulations;

- Reporting obligations;
- Respect for host institution;
- Use of grant;
- Engagement and participation.

## Erasmus+ learning agreement, main issues

### Purpose of the learning agreement

This learning agreement defines the conditions and expected outcomes of a learning mobility organised within the framework of the Erasmus+ programme. Parties in this agreement shall abide by the programme's rules and quality standards.

### Parties to the learning agreement

The learning agreement is concluded between the participant in the learning mobility, the sending organisation and the hosting organisation.

### Learning outcomes

The parties have agreed that the following learning outcomes should be achieved during the learning mobility, examples: **language improvement, Intercultural competence, global competence**

### Learning programme and tasks

A learning program is a structured curriculum designed to guide individuals through a specific course of study, outlining objectives, content, activities, and assessments. Tasks within a learning program are the specific activities or assignments learners must complete to progress and achieve learning goals. These tasks reinforce understanding, develop skills, or apply knowledge in practical contexts.

### Monitoring, mentoring and support during the activity

Monitoring, mentoring, and support during an activity involved overseeing participants' progress, providing guidance, and offering assistance as needed. This includes tracking performance, offering advice, and addressing challenges to ensure successful completion of the activity. By providing ongoing monitoring,

mentoring, and support, individuals can receive personalised guidance and resources to enhance their learning and development.

## **Evaluation of learning outcomes**

The evaluation of learning outcomes involves assessing the extent to which participants have achieved the goals and objectives of a learning program or activity. This process typically includes measuring knowledge, skills, and competencies acquired through assessments, tests, projects, or other means. Evaluation helps determine the effectiveness of the learning experience and informs future improvements or modifications to the program.

## **Recognition of learning outcomes**

Recognition of learning outcomes refers to acknowledging and validating the knowledge, skills, and competencies acquired by individuals through formal or informal learning experiences. This recognition can take various forms, such as academic credits, certifications, or credentials, allowing individuals to demonstrate their achievements to employers, educational institutions, or other stakeholders.

## 13. Documents before the mobility

### Kaunas International Gymnasium

**Thematic area:** Documents before the mobility

**Objective:** Providing an overview about documents needed before mobility.

**Description:** Before participating in the Erasmus+ mobility program, individuals typically need several documents. These may vary depending on the specific program, university, or country requirements.

- Academic competence (including English proficiency based on an overall assessment of requested documents);
- Motivation letter;
- Work experience and recommendation letters;
- Acceptance letter;
- Project grant (dotacijos) agreement;
- Proof of Identity: valid passport or national ID card;
- Financial documents;
- Accommodation confirmation;
- Infokit from the hosting school - organisation.

### Good practices transferability:

Description of the procedures for the organisation of the international projects. There are set arrangements and criterias for choosing a person for a mobility also how to organise the mobility.

## EXAMPLE OF DESCRIPTION OF INTERNATIONAL MOBILITY PROJECT PROCEDURES

### I. GENERAL PART

1. The Description of the Procedure for the Organisation and Implementation of International Mobility Projects (hereinafter - the Description) regulates the procedure for the participation of pupils, teachers and managers of (name of the school ) (hereinafter - the School ) in Erasmus+ projects, the process of organisation of mobility, the objectives of participation in mobility projects, the selection criteria and the conduct of the selection competition, the preparation of project participants, the organisation of the mobility visit, the obligations of the Gymnasium and the participants of the mobility projects, and the settlement of the participants of the project.

2. This description has been drawn up in accordance with the European Commission's Erasmus+ Programme Guide.

3. "Erasmus+ projects are designed for the mobility of teachers and pupils, enabling them to travel to the 27 countries of the European Union participating in the Erasmus+ programme, as well as to Norway, Iceland, Liechtenstein, Turkey and Macedonia, and to host partners from other countries.

4. The main objectives of Erasmus+ student and teacher mobility:

4.1. To improve the core competences of pupils and teachers by familiarising them with the culture and educational systems of other countries.

4.2. To gain international work and learning experience;

4.3. To improve competences in foreign languages;

4.4. To introduce pedagogical innovations in the school (STEM, STEAM, etc..), to adopt the good practices of other schools, to disseminate their experience;

4.5. To implement joint initiatives;

4.6. Develop the European dimension;

4.7. To develop awareness of the meaning of environmental change.

5. The amount of the mobility project grant is determined by the European Commission, the National The project participant, the Gymnasium Project Manager, is responsible for the purposeful use of the funds allocated for the mobility project.

6. The provisions of this description apply not only to Erasmus+ projects, but also to other projects of the Qualifications (Mobility) Projects Programme in the Gymnasium, subject to the documents/regulations summarising the administration of the funding programme and the financial management.

## II. ORGANISATION OF PROJECT ACTIVITIES

7. After the signing of the project grant agreement, a project working group shall be set up by order of the Gymnasium Director to implement the activities.

8. The International Project Team shall start its activities after the signing of the grant agreement and shall finish its work after the implementation of all project activities.

9. The International Project Team shall be guided in the implementation of the project activities by "the Erasmus+ Manual for the current year, prepared by the Erasmus+ programme and approved by the European Commission.

10. The Project Team is responsible for the timely completion of the project activities and for participating in the selection process and its implementation. The Task Force is composed of:

10.1. Project manager. Responsible for:

10.1.1.1. Coordinating the documentation for the implementation of the project activities, providing information to the NA on the activities implemented or changes made, submitting the interim and final reports of the mobility project to the NA in a timely manner, administering the Beneficiary Module system;

10.1.2. Drawing up contracts, maintaining contacts with project partners and project participants;

10.1.3. Managing, controlling and targeting the project budget;

10.1.4. Setting up a project working group within 10 calendar days of the start of the mobility project, organising meetings of its members, assigning tasks and setting deadlines for the work to be carried out;

10.1.5. Organising and coordinating the selection process of the project participants and the preparatory activities;

10.1.6. Organising the visits of the project participants (travel, accommodation, meals, local transport, insurance), coordinating the mobility programme with the foreign partners and its implementation;

10.1.7. Organising language preparation sessions (if applicable);

10.1.8. Monitoring the risks of the project activities and organising the evaluation of the project activities;

10.1.9. Organising the dissemination of the project activities and results (meetings, event(s), conference(s)) to the school community, social partners, project participants, according to the plans indicated in the project application.

10.2 Deputy Headteachers are responsible for:

10.2.1. Cooperating with the project leader in the organisation and implementation of mobility visits:

10.2.1.1. Coordinating the preliminary and final programmes of the mobility visit;

10.2.1.2. Coordinating preliminary and final dates of mobility visits and activities;

10.2.1.3. Coordinating the crediting of participants' learning achievements.

10.2.2. Submitting and agreeing the mobility participants' learning programme with the project leader no later than three weeks before the start of the mobility;

10.2.3. The credited the learning achievements of the mobility project participants.

10.3 Teachers, project participants. Responsible for:

10.3.1. Collecting the selection forms of pupils wishing to participate in the selection process and submitting them to the project leader by the deadline;



10.3.2. Language training through the organisation and implementation of language training courses, either live or via distance learning (if applicable);

10.3.3. Assistance to the project participant in the preparation of a publicity article and presentation of the mobility visit within 30 calendar days of the mobility visit;

10.3.4. Submission of original certificates, evaluation sheets on the learning outcomes achieved by the mobility participant to the project leader within a period of two weeks after the mobility participant's return from the visited country.

10.4. The Project Finance Officer. Responsible for:

10.4.1. Financial management and control of the project;

10.4.2. The preparation of payment requests;

10.4.3. The timely payment of the members of the Task Force for their work on the project (if applicable);

10.4.4. Monitoring the use of the mobility project funds;

10.4.5. The preparation of interim and final financial reports.

### **III. CRITERIA FOR THE SELECTION OF PROJECT PARTICIPANTS AND PROCEDURES FOR THE SELECTION PROCEDURE**

11. The school shall announce and carry out the date and criteria for the selection of project participants.

12. The selection of pupils and teachers shall be carried out by a project working group set up by order of the Director of the School, which shall also perform the functions of the selection committee (hereinafter referred to as the selection committee), which shall be set up separately for each different project. The list of selected and reserved project participants shall be approved by the minutes of the Selection Committee meeting.

13. All students and teachers at the School who meet the following criteria are eligible to apply for the project:

13.1. Free of learning gaps and disciplinary sanctions;

13.2. Teachers with at least A2 proficiency in a foreign language (preferably English)

14. On the date of the publication of the call for applications, the project leader shall provide information on the announcement of the selection procedure shall be published on the school website and/or on the school notice boards and/or other means of informing students and teachers.

15. A pupil or teacher wishing to take part in the selection process shall submit a motivation letter to the project leader before the deadline for submission of applications.

16. Applicants who meet the requirements set out in point 13 of these Regulations shall be invited for an interview.

17. All pupils and teachers participating in the selection process shall be informed of the selection criteria, the order in which they are to be organised, the number of applicants and the results of the selection. All this information shall be sent by the project leader, together with the lists of selected participants, by e-mail to all participants in the mobility selection within two weeks of the selection.

18. The school shall take all necessary measures to avoid any conflict of interest in the selection of persons to take part in the project activities, in the selection panels or in the selection process.

19. In the event of a tie, the winner shall be determined by a vote of the jury. Preference shall be given to students or teachers who have not participated in international project activities.

20. The successful applicant shall be the applicant with the highest competition score among the applicants from the same country.

#### **IV. PREPARING THE MOBILITY PROJECT PARTICIPANT**

21. For selected mobility project participants, a pre-mobility visit induction shall be organised after the selection process has been completed and the participant has confirmed his/her participation in the mobility project:

21.1. If necessary, the project leader shall organise cultural preparation: at least two weeks before the mobility, introducing the participants to the country to be visited by providing information on its culture, characteristics, cultural differences;

21.2. The project leader shall organise the presentation of the activities foreseen in the project and the allocation of tasks.

21.3. Language training (if applicable):

21.3.1. Language training shall be carried out by a teacher of the foreign language concerned, in accordance with the foreign language required for the implementation of the activities of the visit, on the basis of a contract of additional employment, a language course programme, attendance register, etc., paid for from the funds earmarked for language training, if so provided for in the mobility project budget;

22. If additional pedagogical, psychological or other training is required for project participants, the project leader shall arrange and implement it.

## V. ORGANISING A MOBILITY PROJECT

23. The date of the mobility project participant's visit shall be determined in accordance with the project timetable.

24. The mobility project participants' visits shall be organised by the project leader.

25. The mobility participant's visit to the host institution (travel, accommodation, meals, local transport and insurance) shall be organised and carried out in accordance with the bilateral project agreement between the NA and the Gymnasium and the tripartite project agreement between the host institution, the Gymnasium and the mobility participant.

26. The costs of the mobility project shall be paid in accordance with the grant agreement and its annexes.

27. The project leader shall ensure that the mobility project participant on the visit is insured against medical emergencies and repatriation abroad, accident insurance, civil liability insurance and travel insurance against failure or interruption.

28. Upon return from the mobility visit within a two-week period, participants shall present the following documents to the project leader:

28.1. Documents supporting the trip (flight tickets, boarding passes, bus tickets);

28.2. The Europass Mobility Certificate and/or other certificate signed by the host institution, stating the name of the mobility project participant, the purpose of the mobility activity abroad and the start and end dates of the activity.

## **VI. ASSESSMENT, CREDITING AND TRANSFER OF LEARNING OUTCOMES ACQUIRED DURING MOBILITY**

29. The learning outcomes of the mobility shall be credited and transferred to the register of pupils' achievements (e-diary) in the subjects to which the project relates, after prior discussion and anticipation of the competences to be acquired during the project.

30. A contract shall be signed with the project participant defining the learning outcomes to be achieved, the learning activities, the criteria and procedures for assessing learning achievements.

31. The teacher accompanying the pupils is responsible for the assessment of the pupils' achievements.

32. The competences acquired during the teacher's mobility project shall be counted as a professional development activity, according to the certificate issued by the host organisation.

## **VII. REPORTING BY THE MOBILITY PROJECT PARTICIPANT**

33. At the end of the mobility period abroad, the host institution shall issue a Europass Mobility Document or other certificate attesting that the contractual programme has been completed, indicating the knowledge, skills and competences acquired.

34. The participant in the mobility project must prepare a publicity article on the results achieved for the School's website and social networks within 30 calendar days after the mobility visit;

35. Prepare a presentation of the mobility visit (PowerPoint or other suitable presentation format) and present it at dissemination events.

## 14. Managements - Planning students mobility

Liceo Scientifico "A.Righi"

**Thematic area:** Planning and management of students mobility

**Objective:** Collecting data about the students going for mobility

**Description:** Useful documents to collect data about a student's health, interests and other information in order to inform the hosting school for the best matching with the hosting family.

**Good practices transferability:** For the hosting school it is important to collect all the useful information in order to match the students with the right hosting family

**Questionnaire with student's data**

(healths, interests and other important information to share with host family)

Name:..... Surname:.....

☐ Male      ☐ Female      ☐ Not specified

Email:..... Phone number:.....

School: .....

Parent's numbers in case of emergency:.....

Do you know any foreign languages other than English (if yes which ones)?  
.....

Do you have some chronic problems? .....

If yes, which ones?.....

Are you taking any specific medication?\_\_\_\_\_

If yes, which ones?\_\_\_\_\_

Do you have any allergies (food, pets, pollen, dust etc... )? \_\_\_\_\_

If yes, which ones?\_\_\_\_\_

Is there any particular food that you don't eat?\_\_\_\_\_

If yes, which ones?\_\_\_\_\_

Do you play any sports?\_\_\_\_\_Which ones?\_\_\_\_\_

What are your favourite hobbies or interests?\_\_\_\_\_

What kind of music do you like? \_\_\_\_\_

What are your favourite singers?\_\_\_\_\_

What do you hope to achieve in this mobility?\_\_\_\_\_

Write a brief presentation of yourself for your hosting family:

## 15. Managements - Students involvement

Liceo Scientifico "A.Righi"

**Thematic area:** Management - Students

**Objective:** Involvement of students in the Erasmus + programme

**Description:** Useful document to collect student's feedback about international mobility

**Good practices transferability:** For all schools involved in the mobility (hosting and sending schools)

### FOLLOW UP

Feedback from students once Erasmus+ has finished to know the students' opinion, abilities learnt

Name:\_\_\_\_\_ Surname:\_\_\_\_\_

Email:\_\_\_\_\_ Phone number:\_\_\_\_\_

Date of birth:\_\_\_\_\_

School:\_\_\_\_\_

### During the stay in host family

How were you welcomed into the host family? (1: very bad, 5 very well)

1 o   2 o   3 o   4 o   5 o

How did you sleep with your host family? (1 very bad, 5 very well)

1 o   2 o   3 o   4 o   5 o

How did you eat at your host family? (1 very bad, 5 very well)

1 o   2 o   3 o   4 o   5 o

How did you go to school?

- ☐ public transports
- ☐ walking
- ☐ the host family used to take me to school
- ☐ other:.....

How long did it take to get to school? .....

How did you spend free time with your host family (in the evening and weekend)?

.....

### School experience

What's your opinion about the school? (1: very poor and not well organised, 5 very well organised)

1 o   2 o   3 o   4 o   5 o

What do you think about your experiences in the host school? (1: waste of time, 5 very interesting)

1 o   2 o   3 o   4 o   5 o

Has the school organised ice-breaking activities?      ☐ yes                      ☐ no

If yes, which one did you like the most?.....

Do you think it would have been better to follow more lessons?

☐ yes                      ☐ no

Which subject did you enjoy the most?.....



Has the school organised sport activities? ☐ yes ☐ no

If yes, which one did you like the most?\_\_\_\_\_

Has the school organised other activities in the school? ☐ yes ☐ no

If yes, which one did you like the most?\_\_\_\_\_

Did you feel supported by your tutors in case of need?

☐ yes ☐ no ☐ I didn't need any support

Rate your mobility experience in general (1 very bad, 10 very interesting and useful)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Write one positive aspect of your experience:

\_\_\_\_\_

Write one negative aspect of your experience:

\_\_\_\_\_

Do you have any suggestions to improve international mobility?

\_\_\_\_\_

\_\_\_\_\_

What abilities do you think have improved?

- ☐ Literacy
- ☐ Multilingualism
- ☐ Numerical, scientific and engineering skills
- ☐ Digital and technology-based competences
- ☐ Interpersonal skills, and the ability to adopt new competences
- ☐ Active citizenship
- ☐ Entrepreneurship
- ☐ Cultural awareness and expression

## 16. An Accompanying person

Liceo Righi

**Thematic area:** Planning and managing pupils' mobility projects

**Objective:** How to prepare an accompanying person for mobility?

**Description:** This observation grid helps the accompanying teacher to evaluate the student's behaviour and involvement in the different activities during the mobility.

**Good practices transferability:** Other schools can use the following grid to evaluate the student's behaviour during the mobility in order to improve their involvement in the project by.

**OBSERVATION GRID OF STUDENT BEHAVIOUR DURING MOBILITY**  
(To be filled by accompanying teacher)

Student List	Looking for a positive relationship with host students	Participation school activities	Participation in free time activities	Sense of responsibility (punctuality, respect of the rules...)	Ability to adapt to new situations	Relationship with host family
1.....	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never	<input type="radio"/> good <input type="radio"/> sometimes <input type="radio"/> bad	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never
2.....	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never	<input type="radio"/> good <input type="radio"/> sometimes <input type="radio"/> bad	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never	<input type="radio"/> often <input type="radio"/> sometimes <input type="radio"/> never

3.....	o often o sometimes o never	o often o sometimes o never	o often o sometimes o never	o good o sometimes o bad	o often o sometimes o never	o often o sometimes o never
4.....						

## 17. An Accompanying person

### Kaunas International Gymnasium

**Thematic area:** How to prepare an accompanying person for mobility?

**Objective:** Provide information to equip accompanying person to ready for mobility

**Description:** Preparing an accompanying person for an Erasmus+ mobility involves several considerations to ensure a smooth and enjoyable experience.

#### Good practices transferability:

#### Information and Communication:

- **Program Details:** share comprehensive information about the Erasmus+ program, including the duration, purpose, and activities involved during the mobility period.
- **Host Country Information:** Provide details about the host country - culture, language, traditions, weather, and important local customs.
- **Travel and Accommodation:** Assist in arranging travel plans, accommodations, and transportation within the host country.

#### Practical Preparation:

- **Visa and Legal Requirements:** Help with understanding visa requirements and guide them through the application process if necessary.
- **Healthcare and Insurance:** Ensure they have appropriate health insurance coverage for the duration of their stay abroad and inform them about healthcare facilities in the host country.

- **Finances:** Discuss financial aspects, including currency, banking, and managing expenses in the host country.

### **Integration and Support:**

- **Language Preparation:** Offer basic language lessons or resources to help them navigate the local language.
- **Cultural Adaptation:** Share cultural etiquette and norms to ease their integration into the new environment.
- **Support Network:** Introduce them to contacts in the host country, such as friends, family, or local community members, who can provide support and guidance.

### **Enjoyment and Exploration:**

- **Local Attractions and Activities:** Provide information about local attractions, events, and places of interest they might want to explore.
- **Social Opportunities:** Encourage participation in social events, clubs, or gatherings to help them make connections and enjoy their time abroad.
- **Personal Interests:** Understand their interests and hobbies, and suggest opportunities in the host country that align with those interests.

### **Safety and Emergency Preparedness:**

- **Emergency Contacts:** Share important emergency contacts, including local authorities, embassy or consulate details, and contact information of the Erasmus participant.
- **Safety Guidelines:** Discuss safety precautions and guidelines for staying safe in the new environment.
- **Communication Plan:** Establish a communication plan to stay in touch regularly, especially during the initial period of adjustment.

## 18. How to prepare students departing for the mobility project

Szkoła Dialogu Kultur Etz Chaim

**Thematic area:** Planning and managing of pupils' mobility projects

**Objective:** To share activities before the mobility that increase the sense of security of the students going on a mobility project

**Description:** To organise preparatory activities for students participating in a mobility project, aimed at enhancing their sense of security and readiness before departing for their project in another country.

**Ideas:**

### **Extra conversation classes for the students.**

These classes are designed to enhance the language skills of the students participating in the mobility program. They focus on practical conversation, helping students improve their fluency and confidence in using the language of the host country. The classes are structured around various themes, such as everyday conversations, professional communication, or specific topics related to the students' fields of study. Interactive activities, role-plays, and discussions can be incorporated to make the classes engaging and effective.

Depending on the level of the students, the classes could be tailored to beginner, intermediate, and advanced levels.

### **On-line meetings with the hosting school/students so that the students wouldn't feel alienated.**

These virtual meetings serve as a bridge between the students in the mobility program and their counterparts in the host country.

They could be facilitated through video conferencing platforms and scheduled regularly throughout the duration of the mobility project.

The meetings provide an opportunity for students to interact, exchange cultural insights, share experiences, and collaborate on academic or cultural projects.

Topics for discussion can include cultural differences, academic interests, hobbies, and future career aspirations.

These meetings can help foster a sense of belonging and reduce feelings of alienation among the visiting students.

### **Lessons about culture, history and traditions of the country the students are visiting.**

These lessons aim to deepen the students' understanding of the cultural context in which they are living and studying.

They cover various aspects of the host country's culture, including its history, traditions, customs, etiquette, cuisine, arts, and festivals.

Guest lectures, cultural workshops, and excursions to historical sites or museums could complement the classroom learning experience.

By gaining insight into the host country's culture, students can develop cross-cultural competence, adapt more easily to their new environment, and appreciate the diversity of the world.

### **Establishing contact channels with the home country.**

It's essential to maintain communication between the students participating in the mobility program and their home institutions or support networks.

Contact channels include email newsletters, social media groups, dedicated online forums, or virtual support desks.

These channels provide a platform for students to seek guidance, share updates, and address any concerns or challenges they may encounter during their mobility project.

Regular check-ins from mentors, advisors, or designated staff members can ensure that students feel supported and connected to their home country throughout their overseas experience.

### **Preparing solutions for most common problems occurring during mobility projects (accommodation, health problems, etc.)**

Anticipating and addressing potential challenges proactively can enhance the overall experience of the mobility program for students.

A comprehensive guide or handbook can be developed, outlining common issues such as accommodation arrangements, health services, transportation options, safety precautions, and emergency procedures.

Workshops or orientation sessions can be organised before the students depart for their mobility project to equip them with practical tips and resources for navigating challenges abroad.

Establishing a dedicated support team or help desk that students can reach out to in case of emergencies or urgent assistance needs can provide a safety net and peace of mind for participants.

## **Good practices transferability:**

### **Online Presentations:**

Organising online presentations allows for structured dissemination of information, such as pre-departure preparation tips, cultural insights, and safety guidelines.

*Practical Example:* Before departing for a mobility project, hosting a series of webinars where experienced faculty members or alumni share their insights on adapting to new environments, navigating cultural differences, and staying safe abroad. These presentations can include Q&A sessions to address specific concerns or queries from participants.

### **Online Meetings:**

Online meetings provide a platform for interactive discussions and personalised guidance, fostering a sense of community and support among participants.

*Practical Example:* Hosting virtual meet-and-greet sessions where current and past participants of mobility projects come together to share their experiences, exchange tips, and offer advice to newcomers. These meetings can also involve mentors or peer support groups to provide ongoing assistance throughout the mobility journey.

### **Student-Made Films:**

Encouraging students to create films documenting their mobility experiences can offer valuable insights into the benefits and challenges encountered during the project.

*Practical Example:* After returning from their mobility project, students can collaborate to produce short films showcasing their learnings, accomplishments, and reflections. These films can cover various aspects such as academic



pursuits, cultural immersion, personal growth, and practical tips for future participants. Screening these films during pre-departure orientations or online events can inspire and inform upcoming participants, giving them a preview of what to expect and how to make the most of their experience.

## 19. How to prepare hosting students

### Szkoła Dialogu Kultur Etz Chaim 3

**Thematic area:** Preparation local students for hosting international mobility

**Objective:** Ensuring positive experience and encouraging overall involvement of local students in the area of hosting activity.

**Description:** Preparing local students to host their peers from international mobility projects under Erasmus+ is crucial for fostering a positive experience and encouraging active involvement. By creating a supportive and welcoming environment, local students can gain intercultural competencies, build lasting friendships, and develop a sense of global citizenship. Below are detailed strategies to ensure successful preparation and engagement:

#### 1. Extra Conversation Classes

Providing additional conversation classes helps local students improve their language skills, boosting their confidence in communicating with international peers. These classes can focus on practical conversational phrases, cultural nuances in communication, and common expressions used in the visiting country's language. Role-playing and interactive speaking activities can simulate real-life scenarios, enhancing fluency and comprehension.

#### 2. Online Meetings with Hosted School/Students

Organising online meetings before the arrival of international students can break the ice and reduce feelings of alienation. These virtual interactions allow students to introduce themselves, share interests, and establish connections. Topics for discussion can include hobbies, school life, and expectations for the mobility project. Facilitating these pre-visit conversations helps build rapport and a sense of familiarity.

#### 3. Lessons on Culture, History, and Traditions

Incorporating lessons on the culture, history, and traditions of the visiting country into the curriculum can enrich students' understanding and appreciation of their

guests' backgrounds. These lessons can include cultural workshops, history lessons, and presentations by guest speakers from the visiting country. Activities such as cooking traditional dishes, learning folk dances, or exploring historical events can make these lessons engaging and memorable.

#### **4. Preparing the Schedule for the Arriving Party**

Creating a well-organised schedule for the visiting students is essential for a smooth and enjoyable experience. This schedule should include a mix of academic activities, cultural excursions, and social events. It's important to communicate the itinerary clearly to all participants, ensuring everyone is aware of the plans and expectations. Flexibility should be built into the schedule to accommodate any unforeseen changes or preferences of the visiting group.

#### **5. Student Participation in Choosing Activities**

Involving local students in the decision-making process for the mobility project's activities fosters a sense of ownership and enthusiasm. Forming a planning committee with representatives from both local and visiting students can ensure that the activities are diverse, inclusive, and appealing to all. Students can suggest and vote on activities such as field trips, workshops, sports events, and cultural nights, ensuring a varied and engaging program.

By implementing these strategies, schools can create a supportive and enriching environment for hosting international mobility projects. The preparation process not only enhances the experience for the visiting students but also provides valuable learning opportunities for local students, promoting intercultural understanding and global engagement.

## 20. How to maintain contacts after the mobility

### Szkoła Dialogu Kultur Etz Chaim

**Thematic area:** Keeping relation and building students network which stays alive after mobility ends.

**Objective:** Helping the students to maintain international contacts and keep them for the future.

**Description:** Maintaining relationships and building a lasting student network after an Erasmus+ mobility project is essential for fostering ongoing international connections and enriching students' educational experiences. Here are some practical ideas based on our mobility experiences that can help students establish and maintain contacts post-mobility:

#### 1. Exchange Emails and Write About Experiences

Encourage students to exchange email addresses and share their mobility experiences. This can include writing about daily activities, cultural discoveries, and personal reflections. Regular email communication helps sustain the connection and allows students to continue learning from each other's perspectives.

#### 2. Encourage Integration Outside the Classroom

Facilitating social interactions outside of class helps strengthen bonds. Here are some examples of activities:

Exchanging Phone Numbers: Allow students to share contact information for easier communication.

Social Games and Icebreakers: Incorporate fun activities such as team-building exercises, group games, and icebreakers in the classroom.

Social Meetings: Organise gatherings in local cafes, parks, or other public places. Activities like city tours, museum visits, sports events, and group meals provide opportunities for meaningful interactions.

Collaborative Projects: Engage students in collaborative projects that require regular communication and teamwork, such as joint presentations, art projects, or community service initiatives.

### 3. Organise Post-Mobility Video Chats

Schedule regular video chats after the mobility project ends to catch up and reflect on the experience. These sessions can include discussing what students have learned, sharing updates on their lives, and planning future meet-ups or collaborative projects.

### 4. Create "The Best of..." Presentations

Encourage students to compile and share presentations highlighting the best moments of their mobility experience. This could include photos, videos, and stories that capture memorable experiences and cultural exchanges. Sharing these presentations with the group helps keep the memories alive and reinforces the connections made.

By engaging in these activities, students can build stronger relationships that extend beyond the mobility period, fostering a network of international friends and collaborators that can last a lifetime.

**Good practices transferability:** These good practices can be easily transferred to other schools by starting with the following examples:

#### 1. Student-Made Videos

Encourage students to create videos documenting their mobility experiences, including interviews, cultural observations, and highlights from their time abroad. These videos can be shared on school websites, social media platforms, or during school events to inspire future participants.

#### 2. Presentations by Students

Organise presentations where students can share their mobility experiences with their peers. This could be part of school assemblies, cultural events, or dedicated Erasmus+ sessions. Presentations can include photos, videos, and personal stories that highlight the impact of the mobility program.

### **3. Social Media**

Utilise social media platforms to create groups or pages dedicated to the Erasmus+ mobility program. These online communities can serve as a space for students to share updates, post photos, and maintain contact with their international friends. Regularly updating these platforms with content from current and past mobility projects keeps the community engaged.

### **4. Website Presentations of Online Meetings**

Publish summaries and photos from post-mobility online meetings on the school website. This transparency not only showcases the ongoing relationships but also serves as a testament to the program's success. Highlighting these meetings with captions and testimonials can encourage other students to participate and maintain their international contacts.

## IV. Recognition methods, instruments and Strategies

### 21. Recognition method for the school mobility project

Uniser

**Thematic area:** Recognition methods

**Objective:** The objective of recognition in school mobility is to acknowledge and validate the learning outcomes attained by students during their mobility experiences.

**Description:** By recognizing achievements, schools aim to provide students with tangible evidence of their skills, competencies, and personal growth acquired through mobility programs. This recognition enhances students' academic and professional credentials, fostering their employability and future educational opportunities. Ultimately, the goal is to promote the value of mobility experiences and empower students to leverage their diverse learning experiences for success in their academic and career journeys.

Focusing on the importance of recognizing the learning outcomes attained by students during their school mobility experiences, various methods and frameworks for acknowledging students' achievements were examined, providing them with tangible evidence of their skills and competencies. Here are a few other methods that can be implemented at the school level to enhance recognition of learning outputs from mobility experiences: certification, portfolio assessment, recognition events or awards, testimonials or recommendations, competency-based assessments, peer recognition.

Outcome 1: Modern society	
Relevant subject, skill or competence	<p>Student:</p> <ul style="list-style-type: none"> <li>▪ gives examples of different types of societies;</li> <li>▪ lists the basic characteristics of different types of societies;</li> <li>▪ recognizes the basic types of societies;</li> <li>▪ recognizes features of modern society post-industrial/information society [open, informational, consumerist, mass];</li> <li>▪ reads basic statistical data on contemporary society, such as Polish society.</li> </ul>
Description	<ul style="list-style-type: none"> <li>▪ knows how to compare different types of societies;</li> <li>▪ knows how to discuss the impact of economic changes on the characteristics of societies;</li> <li>▪ knows how to explain the essence of the characteristics of modern society [open, informational, consumer, mass];</li> <li>▪ knows how to list the civilization phenomena affecting the features of modern post-industrial society;</li> <li>▪ knows how to analyse a variety of source materials on modern society;</li> <li>▪ is able to present the opportunities, threats and challenges facing contemporary society post-industrial society;</li> <li>▪ knows how to build arguments and counter-arguments in discussion of the about contemporary threats and challenges facing modern post-industrial societies / contemporary youth and conduct a discussion/debate on this topic in the classroom/school community;</li> <li>▪ knows how to collect, present and analyse information on selected contemporary societies.</li> </ul>



## Outcome 2: Information society. Knowledge-based economy

Relevant subject, skill or competence	<p>Student:</p> <ul style="list-style-type: none"> <li>▪ describes the formation of the information society</li> <li>▪ lists the manifestations of the formation of the information society</li> <li>▪ presents the positive and negative effects of the formation of the information society</li> <li>▪ discusses the features of a knowledge-based economy</li> <li>▪ presents the factors affecting innovation and development of a knowledge-based economy</li> <li>▪ discusses the importance of human capital in the development of a knowledge-based economy</li> </ul>
Description	<p>Student:</p> <ul style="list-style-type: none"> <li>▪ can explain what the support provided to young, innovative enterprises</li> <li>▪ start-ups by business incubators and business gas pedal is able to analyse on the basis of a map the differentiation level of innovation of EU economies according to the European Innovation Ranking</li> </ul>

## Outcome 3: Language skills

Relevant subject, skill or competence:	Development of language skills throughout the mobility period. Improvement in speaking and writing. Gaining language proficiency.
Description:	The student acquires language proficiency. He can communicate in a foreign language in everyday situations and at school.

## Proposed methods:

**Certification:** Schools can issue certificates or endorse transcripts to acknowledge specific learning outcomes achieved during mobility experiences, such as language proficiency, cultural competency, or academic achievements.

**Digital Badges:** Utilising digital badge systems to recognize and award students for acquiring specific skills or competencies during mobility programs, which can be displayed on their digital portfolios or resumes.

**Portfolio Assessment:** Students compile portfolios showcasing their work, projects, and reflections from mobility experiences, which are then assessed by teachers or evaluators to validate their learning outcomes and achievements.

**Recognition Events or Awards:** Organising recognition events or award ceremonies to celebrate students' achievements and contributions during mobility programs, providing public acknowledgment of their efforts and skills.

**Testimonials or Recommendations:** Requesting testimonials or recommendations from supervisors, mentors, or host institutions endorsing students' learning outcomes and contributions during mobility programs, which can be included in their academic or employment portfolios.

**Peer Recognition:** Encouraging peer recognition and feedback mechanisms where students acknowledge and validate each other's learning outcomes and contributions during mobility programs, fostering a supportive learning community.

## Adaptation by school

### Establish Clear Criteria:

Schools should develop clear criteria outlining the specific learning outcomes that will be recognized through one of the listed above tools. This may include language proficiency levels, cultural competency assessments, academic achievements, or other relevant skills.

### **Integration into Curriculum:**

Schools can integrate the tool into their curriculum design, ensuring that mobility experiences are structured to align with the desired learning outcomes. This may involve incorporating language courses, cultural immersion activities, or project-based learning opportunities into the mobility program.

### **Assessment and Evaluation:**

Schools need to establish robust assessment and evaluation processes to accurately measure students' attainment of the targeted learning outcomes. This may involve standardised tests, performance evaluations, portfolio assessments, or other assessment methods tailored to the specific skills being recognized.

### **Documentation and Issuance:**

Schools should develop standardised tool templates formats to document students' achievements. These documents should clearly specify the learning outcomes recognized, the criteria met, and the duration or intensity of the mobility experience. They should be issued promptly upon completion of the mobility program.

**Good practices transferability:** This good practice can be easily transferred to another school located in a different European country. According to the project aim, learning outcomes and mobility programmes have to be agreed, the Learning Agreement can be used as a starting point for other Erasmus+ school mobility between EU Member States and third countries associated with the programme 2021-2027.

## 22. How to validate a school mobility project

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**Thematic area:** Validation methods

**Objective:** The objective of validation in school mobility is to assess and authenticate the learning outcomes acquired by students through their mobility experiences.

**Description:** By validating these outcomes, schools aim to ensure the credibility and reliability of students' achievements, regardless of the educational context or geographical location. Validation provides students with formal recognition of their learning, enhancing their academic credentials and facilitating their transition between educational institutions or employment opportunities. Ultimately, the goal is to promote equity, transparency, and trust in the assessment and recognition of students' diverse learning pathways and achievements within the mobility framework.

**Proposed methods:**

**Learning Agreement:** Students, along with their sending and receiving institutions, establish a Learning Agreement outlining the intended learning outcomes, activities, and assessment methods for the mobility period. This agreement ensures alignment between students' learning objectives and the goals of the mobility program, facilitating validation upon completion.

**Transcript of Records:** Upon finishing their mobility program, students receive a Transcript of Records from the host institution. This document details the courses taken, grades obtained, and credits earned during the mobility period, providing formal validation of academic achievements and facilitating credit transfer to their home institution.

**Europass Mobility:** Students receive a Europass Mobility Certificate upon completing their mobility program. This document records and validates the skills,

competencies, and experiences gained abroad, enhancing the visibility and recognition of students' mobility experiences within the European Union and beyond.

**Assessment and Evaluation:** Students' learning outcomes and achievements during mobility experiences are assessed and evaluated using various methods such as exams, presentations, projects, or portfolios. These assessments validate students' attainment of specific learning objectives and contribute to their academic and personal development.

**Quality Assurance Mechanisms:** Project mobility implements quality assurance mechanisms to ensure the validity and reliability of students' learning outcomes. This may include periodic evaluations, peer reviews, and feedback mechanisms to assess the effectiveness of mobility programs and ensure the quality of student learning experiences.

**Good practices transferability:** Validation in learning mobility is made transferable through standardised documentation, common assessment criteria and alignment with quality standards. Establishing clear and transparent validation processes ensures the recognition and acceptance of students' learning outcomes across different educational systems. Advocacy for mutual recognition agreements and promotion of lifelong learning encourage individuals to leverage their mobility experiences for further educational and professional advancement. By implementing these strategies, validation becomes a portable and valuable asset, facilitating the seamless integration of learning outcomes into academic and professional pathways.