

Guidebook for
the development
of transversal
skills in
transnational
mobility actions

Part 3



Key skills in youth mobility

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Preface: KEYMOB - Guidebook for the development of transversal skills in transnational mobility actions

Guide for teachers of training-centres and company tutors on how to apply quality criteria for the development of transversal skills for the apprenticeships during their stay of transnational mobility.

This guide will contain the recommendations, criteria and instruments for applying the curriculum designed in each region and the criteria established by each region in the protocol of agreement between the parties for its development.

Index:

- The challenge of the quality of apprenticeships transversal learning
- Benefits of the development of transversal competences
- Presentation of the curriculum of transversal competences
- Curriculum-application-criteria
- Criteria for the evaluation of transversal competences
- Collaboration between teachers and tutors
- Conclusion and challenges

1.1 Intention of the Project

A stay abroad brings a number of advantages to businesses and institutions. Especially in the competition for the best apprentices can score companies that offer an interesting training. Of course, this also applies to all other providers of vocational training courses. In addition to improve the image as a modern institution, it may also be accompanied by an improvement in the image in the industry or in the regional or national environment. In addition, the trainees / students acquire additional specialist knowledge, information about a foreign market and its business customs, a foreign language, as well as intercultural competence, which they can use in their own company / institution. Companies and institutions that have already had experience with stays abroad report fully that the "returnees" have thus become more self-confident and their personality development has made significant progress. Not to mention the motivation boost for the future professional career. The apprentices / students can also benefit: they become more tolerant, more resilient and feel safer when dealing with foreign interlocutors. They gain experience abroad and get to know the working world in another country.

This Guidebook is as „IO3“an essential part of the European project Key Competences for Mobility (KEYMOB) and deals with transversal skills of apprenticeships.

It will be a guide for teachers of training-centres and company tutors on how to apply quality criteria for the development of transversal skills for the apprenticeships during their stay of transnational mobility.

This guide-book will contain the recommendations, criteria and instruments for applying the curriculum designed in each region and the criteria established by each region in the protocol of agreement between the parties for development.



At least the basic intention is the fact, that in times of globalization and a European market of economy and education, which is increasing and growing together, the importance of making any international experience is essential and very important. Staying abroad of apprentices (e.g. in the German Dual system of VET) strengthens the profile of the companies as well as students improve their knowledge and their skills.

By the offer of stays abroad, companies can improve their attractiveness towards school graduates, to convince them to enter in an apprenticeship in the VET-system (this is especially a point, which is – for example - important in some regions in Germany with a low rate of unemployment, where companies are searching for apprentices and cannot cover the number of staff they need). Nevertheless, there is a benefit for the young people: during their staying in a foreign country and a foreign culture, a special mind for foreign cultures, behaviours and cultural differences is discovered. They widen their knowledge in a foreign language, they gain views in in different kinds of working methods and are rising up their mobility and flexibility in their upcoming vocational future. Stays in foreign countries can built the basement of a long-term culture of mobility in the vocational education.

Transnational learning and working becomes more and more important in a global world. Due to this fact and with the background to increase the number of students/apprentices getting the benefit of an international vocational education it is a core-intention of this project to simplify the process for the stakeholders involved in this education. The project-results will give them helpful instruments to prepare and to instruct their staff to bring more efficiency.

As written in the application form of the project, the main expected result of the project will be a consensus between regional authorities, training centres and representatives of companies to develop transverse competencies of trainees in a context of transnational mobility in the three regions participating in the project. In fact, three instruments are foreseen that will give substance to the agreement between the main stakeholders.

In brief:

- Curriculum for the development of transversal skills of apprentices in a productive context of transnational mobility
- Analysis of the potential that European regions and local authorities have to solve the detected problem of the less mobility of young people in training between European countries
- Guidebook for teachers of training centres/vocational schools and tutors in companies who welcome young people in training on how to develop transversal skills and apply the curriculum designed for it. This guidebook refers to this third topic and will give a support to realise that goals.

1.2 The nature of collaboration

Before starting into a project of collaboration it is necessary to describe the nature of collaboration and how the mobility action is going to be carried out.



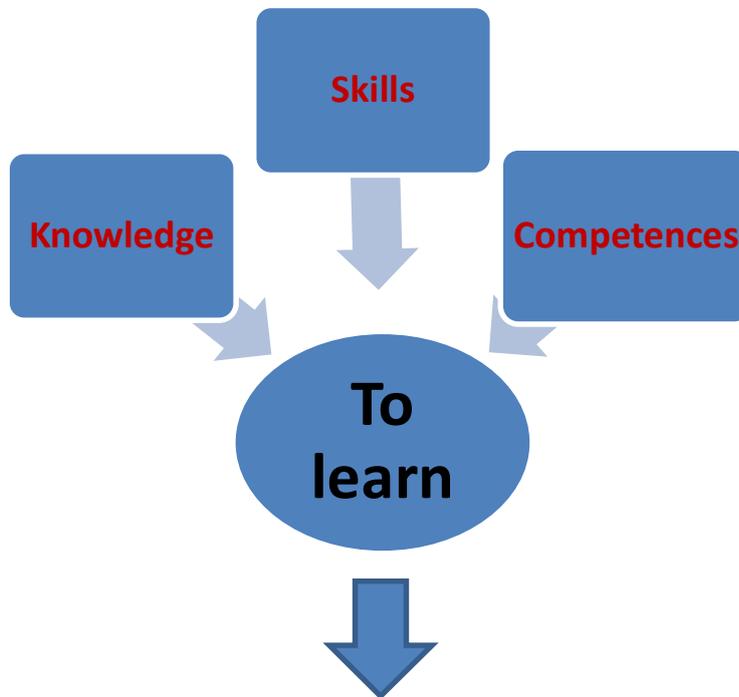
As we are acting in a European framework, it must be clear that the collaboration is acting as a transnational partnership collaboration. So the following topics have to be specified:

- How many different countries/different languages are involved in the project?
- Typology of the partners: enterprise, learning centre, public administration (state, regional, local), other entities, e.g. foundations, employer or trade union organizations, chambers of commerce and industry/chambers of craftsmen, religious orders and others. If you are applying the project to be supported by the European Union it has to be taken into account, that you should either have a good mixture of the participating organizations or to gather an international or intellectual benefit.

If there is no funding by the European Union, it must be described who promotes and supports the project.

There are different ways for fund-raising or sponsoring, e.g. companies, supporter-clubs, trade unions or other international funds, like the “Deutsch-Französisches-Jugendwerk” (a framework which fosters cooperation and meetings between young people in France and Germany). A last option could be, to let the parents of the students to take part to finance the project.

Framework of the competences to be learned



2. Introduction

2.1 Check your knowledge about Europe

1. You wish to spend a part of your vocational training in a European country

Mark with a cross, which country is not a member of the European Union

- a) Poland
- b) Bulgaria
- c) Moldavia
- d) Slovenia

2. In the EU, some states are member of the so called „Eurozone“

That means:

- a) All countries speaking the same language
- b) Countries, which don't have tolls for incoming goods
- c) All the countries having the Euro for payments
- d) All the countries which are situated around the Mediterranean Sea

3. For a foreign stay in a European country, organizations can apply for financial support.

Mark with a cross, with which programme a foreign stay in the frame of VET-training could be fostered.

- a) Leonardo da Vinci
- b) EARLALL
- c) Erasmus+
- d) Comenius

4. For a stay in a foreign country you need the following documents (more as one possible)

- a) Identity card
- b) Contract with a company for an apprenticeship
- c) Parent's agreement, when younger than 18 years
- d) Proof about your annual salary

5. There are different types of vocational training in Europe

In which countries we have the so called „Dual-system“ by having a contract with a company and visiting a vocational school parallel?

- a) Republic of Ireland
- b) Sweden
- c) Germany
- d) Austria



6. Just freeze your knowledge about European Countries and call the names of the capitals

- a) Slovenia
- b) The Netherlands
- c) Portugal
- d) Finland

7. Suspect, you get a salary for your stay in a foreign country. Therefore you need ...

- a) Passbook in your home-country
- b) Own bankaccount in your host-country
- c) Sub-Account placed at your hosting-school/company
- d) Own appartement in your host-country

8. One of the biggest problems occure in your host-country/city is to rent an appartement or a room of your own

Mark with a cross, which measures seem to give the most success to find an accomodation.

- a) Buying an appartement for your own
- b) Call at the „black board “in a university or a company
- c) Taking part in a group house
- d) Newspaper advertisement in your local newspaper of your hometown

9. When travelling in a foreign country, you are also travelling in a foreign culture. Which of the following aspects are the most important?

- a) Basics of the foreign language
- b) High skills in English language
- c) Knowledge of foreign customs and habits
- d) Pronounced national pride

10. A foreign stay in Europe also can be fostered for countries which are not a member of the European Union.

For which of the following countries is given a support too?

- a) Montenegro
- b) Iceland
- c) Norway
- d) Ukraine

2.2 The challenge of the quality of apprenticeships transversal learning

Staying in a foreign country as a part of the vocational training is not a holiday! Apprentices and students gather additional knowledge in their special vocational subjects, they collect information about a foreign market and his special rules of business, not only for using for themselves, but as well for their companies. Apart from the companies, the young people going abroad become more tolerant, more loadable and become more save in negotiating with partners in a foreign country. Nevertheless – and just it not to declare as some kind of a holiday – it is important to give clear rules and guard rails not only for the teacher or the tutor in the school or the company, but also for the sending and the hosting associations, not to forget the student or the apprentice itself. To achieve a successful result, there should be some kind of curriculum to describe the expected results, which the student/the apprentice should have achieved at the end of his staying abroad. An ideal situation is given, when the education is linked between sending and hosting association in that way, that there is no significant interruption between the beginning and the end of an international programme.

This guidebook is designed to give support to students/apprentices, tutors/teachers and responsible persons in companies for a foreign work placement abroad. The contents are based in the results of Curriculum of transversal competences in the context of transnational mobility (further IO1) and Analysis for transnational mobility of apprenticeships, regional or local level (further only IO2) of this project, as well as it is based on procedures and experiences of training professionals; it serves preparations for all sectors of vocational education, both in schools and in companies.

The guidebook sums up the processes and topics that have been found to be important and useful. As vocational institutes have their own internal norms and limitations for dealing with issues – especially in comparing the German Dual system of VET with the more theoretical education in the most countries of the European Union. There is not given a detailed number of hours that should be allocated for various procedures and topics, it merely states out what should be covered. It will be a guide to answer the most important questions, which could appear – due by the experience of the authors (Kaufmännische Schule 1 Stuttgart <KS 1> Germany, supported by Secondary Energy and Technical school, Business Academy and Secondary Medical School, Chomutov, Czech Republic) there is a wide knowledge to support all persons involved in a foreign work placement.

Organising foreign work placement opportunities and preparing students/apprentices for them is based on continuous interaction between tutors of both the sending and hosting school/company. There are clear phases and always at least two main organisations are playing major roles. The guidebook is providing a general overview on the entire process and is not focussing only on the sending college's preparations.

The greatest challenges in terms of the quality of training in the transnational field are the different systems of vocational education and training. It is not only about the fundamental differences between the dual system of vocational training in the German-speaking countries with (usually contractual) ties to the training company in contrast to the school models in most other countries, where there are significant structural differences. It is also about the importance of vocational training itself and at least not about different



mentalities. In addition, there are of course countries that are popular to travel and there are different objectives, why you want to travel abroad or want to complete parts of his vocational training there. In addition to these - initially practically derived factors - of course, language barriers pose the biggest obstacles. In addition to the aspect of integration into the foreign professional and operational processes, it is a central concern that the language competence is developed in advance so far that the trainees / students more than a pure "survival" is made possible in the foreign country.

Central things such as renting an apartment, opening a bank account or simply procuring food or everyday items play a significant role. These things also need to be prepared for the apprentices / students.

Also neglected is the extent to which results obtained abroad can be found in the regular course of the training. The establishment of uniform standards and coordination of curricula between the sending and receiving institutions requires the widest possible consensus.

We should also mention here the short-term mobility, where school sends students and where it takes care completely of all organizational matters, such as accommodation or catering. For better effect the students are placed mostly within families to enhance the use of language and so they can get good idea about everyday life in the country. It is a great first step towards long-term mobility.

3. Co-operation and processes prior to placement

3.1 Curriculum-application-criteria

As mentioned earlier, the coordination of different curricula plays a major role in the success of a transnational residence. Therefore, it is important to compare the existing educational plans in good time before the beginning of the exchange arrangements. From this, the correspondences are compared with the deviations and strategies are developed in order to achieve as many common goals as possible. The curricula must either be translated into the respective other national language or be compared on the basis of a common language (such as English). An example of this is shown by the curriculum for logistics specialists at a German vocational school, which is being implemented at a vocational school in Spain (short-version).

Businessman for forwarding agency and logistics service
Contents of the education plan (Curriculum) (n = hrs. to teach)

1st year

Main focus business management

Lernfeld 1: (30)	Lernfeld 2: (40)	Lernfeld 3: (50)	Lernfeld 4: (40)
The forwarding agency in the structure of overall economy arrange, e.g., means comparison of transportation	Co-operate in the forwarding agency company, e.g., enterprise purposes, working hour models, wage and salary calculation	Transport orders in the good strenght traffic plan steer and unwind, e.g., cargo contracts for hauling conclude, liability questions	Forwarding agency orders in the truck-collective property and system-traffic unwind process-orientes, e.g., preliminary heat-transshipment-main run-caster heave traffic (hub & spoke)

Main focus steering and control (accounting)

Lernfeld 9: (40)
Booking and grasping commercial cases, e.g., balance, profit and loss calculation

Main focus overall economy

Lernfeld 14: (40)	Lernfeld 15: (40)
Fundicial bases of the management compile, e.g., general law of contract, enterprise forms	Orient in education and occupation, e.g., education contract, co-determination of employees

Main focus data processing

Lernfeld 18: (40)
Data processing specific for occupation, e.g., word processing, table calculation

For longer version, see appendice.

In addition to coordination with the school (theoretical) content, coordination with the companies must also take place. It has to be about more than just entrusting the trainee with auxiliary activities - it is important that vocational core competencies are also taught.

3.2 Draft for a checklist

Draft for a checklist – could be designed for own needs.				
Task	Responsible Person/Institution	Open	Done	Remarks
Looking for a partner abroad				
Fund application, if possible				
Advertisement for partizipants				
Selection of partizipants				
Contracts				
Preparation of partizipants				
Permittance Chamber				
Contact with authorities				
Insurance				



Accommodation				
Organising travelling				
Supervision during the stay abroad				
Intermediate report				
Organising returnment				
Validation of the stay				
Publishing results				
Final report				
Conclusion for further steps				

3.3 Process of the sending association

3.3.1 Possibilities of foreign placements

First of all, you have to look for a reliable partner abroad, e.g. a company, a school or any other institution dealing with vocational training, which takes in and supervises the trainees / students. Even with the established programs, there is no guarantee that a suitable foreign partner already exists. If you do not already have a subsidiary abroad or have private contacts with a foreign company / institution, this can mean a lot of work. But the websites of the European Union and the National Agencies are very helpful by supporting this. Among other things, the training and mobility advisors of the Chambers of Industry and Commerce can help. Some chambers have partner chambers in other European countries or maintain contacts from previous exchanges. Of course there is also the possibility of organizing a stay abroad without a company partner, for example through a vocational school. Accommodation at the host-city usually needs to be searched for.

As for the Czech partner has so far experience only with short-term mobility, should be mentioned that it is difficult to place the students in the companies in some countries and the only way is throughout agencies (e.g. Great Britain). It is perhaps easier and more efficient if there are students from other branches and placement of 1 max 2 students to one company or training centre.

There is a wide range of possibilities to enter in a foreign placement. Of course it would gain the most benefit, if the student/apprentice could do that in the frame of his regular education. The following list shows some kinds of possibilities.

Internship

During his education the student/apprentice is travelling abroad and working for some weeks in a company in the host country. This could be a branch of that company/Institution in which he does his VET-training or a school/company which is mediated by his company or by an institution, e.g. Chamber of Industry, Chamber of Crafts or partnership-negotiators. During this internship the students/apprentices can gather first impressions of a workplace and the working-philosophy in a foreign country – more or less helpful for their further way. As it is mostly a short stay it has – whenever it takes place in a company – more or less the character of some kind of a holiday. Of course with a benefit for further life and education.

Well according to our experiences, we can honestly declare that short-term mobility is not in any case “kind of holiday”. Students usually visit vocational training 6-8 hours a day and according to our experiences the travelling time is 40 - 60 mins. Mostly there is busy free-time activities schedule prepared for the students to get them maximum experience from the place of the training and geographical knowledge.

An example for an internship of the Czech-partner can be seen in the appendice (“Doors open to education”).

Long-term-stay

An ideal construction can be found if the foreign placement is part of the regular expiration of the VET-training. The student/apprentice moves for a term of some months to an institution in a foreign country. Now it depends of the kind of connection the student/apprentice has with his home-institution. If there is a contract – as it is in the German-speaking-countries – the foreign placement can be a part of the VET-training. There is a model in Germany in which the Kaufmännische Schule 1 in Stuttgart (the biggest school for business-administration in the Federal State of Baden-Württemberg) has a contract with the FEDA-schools in Barcelona and Madrid in Spain. In this model the student/apprentice, which has a contract with a logistics-company has the chance to perform parts of his VET-training. As both the schools have the same curricula it is possible to change the places of VET-training without to miss any topics. As it is a dual education, the student/apprentice is visiting the FEDA-School for the theoretical parts (as he would do in Germany) and is visiting a local company for the practical parts. The local company could be either a branch of his home-company (e.g. Kühne & Nagel or DHL) or a company is found by negotiations of team of Kaufmännische Schule 1 in accordance with the home-company of the student/apprentice.

If there is no contract between a student and a company it is more difficult to arrange a transfer into a foreign country. The taking up organisation must be convinced about the benefit of such a foreign placement and an agreement about the cost of stay must have been made. A curriculum about the goals of the foreign placement has to be created too, to make sure that the student will not be trusted with „senseless jobs“.

Language studies

A traditional way for a foreign placement is to take part in courses to learn a foreign language. There are many commercial companies providing that studies. As all the organisation is done by those commercial companies; this type of a foreign placement is not part of this guidebook.

3.3.2 Information about the opportunities

To give information about the opportunities of a foreign placement there are some instruments as the following list will show.

An option could be to prepare the students for the mobility in the company, but also at school, during practice and also throughout international projects. Useful is cooperating with companies and trying to assure that students understand given information and react on possible changes etc.

- a) Website of the National agencies, e.g. <https://www.na-bibb.de>, <https://www.dzs.cz>, <https://www.naerasmusplus.cz>. Here you can find a wide range of possibilities and information how to get in a foreign placement and how to get support – either in technical questions or in questions of financial support etc.
- b) Publications in Websites (e.g. the National Agencies/s. above) or the Chambers of Commerce as well in Newsletters or Newspapers of the Employers-Associations or the Trade-Unions. This could give the chance to catch first information and – if it is an attractive site – opens an interest in entering a foreign placement.
- c) Meetings in schools between teachers/heads of department/headmasters and the tutors or the management of companies or other schools/institutions (if there is no contract between the student and the company). In these meetings experienced persons (or former students/apprentices) can give information about their experiences they have made in a former stay. Supported by „experience-reports“ and slide-shows, etc. the benefits of a foreign placement can be given in a presentation.
- d) Posters and leaflets spread in (e.g. Grammar schools) schools to start an interest to enter in an education or apprenticeship which can provide the chance to pass a foreign placement.
- e) Information about the mobility possibilities and international cooperation within the school are providing during school recruitment activities and during programmes for elementary e.g. Day of languages.

An example to promote an internship of the Czech-partner can be seen in the appendice (“Doors open to education”).

3.3.3 Example for Information via website

The following example shows how KS 1 Stuttgart is giving information for apprentices in the vocation

"International forwarding agent" by education in frame of the German Dual VET-system.

For the application period 2017-2019 in the last school year, five trainees from Kuehne + Nagel, Toll Global Forwarding, Spedition Bauer and transmartim international used the opportunity to complete part of their training in Barcelona, three trainees from Kuehne + Nagel, PanTerra and Wackler followed their example this year.





In addition to attending classes at the FEDA partner school in Barcelona (six weeks of block tuition), practical training in Spanish companies was again an integral part of this project.

There are still places available for this year's application round. Spontaneous people who are in agreement with their company that such a stay abroad is a useful addition and extension to their vocational training are cordially invited to apply. We arrange the stay abroad to Barcelona or Madrid. Please contact the KS1 international relations team. Start should be in March 2019 at the latest.

The optimal start of your stay abroad is end of November or beginning of May.

The optimal duration is four months (two months German vocational school in Spain, two months Spanish forwarding agency).

The optimal time is in the second year of training.

The costs of the stay are borne by KS1 (sponsoring association of KS1 and Erasmus +).

According to the Vocational Training Act, the stay abroad is part of the training.

3.3.4 Selection and applying process

3.3.4.1 General Claims

As there are different ways for selecting persons and forming the applying process this guide book will show this in an example. As there is a wide experience at Kaufmännische Schule 1 Stuttgart in selecting persons for a foreign placement, this example will be defined as a possibility to go the steps being successful.

The department of logistics and tourism is one of the biggest departments at the Kaufmännische Schule 1 Stuttgart. Around 700 students/apprentices visit that school as part of a dual VET-training. Due by the fact that Germany, especially the Federal State of Baden-Württemberg has a very low rate of unemployment and more and more young people tend to enter in a university instead of entering a dual VET-training, it becomes more and more difficult for the companies to catch apprentices for their VET-training. This was one of the main reasons why the Kaufmännische Schule 1 Stuttgart was encouraged by the Association of the logistics employees, the Chamber of Industry and Commerce of Stuttgart-region and the Ministry of Education of the Federal State of Baden-Wuerttemberg to find a way to make the VET-training more attractive for young people. The main-intention was to bring young people in the VET-training instead of losing them to the universities.

Supported by the Baden-Württemberg State Ministry of Education, the local government and the Chamber of Commerce and Industry, a model was found, which links the national VET-training with a foreign placement. The process was favoured by the fact, that there were private contacts existing between the Kaufmännische Schule 1 Stuttgart and the FEDA-School in Barcelona (formerly named ASET-school). The FEDA-School is one of the few schools worldwide, which provide the dual VET-training in a foreign country and – which is the highest benefit – provides this in German language. So a contract has been made and the curricula have been stroked in that way that the apprentices could continue their education in Spain without any interruption.

The trainees start their education in Germany and change to Spain in the second year of their VET-training. The marks they reach abroad are taken one to one in their German certificates. The selection in the



German-system seems to be different to that in other countries. As the apprentices have contracts with their employee, a first selection is made by the employees, which select the apprentices they need for their companies. If the company has made the contract with the apprentice, the name of that person is given to the regional responsible vocational school (e.g. Kaufmännische Schule 1), which is responsible for the VET-training of forwarding-agents in the most parts of the Stuttgart-region. The school which is responsible for a certain apprentice is given by the government and depends of the place where the company is seated. And: the school has to take every apprentice, which is sent by the companies.

So the selection of the school is limited. But, of course there will be a selection. To prepare the apprentices well for their upcoming foreign placement, the Kaufmännische Schule 1 has formed a special class for those persons which are bound to enter in a foreign placement. So the school-leading-team enters into negotiations with the companies (this are some hundred in this case) and gives them information about that special class.

Remark: first information has been placed months before, so the companies could give this possibility as information for their advertisements to gather pupils for the assessments to get a contract with them. The company observes their apprentices and decides, based by the efforts being made in the company and – important – the social competences and the ability to arrange with new challenges, who will be able to enter in a foreign placement and who will be send to the special class. This decision is not only made by the company – there are several talks with the teachers at school. Nevertheless, the apprentices can apply in their company for a foreign placement. They could ask for that at first, when they are in an assessment to get a contract with the company – this could be an argument for the pupil to sign a contract with the company or not. Additional they can apply later, when they are at school and the foreign placement is promoted by the teachers at school.

In cases without a contract with a company in the frame of a dual system of VET-training, the instrument of a selection by a company is not to handle. So the sending institution must find any other criteria of selection. This could be tests about the knowledge about the foreign country or tests about the capability talking the language of the hosting country. As there is no company to promote the foreign placement, the promotion/advertisement must be made by the sending organisation or by hosting organisations which want to have students from abroad in their institutions.

An example can be given by Secondary Energy and Technical school, Business Academy and Secondary Medical School, Chomutov, which is the key school in the educational system of region Ústí. It is professionally and vocationally focused on education of future employees of energetic branch and engineering and building industry. As well as economic and administrative services, integrate rescue system and safety of inhabitants (fire brigade and safety activity) and providing services in the area of health care (nurse) and social facilities.

Those projects are built on European credit system principles for professional education and preparation (ECVET). This system will help the international mobility quality, transparency of qualifications and next educational-units results transmission to schools and also companies. The learning units of results, which make the base for negotiation of the professional program, characterize what knowledge, skills and competences should participants learn during the internship. School is the receiving organization and it adjusts the internship during preparation so it is according to the branch education profile and to get along with internationalization strategy.

Addressed host and moderation organizations will receive following information about students that are interested in mobility abroad:

- CV in English and hosting country language (if requested),
- Motivation letter in English and hosting country language (if requested),
- Europass Certificate Supplement according to sending education branch (specification general and vocational competences) possible to view the certificate below,
- According to specific host organization and specific country law,
- Criminal record clearance,
- Work safety diary – documents related to occupational hazards and student’s insurance confirmation.

A first step to learn solving problems could be that students/apprentices are looking for those documents on their own – of course instructed by parents or teachers – and not letting this being done by parents or teachers.

3.3.4.2 Forming special classes

Setting up special classes for a stay abroad offers numerous advantages. In addition to the fact that the classes pursue a common goal and are put together according to the criteria appropriate for the exchange, these are:

- Better coordination between sending and receiving institutions with regard to learning contents,
- Joint preparation in the form of language or training intercultural skills,
- Learning content can be precisely coordinated between the sending and the receiving institution; the measurements of qualifications, e.g. personal evaluations or assessments are based on the same criteria,
- Since everyone in the class has the same goal, the preparations can be standardized and carried out more efficiently,
- Through the cohesion in the class network, synergy effects can be achieved in relation to the stay abroad. The persons involved in the process know each other. This way, mutual strengths and weaknesses can be balanced. In case of difficulties, you know who to rely on,
- Another effect can arise in that presence of a special class can serve as an incentive for both pupils/trainees and for companies to generate a successful stay abroad via such a class.

The selection process for such a class cannot be described uniformly due to the different training systems in Europe.

While for example, in the context of dual vocational training in Germany, the selection is made by the companies as contractual partners of the trainees and the schools are only involved in the process in an accompanying or advertising manner, the selection of purely school-based training courses can be made by the schools or their committees (e.g. teachers conference) – in the case of purely in-company-training, the selection is naturally made by the companies themselves.

In addition to the purely technical qualification, the selection of social skills or a positive prognosis regarding the acquisition of such skills should also play a role in the selection. The integration of young

people from socially disadvantaged families poses a particular challenge; they should not be forgotten in such projects.

The focus is of course on the acquisition or improvement of both hard skills and soft skills. There are certainly institutions in which, in the case of international exchange, the focus is on building intercultural competence and should enable young people to get to know other cultures and working methods. Children from socially disadvantaged families in particular are given the opportunity to develop themselves personally.

Last but not least – but may be the most important – the financing of such special classes must be safe. It has to be clear, if there is a budget for such extra classes. In public schools for example, the school-authorities have to give a permit, in private institutions or chambers for example, there must be a fund raised to allow such parts of a project.

3.3.5 Selection criteria

As written above the selection in the German-spoken-countries is in the main-responsibility of the companies. They select their staff by the background of the needs for their own company. The possibility of a foreign placement could be a part of the assessment – first for the company to show the applicant the benefit of a foreign placement in the frame of the VET-training and second for the applicant for a job as a part of his decision either for entering a dual education or – which is not the idea of the companies – to decide for studies at a university.

General selection-criteria:

- a) Open-minded to learn foreign languages and curious to foreign cultures and way of life.
- b) Reliability in doing things and keeping word.
- c) Consciousness that there could happen unexpected things and ability to solve problems either by themselves or supported by a hosting institution.
- d) Ability to work in a team in a foreign country with another mentality and another way of life.

Selection criteria for short-term mobility participants – example Czech partner students:

The selection will be done by selection committee – class teacher, vocational training teachers, vocational practical training teachers and language teachers

The order will be done depending on students' approach to specific branch and school, grades in key subjects (in this case mostly vocational subjects) and language competences.

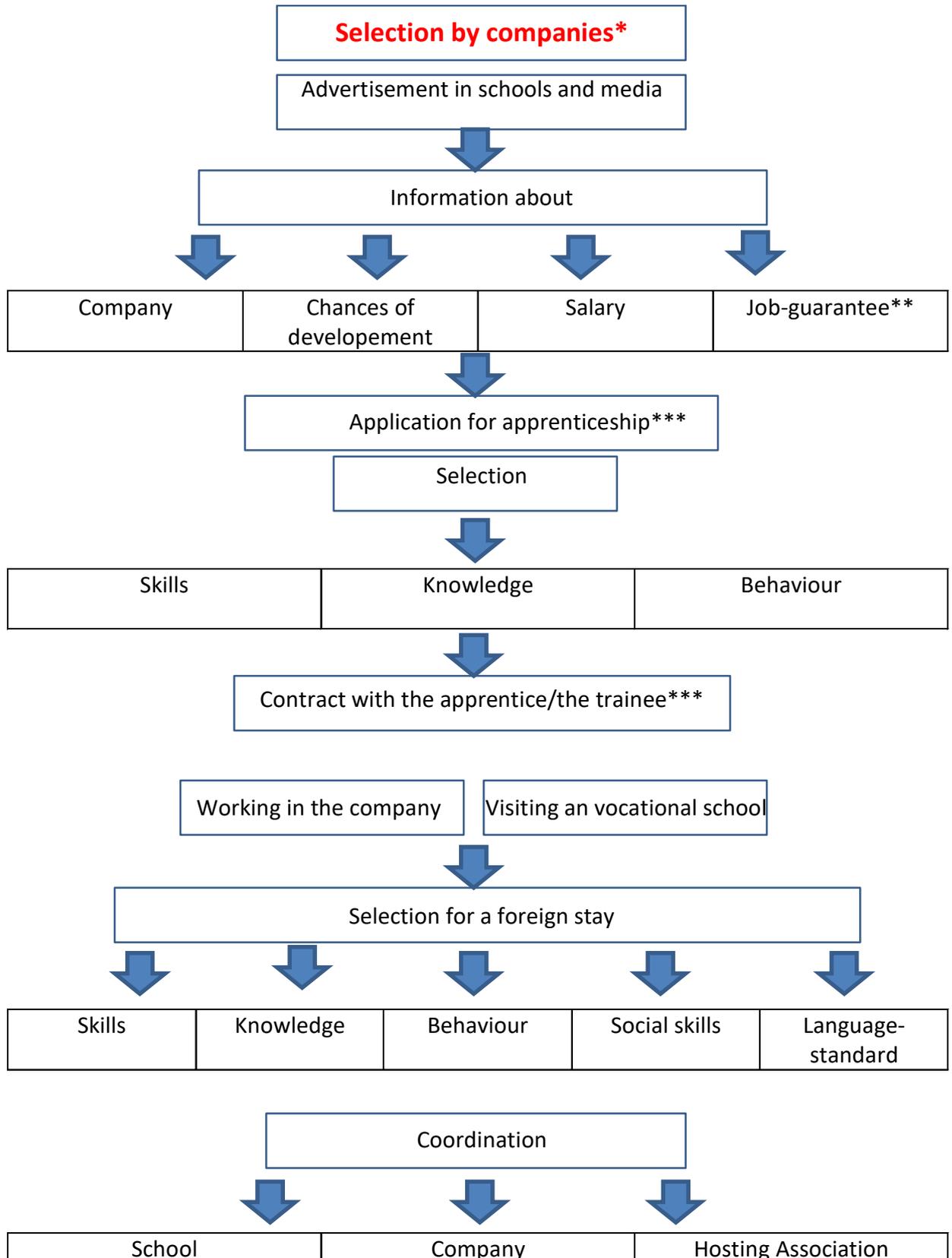
For most mobility are the evaluation/selection criteria set up as following:

- grades in key subjects: 0 – 10 points
- school representation in competitions: 0 – 10 points
- school activities involvement: 0 – 10 points



- motivation (motivation letters evaluation): 0 – 10 points
- language knowledge: 0 – 10 points
- the change of approach to school and education within the school year: 0 – 10 points

An example to promote to the target-group can be seen in the appendice “Doors open to education”.



*): If there is a dual VET-training – otherwise by school/university

**): Often given for the time after apprenticeship

***): If the person is younger than 18 years old, parents have to be involved in the process

3.3.6 Basic conditions for a foreign stay as an apprentice in the dual system

The following chapter deals with general and compulsory conditions given by the German Federal Ministry of Work and Social Affairs and the European Social funds.

Apprentices are allowed to change for 25% of their training-period to an organization abroad. Therefore the following rules have to be obtained:

- Necessity of a contract: every stay abroad must be written in the contract about the apprenticeship. It is recommended to close a contract between sending and receiving association.
- The salary for the trainee must be paid further, even during the stay abroad. If possible (or it's a branch of the own company) the host-association overtakes a part of that salary. REMARK: there is a special solution in the frame of the German VET-system. There may be other rules in different states.
- Costs of travel and accommodation. Must be paid by the trainee. But there are different kinds of support, e.g. „supporters club “of sending association.
- The trainees company is obliged to announce the foreign stay to their responsible Chamber of Commerce of Industry or Chamber of Craftsmen.
- Liberation from the duty to visit a vocational school must be applied if it is not possible to visit a vocational school abroad. But there is no obligation to visit such a school during the stay abroad, but it is in the responsibility of the trainee to cover the teaching-matter of that lost lessons.
- The duty for writing reports continues when staying abroad.
- Insurance. It must be safe, that there is insurance for the trainee during the stay abroad. In Germany for example, the trainees company has to apply at the responsible social-insurance-company. There is a form „E 101“, which must be confirmed abroad.

3.3.7 Restrictions

Restrictions - for some branches (e.g. joiner) it is interesting (e.g.) to go to Spain to try and work with other types of wood or to restore the historical parts of the door. Unfortunately, there are rules set up, that pupils under 18 are not allowed to work on any machines. The students are mostly 18 in the last year of education and they prepare themselves for the final exams. For this reason, it is not possible to release them for a longer time and even minimum mobility (10 working days) must be chosen with regard to school exams, competitions and exam preparation.

3.4 Preparing students/apprentices for foreign placements

3.4.1 Tasks of the trainee

Before starting the procedure, the following tasks and challenges to be done must be given to the trainee. (For “learning-activities about soft-skills” see chapter “3.4.6”).

First of all it is important to form a so called „foreign team“, a selection committee (as seen above) or responsible persons. Members of such a team are experienced teachers/tutors/trainers with a certain experience in foreign exchanges. Members of such a team are the responsible persons to guide and to teach the trainees before they travel abroad, during their staying abroad and after their returnment. In this context, the following tasks and information must be given. As a goal, as well as reaction to necessary skills defined in IO 1, the tutors should give more the hints, than the final solution, to encourage the participants to do more by their own or in cooperation with their class-/team-mates.

1. Europass CV in German and English

Giving hints to the concerning pages of the National Agency, e.g. for Germany = www.europass-info.de , E-Mail = europass@bibb.de. The Czech website is <https://europass.cz/>.

The teachers/tutors/trainers give the information about the Europass and support the trainee by doing the first steps. If there was any exchange in that institution before, former CV's could be shown as an example.

2. Compulsory education

It is helpful to provide special courses for persons going abroad, this could happen by

- Building special classes (if there is a high number of „exchange-persons“ in that institution),
- If this is not possible, there are to provide special courses besides the regular lessons.

The trainees are obliged to visit that courses and make documentations about their presence. Normally there are „class-books“, in which the teachers/tutors/trainers are controlling that, either in a paper-book or in a electronic document. If the trainee is in an apprenticeship, there is a daily report compulsory anyway.

3. „Cancellation- form“

Support is given by the „foreign-team“ or the „responsible person“.

4. Creating a learning diary

See above, no. 2 – either the trainee has to write a daily report anyway, this information is given and taught by the company or the school. If not, the responsible teachers/tutors/trainers give that information. Basically such a „report-book“ is given by the Chambers of Commerce or the Chambers of Craftsmen (Germany) or the report can be done in an electronic-form.

5. Participation in press-events

As a fact you can say, that a trainee, who was selected for a foreign-exchange is able to be part of a press-event. It could be helpful to show videos of press-conferences given by (e.g.) local sports-clubs (e.g. football-club) or by a regional or a national government. If possible, the trainees could accompany the headmaster or the CEO to press-events.

6. Participation in regular informal social meetings

This is one of the most important instruments to prepare the trainees. There are regularly meetings after work in a pub or a restaurant, as a kind of a „round table“ where the teachers/tutors/trainers, former students and representatives of companies etc. meet each other and discuss open questions or are reporting about the experiences they made in their foreign stay.

Sometimes it could be helpful to have that meetings without teachers/tutors/trainers or other company-representatives to give the trainees the chance to talk about private experience etc.

7. Creation and presentation of presentations

As this topic is part of a curriculum/teaching-plan in the German vocational training, even at the most public and private schools, the trainees are able to manage this.

The following text gives an example of a German teaching-plan to gather such competences, the so called project-competences.

The project-competence goes beyond the pure specialist competence and primarily reflects methodological, personnel and social competence as well as the interaction. These interdisciplinary skills can be seen, among other things, in finding tasks and developing solution strategies, the techniques of information acquisition and processing, the techniques of cognitive analysis of the project assignment and the presentation techniques.

At the same time, the focus is on the development of team-oriented work as well as the planning and structuring of open learning processes. In this context, the pupils recognize their existing knowledge, skills and abilities and expand them through regular training. In order to achieve this goal, joint planning, implementation and control by the teachers of the professional as well as the general teaching area is required. The skills acquired in the context of project competencies accompany the entire work and life process of the pupils and make a decisive contribution to professional competence.

It is not possible to impart all the necessary skills at the beginning of the training at the same time, so a step-by-step approach makes sense for a systematic development of project skills. First, the basics have to be created for all project phases. For this purpose, the students independently determine the need for information and structure the basic procedure during the project work. In the development phase, the material is processed in relation to the initial question and documented in preparation for the presentation. After presenting the project results, the pupils evaluate the project work and reflect on the course and the result.

Depending on the situation, the individual phases interpenetrate each other. At the end of the training, the students should be able to work on a project order. In the context of project-oriented teaching, the special learning achievements are to be assessed under project-competence. For this purpose, a single grade is given in each certificate.



This method can give a guaranty, participants are taught not only in the aspects of problem-solving and team-work, but also in strenghtening self-confidence and recognizing strengths and limits (by getting feed-back). In the field of their own environment, hopefully not beeing embarrassed by class-mates or tutors, they can learn to solve problems by their own and improve their skills as defined in IO 1.

Evaluation aspects can be, for example:

- select working methods and develop solution strategies,
- planning work processes,
- obtain and evaluate information,
- apply learning techniques,
- transfer knowledge and methods,
- create documentation,
- presenting results,
- involve yourself in teamwork.

The specific requirements of the profession to be learned as well as the respective level of training at an assessment level must be taken into account.

If it is clear at the beginning or at an early stage of the training that a stay abroad is possible, this could already be taken into account when selecting the topics for projects.

8. Representing...

It is a question of the selection of the persons to be sent abroad. There are not only important the vocational or the language skills, but also the social skills. These skills can be checked by interviews, assessments or by watching the trainees during their work and their behaviour at the workplace in the company or the behaviour at school inside and outside the lessons. The teachers/tutors/trainers give the clear instruction, that the foreign stay will be cancelled immediately, if there is any reason abroad which is not in any agreement with the compliance-rules or the code of drive oft he school/the company.

9. Completing the final report ...

The teachers/tutors/trainers must give clear dates and a clear plan in which time the report has to be completed. It is helpful to write this into a calendar in paper-form or electronic-form.

10. Creating of Europass-Mobility...

See above. If the trainees are taught in doing that before they are leaving to a foreign country, they will be able to complete the form in time and correctly. If there is a „foreign-team“ or a responsible person, they will guide and support the trainee – whenever, and this as a result of the experience made abroad, the trainee must be capable to do that after his return.

3.4.2 Presentation of a curriculum of transversal competences

Example for an overview about a learning programme for training a foreign language (e.g. French, Spanish).

The learning programme of the Federal State of Baden-Wuerttemberg/Germany allows teaching in a second foreign language (beside English) in the so called „E-programme“ (for Extension programme) with a number of 150 hours + 50 hours within three years.

Curriculum units (left side in German – right side in English)

1.1 Hören	Listening
1.2 Sprechen	Speaking
1.3 Lesen	Reading
1.4 Schreiben	Writing
2 Kenntnisse und Einsichten	Insight and wisdom
2.1 Lautlehre und Schrift	Sound and writing teachings
2.2 Wortschatz	Vocabulary
2.3 Grammatik	Grammar
2.4 Texte	Text
3 Themenbereiche	Topics
3.1 Landeskunde	Regional and cultural studies
3.2 Berufsbezogene Kommunikation	Occupational communication

3.4.3 Preparatory Practical Arrangements

A stay abroad can only take place in coordination with the trainer and trainee (in the case of dual training) or with the student and his / her institution.

In the case of a contractually agreed training period, it must be ensured that the apprentice can achieve the goal of the training despite a stay abroad. The conclusion of a contract with the receiving institution abroad is definitely advisable - in some countries (e.g. France) this is mandatory. Among other things, the contract should regulate what content is provided in the receiving establishment / receiving institution or who bears the costs.

Carrying out practical arrangements before the students go abroad should start with defining what type of workplace/organisation should be looked for the partner-institution abroad. This matter should be discussed between the student/apprentice, the teacher/tutor and (in case of a VET-training) with the heads of the companies. The type of work placement should be based on the student's/apprentice's curriculum/vocational qualifications and learning goals for the learning period in the host-country/host-company.



After finding out a suitable work-placement the student/apprentice should apply for that. (Remark: in the German VET-training the application must be made in cooperation with the company which gave the contract to the apprentice – so the following details have been made before closing a contract).

For the application the student/apprentice should write a personal introduction letter and CV – best a European CV. The EU-CV is a general and official form of documentation and has already possessed competences, contact information and (e.g.) working-history. A passport photo should be attached. The EU-CV is available at: <http://www.europass.cedefop.europa.eu/>.

This application-form should include:

- Personal information: age, sex, education background, language skills, areas of interest, health-status (if allowed to publish) and (helpful) hobbies
- School- and vocational background.
- Phase of studies/apprenticeship, workplace-experience.
- Workplace and (if possible) city-/country-wishes. It is helpful to give priorities.
- Personal justification for choosing the destination with areas of interest to the culture and the country.

Preparing the stay, the following practical arrangements should be done.

- a) Comparing the curricula of the institutions in the sending and the hosting country.
- b) Agreement between student/apprentice, the sending institution and the hosting institution.
- c) Checking the permission to go abroad in dependence of the national regulations.

An important aspect that must not be forgotten, even if it is self-evident, is the presence of documents required for a trip abroad. In any case, a valid identity card is required for entry to other countries, and for some countries a passport - which often also has to be valid for half a year - is required. Special care in preparation is required if the persons to be posted are not citizens of the European Union - it is important to clarify in good time, preferably through the consular posts concerned, which entry documents have to be presented. Within the European Union, EU citizens are not required to work for an internship. For stays of less than three months, no residence permit is required. The host Member State may only request that the stay be notified within a reasonable time.

3.4.4 Learning activities preparing the outbound stay

In any case, the participants should have basic knowledge of the foreign language. If one still needs to learn or deepen the language before going abroad, one should follow the "Common Framework of Reference for Language Learning and Teaching" (CEF). This is a European reference framework for languages that many language schools use to teach. The CEF has introduced levels of language skills in the workplace. As a rule,

the level "B1" will suffice for successful participation in foreign operations. According to this, the listening comprehension means that the trainees are able to record "standard information from the work area". The language assets should include "information about the activity, the department, the company, the products and the processes in personal conversation or on the telephone". The apprentices / students should be able to make "decisions or agreements based on familiar language structures". This means basically to make sure, that the participants are familiar with the foreign language or (minimum) with the English language. We recommend the following steps to gather basic-knowledge:

- a) Lessons in the foreign language. Minimum two hours per week.
- b) Information about the political system of the hosting country and geographic specialities.
Recommended time: four hours in total.
- c) Information about the financial system (not so important in countries with the EURO-currency), the banking-sector and the situation of living (e.g. rates and availability of flats. Overview about the costs of living. Expected four hours in total.

Collecting skills in communication and language (both oral and written) as defined in IO 1 is a good example to combine this collecting with the skills of problem-solving, team-work and improving limits, by given tasks to the participants, e.g. in the following manners:

- Learning a foreign language by an online-course
- Giving tasks to create a little story or a little report by their own, e.g. about their daily-work-life or their last holiday or weekend-trip
- Discussing that reports with the class-mates or the tutor (in a dialogue or in group-meetings).

It must be a core task for the tutors/trainers/teachers to give instruction not only in the theoretical or the practical teaching-matters, but also given techniques in "learning to learn".

This "learning to learn" must be a permanent process, which should be started at least not in a vocational training, curricula must give standards for "learning to learn" in all kinds of educational-training.

Vocational training will be ensured by sending organization:

1. during vocational training within school lessons.
2. depending on the mobility by certain company, the teachers will adjust vocational training to be accurate to company needs.

Language and cultural preparation can be taking care of by school language teachers. The focus will be mostly on phrases and technical language so the students can fully participate in the mobility. There should be a test and individual study plan made for each student. Language preparation could be done by electronical education system Blended Learning and classical, mostly conversational, lessons.

Helpful for each mobility could be a „students manual“, there can be found basic information about organizations, contacts, public transport info, accommodation, information about stay, work responsibility, how mentoring will be done, monitoring and other practical advices. The manual is written in hosting

organization language. Students have to read the manual and discuss with language teachers – practice the vocabulary, phrases, but also get the idea about practical things. There also will be study about the place of mobility within the language classes and graduation preparation.

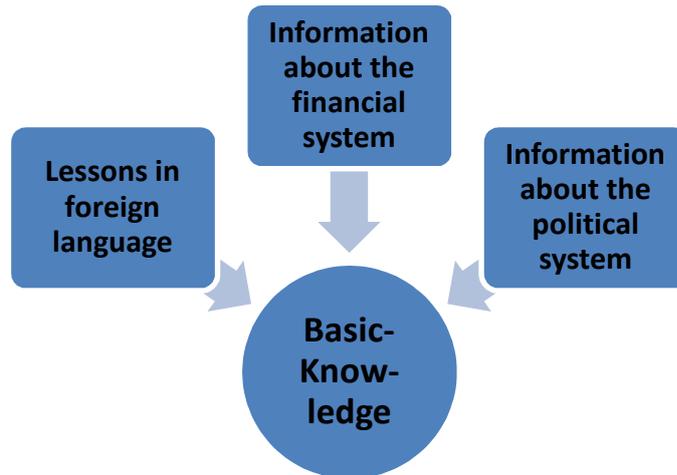
This could also be a method to train „learning to learn“ (s. IO 1).

For “learning-activities about soft-skills” see chapter “3.4.6”.

3.4.5 Overview: Curriculum of transversal competences (example)

Goal	Activities	Remarks
The sending organization selects the participants for the foreign stay	<ul style="list-style-type: none"> - Advertisement in the own organization or partners - Setting criteria to be able for sending abroad - selection 	E.g. depending on <ul style="list-style-type: none"> - language skills - Social competences - behaviour - vocational skills
Preparation lessons	<ul style="list-style-type: none"> - Language - Soft skills - Behaviour - Political system - Financial system - VET-system 	<ul style="list-style-type: none"> - Forming special classes - Crash-courses - Experience reports
Activities to be done before the foreign stay	<ul style="list-style-type: none"> - Contracts - Searching accomodation - Booking flights/trains - Insurance - Passport formalities 	Remark: not every trainee to be send abroad is a citizen of the EU. Visa-obligation must be checked
The trainee is an „ambassador“ of his company and his home country and has to do everything to improve his vocational and social knowledge	<ul style="list-style-type: none"> - Learning - Working - Social contacts - Writing reports 	It is advisable to visit the trainees during their stay by representatives of the company/institution
The trainee has finished his stay and back home safe and sound	<ul style="list-style-type: none"> - Feed back - Assessment - Tests - Overtaking marks - Reporting - Testimonials 	For upcoming further stays and promotions, it is very helpful to give many persons the chance to have a benefit of the experiences. (E.g. multiplier-meetings)

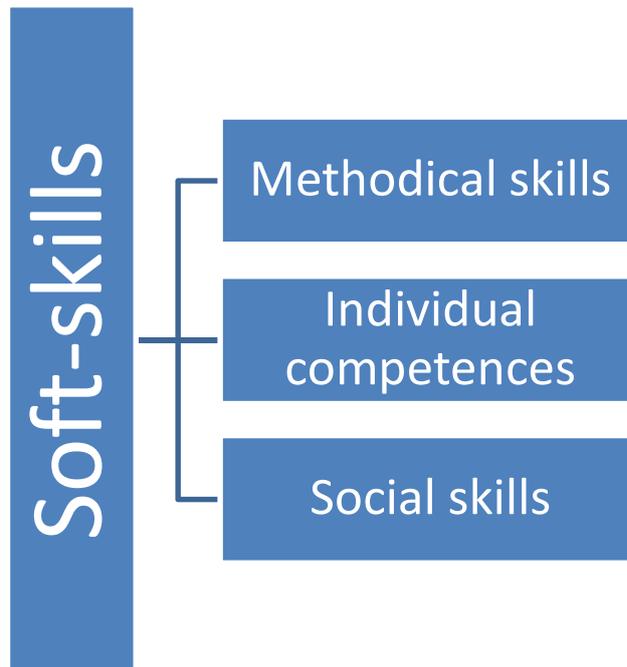
Important Basic-Knowledge



3.4.6 Examples for learning activities about soft-skills

As written above, there will be some examples given to enrich the soft-skills of participants.

Basically you can show soft-skills as following:



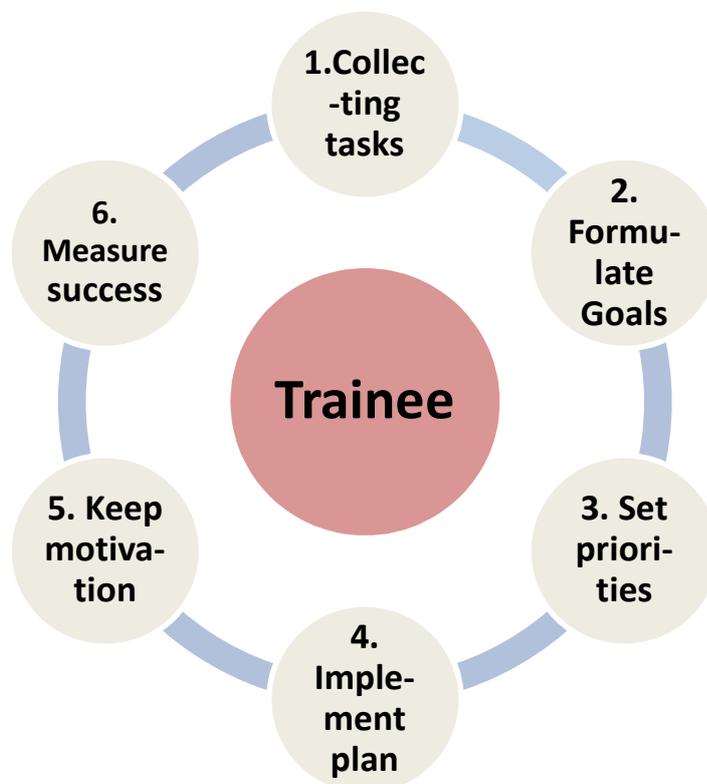
Methodical skills include analytics, organization and time management – for individual competences one can self-reflection and self-discipline. Important Social skills are team- and critic-ability, empathy and communication.

As it will be a fact, that many of the chosen participants or persons who are still in an assessment-process to join a project do not have those skills above in a manner to be helpful for a successful result, those skills must be trained or improved.

As examples there are some of the demanded skills listed with some hints for training.

1. Comprehension. Giving tasks for collecting and processing information, reading books or watching and evaluating documentations on tv. Gathering those skills can be embedded in creating and presentation of presentations (s.3.4.1, No.7).
2. Resilience. This is a strength which must be compiled by the student/pupil/apprentice itself. Here is to work on perseverance, strengthening self-confidence, developing mental strength as well as seeing challenges positively or being left. Those skills to compile is a central challenge especially for participants coming from the lower class or out of difficult families. As they mostly are not given those skills by parents-education this task must be done by school or company. Therefore, the trainers have to start carefully by ordering small tasks like responsibility of simple things like watering the flowers in a class-room or checking up maintenance-cycles in a workshop. Give the pupils/apprentices the chance to make mistakes and learning by these mistakes.
3. Assertiveness. Prioritizing arguments and training body language is a part of creating and presenting presentations (s.3.4.1, No.7).
4. Initiative. Encourage your trainees to speak – take care in lessons or instructions that not always the same persons are called to give answers, encourage calm trainees to speak, aks them for feed-back – don't blame them, but built them up to become better. Give them responsibility by finding out own topics for creating a presentation or power-point-performance and building teams. So they learn to work and to cooperate in teams – the team controls itself and every member of a team is not only responsible for the team, but also for its own self-management to ensure the success of the team.

As a summery the following chart can be helpful:



As the improvement of soft-skills not only can be a task of the trainers or teachers, this is a process which should be developed softly and under consideration of the environment of the trainees.

3.4.7 Students from socially non-stimulating environment

If a school is located in an area of socially excluded localities and many students come from a socially non-stimulating environment you have to take this into account. This group is very specific and it is needed to work extra with these students.

This is mostly in specific branches and it is important trying to get the students extra activities and support.

Perfect example for work with these students is realization of the project „stay with us after school“, that supports literacy development of students in the county, which is practiced by Secondary Energy and Technical school, Business Academy and Secondary Medical School, Chomutov, Czech Republic. This School has its own consulting workplace with 11 consultants, education and counselling service. They offer career and behaviour counselling, and prevention of risky behaviour counselling. It gives the students very individual approach. All students of the school are well informed about the possibility of participation in the project Erasmus+ and there is extra contact made by the counsellors with the „disadvantaged“ students.

During past years that school above met up with obstacles such as no luggage to travel or not possibility of using notebook or tablets that can help with finding information, help to find vocabulary and phrases in certain language and making short videos for follow up presentation or presentation itself.

Next big worry was not being well received in unknown environment, but it was solved by accompanying person that was present and known from school environment. This person also takes care of actualization of the actualization of units of learning outcome, for the students to be able to evaluate the current knowledge and experiences and to be successful.

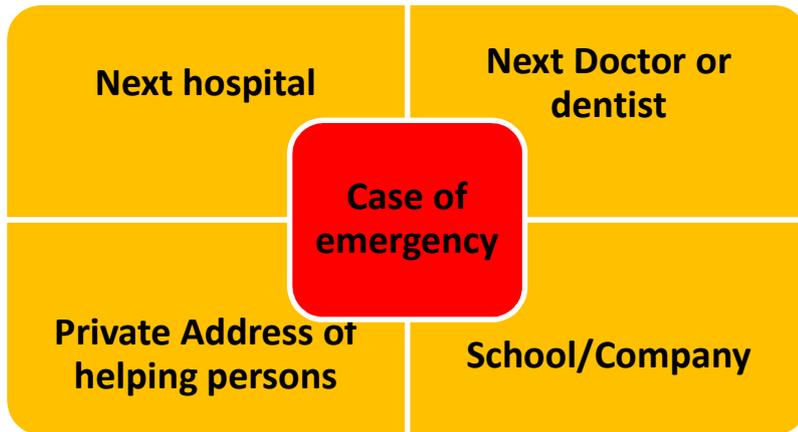
3.4.8 In a case of emergency

Nobody wants to come into troubles! Nevertheless, it is necessary to have an idea if such a case is occurring.

Ideal, if someone has persons who have had lessons in first-aid to be prepared in that case. But this may not be the rule. Therefore, you must discuss such a case und give instructions how to act.

So information about important address-datas must be given, such as dates of

- Nearest hospital
- Nearest doctor or dentist
- Private address of persons who will help



As a pocket card for example. (?)

Don't forget to instruct the participants about the health-care system in the host-country:

- Is it free for everybody?
- Is a private-insurance compulsory?
- Is it necessary to pay achievements of a doctor by cash or credit-card?

Take care, that everybody being involved in the exchange-project has an insurance which covers all costs of sickness and accidents.

By the way, there should also be a liability insurance, because the payment for compensations could be much higher in your host-country than it is in your home-country.

Give instructions, how to react in a case of emergency:

- Which persons must be called immediately (company, school, parents, relatives)?
- What has to be done if a person is not able to travel back home without any help?
- What about the personal belongings of a hurt or ill person is forced to stay in a hospital?

Helpful activities for students referring to IO 1 to gather skills in social codes and „learning to learn“ could be:

- Gathering information about the health-care-system in the host-country
- Collecting materials to present information about first aid

3.5 Training-example for soft-skills

How to gather competences in the fields of teamwork and intercultural competences (also see IO 1).

Base: Students have the chance to visit a foreign country in the frame of their VET-training, may be as an internship or as part of their regular education. There is not so much knowledge available yet.

Tasks (examples)*:

- Students are listing the countries of the EU which are possible for that stay in the frame of the VET-training.



- Around four students (more are not advisable) form a group within their class or their company-mates. To foster the process of „Learning to learn“ it is advisable, when the students find a way to select the participants of the group. The teacher/coach is only observing the process to make sure that the groups are mixed in a meaningful way. If the groups are formed, job rights are given to the group-members.
- Find out, where your host-country is located in Europe. Give an overview about neighbour-countries and name five of the most important cities.
- Describe the routes from your hometown to get to there and list the most important roads, railway-lines, airports and sea-harbours (if available).
- Give an overview about the number of inhabitants and the structure of economy (e.g. industry, tourism, agriculture). Describe the political system and how parliaments are elected.
- Find out, how the vocational training is organized and which degrees can be gathered after finishing a VET-training.

The members of the groups explore by themselves, supported by the teacher/coach/VET-trainer, and present first results in their own group.

The group finds a consensus about the way of documentation and presentation (e.g. paper, power-point). The teacher/coach/VET-trainer should not forget to instruct the students, that the texts have to be written in a uniform scale and letter-type.

The presentation in front of the group/the class must be prepared – roles have to be defined. It is important to take care, that every member of the group has approximately the same amount of tasks and it is important that everybody has to present a special part, to gather self-confidence in solving such problems and tasks.

After presentation the results must be discussed. At the beginning it is not advisable to give any marks – it is more helpful, if the students themselves are giving feed-back to their class-mates or group-mates. In a second step the teacher/coach/VET-trainer should give advice what must be improved in further steps. Marks could be given later.

An additional task – in dependence of the knowledge of the students – could be to translate the presentation in a foreign language (may be in English or the language of the host-country).

To have a success for everybody, it is helpful if the results of each group are given to all members of the class/the course (etc.).

*) This example will work for 16 students – if there are much more, some groups can explore the same task – if there are less students, one group could solve two tasks. If necessary a group could contain more or less than four participants. But if there are more, it may cause, that members of the group are not very busy – if there are less it isn't a group-work any more. If students are used to work with this kind of learning, they are able to solve problems and to enter into new challenges.

3.6 Processes of the hosting association

Every foreign person is a challenge for the hosting association. Not only that there are persons from outside in the company who do not know about the rules and regulations of the companies – those are persons from a foreign country with the background of a different culture and often a different view of doing jobs and tasks.

So the company-staff must be prepared also by their foremen or the management about the upcoming situation. It is helpful,

- having one or more persons who are responsible for the student/apprentice visiting from abroad,
- giving an introduction about the company itself, the specialities of the different workplaces and the workplace-security,
- to decide which access is given to IT-systems and which areas are strictly forbidden for the persons in the foreign work placements,
- to give an overview about persons who are not only specialists in their jobs, but also able to speak a foreign language (ideal the language of the guests – minimum speaking English as a linking language).

3.7 Searching for accommodation

As most of the places for a foreign workplace are situated in big-city-areas (for example Barcelona or Stuttgart) it is not easy to find any accommodation for persons for the certain time them to be in a foreign workplace. If there is a stay of only some weeks, a Youthhostel or a simple hotel could be the solution, especially if the stay is not in the main season of tourism. More difficult to find are apartments for some months – this is not only a problem of foreigners but much more for the domestic population. A solution found out, is to check websites of students-portals to catch a bed or a room in a community. If someone has good luck, he has relatives in that certain town, which can help for the first time.

It is important to have an accommodation before starting the exchange – the „travellers“ should be conscious about the fact to find better a small place but nothing – to realise an improvement is better to start from the place in the foreign country.

If the hosting-association will arrange the accommodation, they should have some pre-information about the incoming persons – may be via the introduction letter or the application-form to forward the wishes of the incoming persons. If possible, it could be helpful to send students/apprentices in small groups at the same time.

The form of accommodation may vary from an independent dormitory type to family accommodation depending on the culture and options available. The following list puts some questions to be answered before the foreign stay:

- Price per week/month?
- Does the rent include linen, towels, utensils and kitchenware?
- Is there a possibility to cook independently?



- Shower/bathtub, possibility to use washing machine and cleaning equipment?
- Is there a safe area located?
- Own bedroom?
- Public transport connections from the accommodation to the workplace/the city-centre?

For accommodation it is advisable to look for the different websites for renting an apartment (e.g. Barcelona). The cheapest way to start is to rent a room in a „Group House“ – prices starting with around between 300 and 400 Euro per month (Barcelona) for one room.

The more the participants are responsible to look for accommodation by their own, the more they know about the intercultural understanding and interpersonal relations (IO 1) and – if being successful – gathering self-confidence not only for the foreign stay, but also for their further life. There must be preparation before – of course – but the “job itself” must be done by the participant itself – an experience which is not made by once own, s no experience.

3.8 Other Practical Preparations

Nowadays it is a „must“ to give guests or partners an access to the internet. Facilitating username and password for the incoming persons must be applied at the webmaster to have it ready as soon as the exchange starts.

A good and practical instrument for the incoming guests is some kind of information package. Here some recommendations of contents, which such a package should include:

- Instructions on the use of public transport (timetable, route maps).
- City-map.
- General tourist information.
- Relevant contact information with the most important addresses, phone numbers, websites.
- Emergency calls and information about medical centres.
- Emergency instructions for odd situations, e.g. losing bank cards, passport, getting lost.
- Instructions how to operate when involved in an accident.
- Information about usual opening of banks, supermarkets etc.

It must be clear, where the apprentice/student arrives (railway station, airport) and to which time. It is to make sure, that there is a contact person to welcome. Helpful could be a poster with the name of the host association to show at the entrance-area of the airport or the gate at the railway-station. It is also helpful to exchange mobile phone-numbers before, to give information in a case of delay etc.

If possible, students or apprentices from the hosting institutions could give support to the incoming persons: first information about ticket machines, guiding to the next bus-stop, supporting to find the way to the accommodation.

3.9 Relations to IO 1

The following measures / methods are used to promote the acquisition of key qualifications such as critical and innovative thinking, team work, social and civic competence, personal confidence and adaptability as well as the skills learning to learn, communication and languages and digital competence.



The skills Critical and innovative thinking, Team work, Social and civic competence, personal confidence and adaptability are promoted / trained by placing project orders in the preparatory phase, in which the students deal with the political or social framework conditions in the host country, for example should deal with. For example, this can mean that the students are divided into groups and given the task of dividing a complex topic into sub-orders. It could be that the teacher describes the topic "describe the city of Barcelona and its location within Europe". Either the teacher or the pupils themselves - depending on their age and prior knowledge, individual topics such as "Climate in Barcelona throughout the year", "Transport routes and local transport in Barcelona", "Travel options", "Prices for food and accommodation" are specified. (The topics could of course be used for any other city in Europe such as Brussels, Lyon or Chomutov in Czech Republic.

With such a procedure, which of course has to be practiced step by step, the desired skills can be learned in a playful way, so that own ideas can be developed within the group (e.g. structure of the employees and unemployment rate), the process of group formation requires that one learns to assess the strengths and weaknesses of the other participants, but is also forced to work with people for whom you originally had no sympathy. The process of working in groups demands and promotes social skills.

Through the integration into IT systems, if necessary after previous training / instruction, the participants learn to work with these systems - the use of foreign websites as part of the research requires language skills.

When presenting the project results in the context of the class / group association, the teacher or the project manager must ensure that all participants are equally involved in the presentation. This requires that the "shy" student must be able to give such a presentation without fear.

Depending on the age and level of education of the group, it is the responsibility of either the teacher or the group leader (chosen by the group) to ensure that all work is evenly distributed and responsibility.

The following picture gives an overview about the key-competences in brief. Validation and recognition is done by practical use in worklife and daily life.



4. Co-operation and Processes during the Placement, Collaboration between teachers and tutors

4.1 Processes of the sending association

It is a basic task for the sending association to accompany the whole process, not only in the home-country before the stay, but also during the stay abroad.

Therefore, it is helpful to create contacts to the host-association itself and to organisations and persons in the host-region.

This could be:

- CEO's of companies or heads of department.
- Headmasters and teachers of vocational schools.
- Associations dealing with VET-training in the host-region.
- Chamber of industry and commerce or chamber of craftsmen.
- Hotel-companies or Youth-hostels.

Not to forget are private contacts, to which a student can turn in a case of urgency. A good practice could be also to build up contacts to the owners of a solid restaurant or a solid pub – may be capable to understand the student in their home-language. This will give both the chance to help the students in a case of urgency and to form a meeting-place for students of the same country and from other countries to meet there and give the chance to exchange their experiences.



Nevertheless, there should be a plan for the sending association, to which times representatives of the sending association are visiting the host-city and the host-company. It is helpful to do that in minimum for one time during the foreign stay; if it is a longer term than three months, this should be more often.

This procedure must be accompanied by regular telephone- or skype-calls. Due by the so called „Corona-crisis“ a lot of new communication-systems, e.g. „Zoom“ or „Microsoft-Teams“ have been introduced – so new ways for communication have been opened.

The information-trips and information-calls are not only done with the students, but also with the stakeholders of the training abroad. They can give reports about the skills and the results reached in school and/or company as well about the behaviour and the improvements, especially about the efforts in the foreign language and the cooperation with the host-company.

But it is important this not to do too often, because one of the most important goals of a foreign stay is to improve the independence of the trainees. They must find their way, by solving unexpected problems and this not with a permanent support by their home-association or (worse) by their parents.

4.2 Communication with the hosting association

Long time before – this could be one year before leaving for the international exchange - the persons are sent to the foreign work placement there must be a first contact between the sending and the hosting association. A timetable has to be created and a task-list must have been done.

Special needs may arise if it does not work with the stay abroad. Of course, it can happen that students / apprentices, who are for the first time far away from home and the familiar environment, get homesick. It is also conceivable that one does not get along with the partner institution or the colleagues. Here you should be prepared. First of all, you have to prepare the persons to be sent for this possibility and arrange measures in case of need. For example, the contact person on the spot or the person in charge of the sending organization should be informed immediately as soon as there are difficulties. With the foreign partner one should clarify the mutual expectations of the stay abroad and designate local contacts from the beginning. It is also helpful, in the event that the participants want to cancel the stay prematurely, to provide a clause in the contract with the foreign company / the foreign institution.

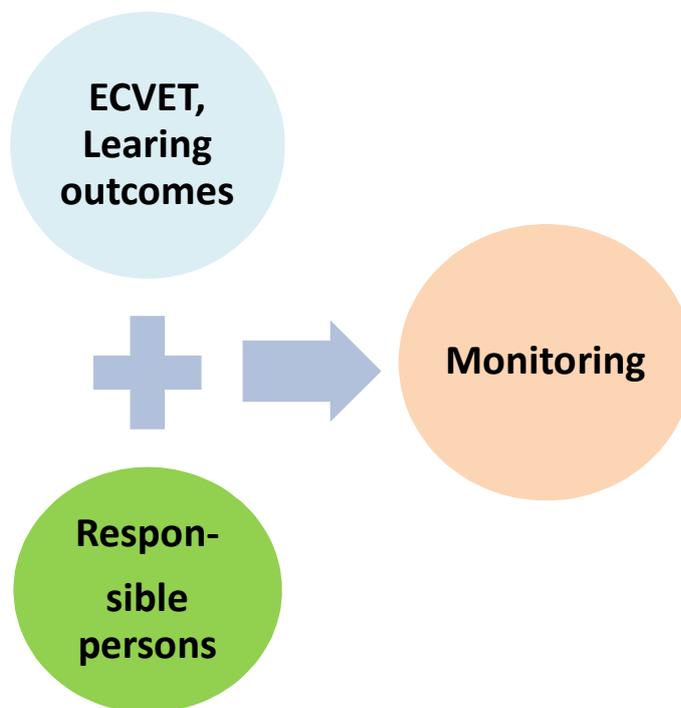
The following plan (next page) gives an impression of a timetable, designed by KS 1 for foreign stays.

Programme-Schedule of the foreign training-period e.g. for a stay abroad starting in september*		
From june	<ul style="list-style-type: none"> - Meeting with potential trainees - First intercultural preparation 	
From july	<ul style="list-style-type: none"> - Online language course and/or language lessons - Signing of the participants assignment - Last preparatory meeting 	
September	<ul style="list-style-type: none"> - Leaving/Take off - Welcome and reception by the partner-organizations 	
E V A L U A T I O N	September- November	<ul style="list-style-type: none"> - Vocational schooling at the foreign partner-association (according those learning programmes and according their organisation-types, e.g. block-release
	November- December	<ul style="list-style-type: none"> - Practice-Block in trainee-companies on site - Organised by the own company (if there is a branch abroad) or a partner-company mediated by the sending organization - Evaluated by teams of the sending organization
January	<ul style="list-style-type: none"> - Creating final report (to be done by the participants) - Feed-back - Presentation of the residence-permits (given by the hosting-organizations, e.g. FEDA) - Filling the Europass-Mobility 	
Following	<ul style="list-style-type: none"> - Testimonials from the participants in the context of teachers-conferences, instructor-meetings and company-visits 	
<p>*) : example used by KS 1 Stuttgart international exchange-programme with the FEDA-schools in Barcelona/Madrid. A selection of the potential trainees can be made earlier with the possibility of an earlier start of the preparation activities.</p>		

4.2.1 Communication with the students/apprentices abroad

Once the student/the apprentice has arrived at the destination abroad, he is responsible and ordered to keep in a regular contact with his sending organisation. Similarly, the tutor/teacher/trainer at home is the first contact-person. Before leaving in the foreign country it must be clear, how the contact is to be done: e-mail, e-learning-platform, Skype etc. and how often (best to a certain time - every week, every fortnight, every month) the contact has to be performed. To support the development of the students/apprentices it should be clear that they do not have to call at home in a case of small affairs – the older they are, the longer should be the distance between the contacts.

Students monitoring could be done in two ways. According to particular units of learning outcome in ECVET system and according to set up programs will be mobility implemented and monitored. Monitoring will be done always by responsible person either accompanying teacher or person selected by partner of the project and during or at the end of mobility there will be monitoring done by sending school leadership to evaluate the project.



The school also could provide further education and is also an authorized person for a number of professional qualifications. The system of professional qualifications helps to define units of learning outcomes and how evaluation should be carried out.



4.2.2 Processes of the Hosting Association

The hosting associations should make sure, that there are all instruments for communication available to all the participants of the exchange. That means basically an internet-account or free wifi. Additionally, it could be helpful to give advice about the possibilities and regulations of the community- and network-specialities of the host country.

4.3 Communication with the sending Association

The communication between the sending and the hosting association should be a permanent process. It must be defined before starting the procedure, in which way and how often this communication should take place. An agreement should be made in that way, that both sides should contact the tutor/trainer/teacher immediately if any questions or problems should arise. If the person in foreign work placement is part of a dual-system-training it has to be defined, in which cases the sending company and in which cases the sending school has to be informed.

4.3.1 Communication with the placement (School, Company)

In the case of different work placements, either when operating in different companies or different branches of companies, agreements have to be made about the timetables about the different stays. It must be clear that in a case of a dual VET-training the hosting company has the obligation to send the apprentice to school at the right time.

4.3.2 Cooperation between student/apprentice and organisations

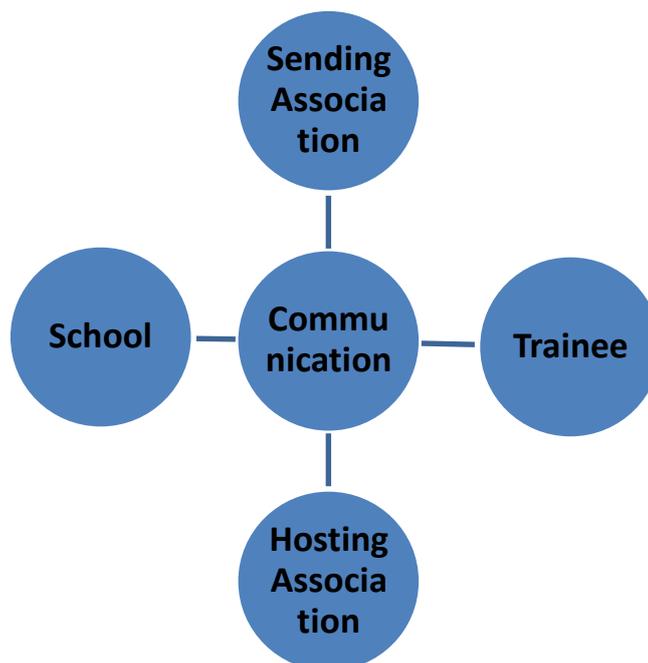
If the student/apprentice is not used to move in foreign countries or far away from home it could be helpful to pick up the guests at their residence at the first day (could be done by students/apprentices of the host organisation) and guide him to the school/college/company. If not done at the day of arrival, there is given information about the best way to get to school/college/company and which type of transport-system is the most comfortable.

After an introduction in the school/college/company there are several issues to be dealt with in the first days of the foreign placement.

Some examples:

- Providing general information of the work placement organisation.
- Providing necessary contact information.
- General description of the work done at the work placement.
- Checking the learning goals, discussing the goals and defining the duties of work in detail.
- Checking assessment sheets and other relevant documents to be filled during the period.

- Discussing how the supervising process will be carried out.
- Ensuring that the student/apprentice is aware of work safety regulations and how to act in emergency situations.
- Contact person for receiving information in a case of illness or absence at the hosting institution.
- Information about the daily working hours and upcoming holidays.
- Instruction on the use of internet or IT-systems at the work placement.
- Information about lunch arrangements, closet for clothes, shower-rooms (if available) and other practical matters (e.g. coffee bar).
- Explaining the code of conduct and confidentiality at the work placement.
- Agreeing on the date of interim (if necessary or compulsory) and final assessment discussions.
- Agreeing that both sides should contact the tutor/trainer/teacher immediately if any questions or problems should arise.



4.4 Process of the Work Placement Organisation

Before starting in the work placement the plans for training and education have to be discussed. In the chapter above there is information about the general rules of the work placement. This chapter deals with the technical part of the stay, that means in which departments of the company and how long the student/apprentice is situated and which jobs and tasks have to be done.

The workplace-organisation.

Apart from the challenge to foster the competences of the students in the fields of

- Problem-solving: start with simple tasks,
- Team-work: introduction to the colleagues and publication of the company-codes,
- Intercultural understanding: presentation of customs and traditions of the host-country,
- Self-confidence: praise for successful work,
- Communication & language: starting with easy texts and conversation in small meetings,
- Written communication: starting a report book,
- Learning to learn: giving challenges to be solved – from easy to difficult.

It is one of the core tasks to create a detailed plan about the organisation of the work-placement. The following structure gives a short overview about the tasks to be done.

Welcome in the company	Introduction to the company (Video-clip?)	Presentation of the work-placement Organisation	Allocation of responsible persons	Timetable about the stay in different departments	Validation during the stay	Validation at the end of stay
Head of company/head of dept./head of VET-training	Factory-tour/Times of work/rests /philosophy	Departments to be visited	Master-Craftsman/foreman/colleagues	e.g. accounting/warehouse/production-line	Feed-back-meetings/validation-talks	Feed-back/certificate/marks/farewell

Example for a flow-diagram of the stay.

Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10	Week 11-12
Reception	Warehouse	Production-line	Quality-inspection	Shipping-department	Dept. For Complaints

4.5 Intercultural understanding

During a stay abroad, intercultural understanding is essential. As seen above, the general rules of the work-placement have to be respected.

IO 1 described those competences and the descriptor levels. There will be no repetition at this point, but it has to be clear that (e.g.) the understanding, recognizing and using the social codes have to be linked with the social context. This also means, the students must be trained in identifying social rules – if they respect those rules in their home-country, they should be able to respect the rules in the host-country too. (But the information and the preparation about is an essential part; guiding given her, should be seen in a context with the skills described in IO 1).

Due by a home-company ore home-school-preparation, supported by trainers being models for the students, there are given good examples first and advice how to train and how to live social rules.

One instrument which could be helpful, is to create own rules in their own social environment by the students themselves and – last but not least – choosing or electing the speakers of their peer-group in a democratic process is a good step for developing democratic and social structures.



5. Co-operation and Processes after the Placement

5.1 Processes of the Sending Association

Once the student/apprentice has arrived back to their home country/company/school the work is not done yet. A couple of procedures have to be carried out. First of all, there is to provide an official documentation on occurred expenses for the sending organisation. This is so important, because the funded support can only be given if there are all documents required available. The following list gives an overview.

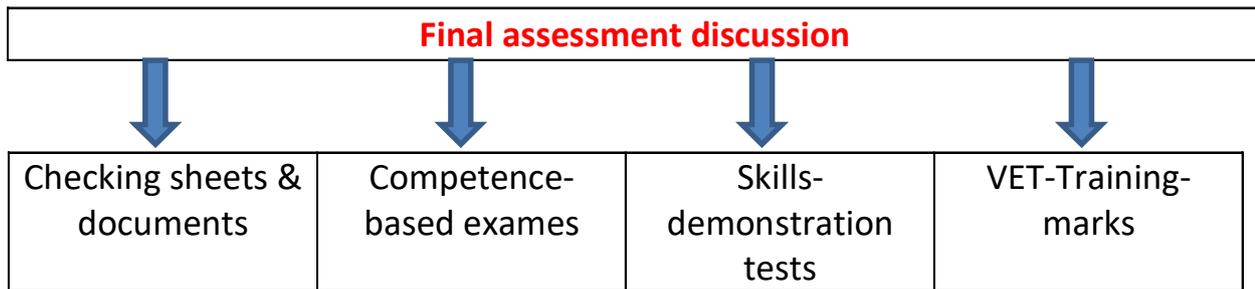
- Travel arrangements: all receipts and invoices relating to travels connected with the foreign work placement, e.g. air-tickets, ferry-tickets.
- It is to make sure, that all the tickets and receipts can be assigned to the person who applies for the money. If there is no name on the ticket, a proof could be given by bookings on the bank-account or the account of a credit-card.
- Costs of insurances to have a safety during the leisure time or in a case of an accident or a sickness.
- independent from the work-placement-insurance.
- Overview about the daily living costs.
- Possible language and/or cultural preparation programmes paid either in the home country or in the destination country.

The student/apprentice has to write a travel report which should include:

- Description of the work placement and the work carried out.
- Description of the accommodation-arrangements.
- Description of the destination country and the city/town.

In a free-form-evaluation the “pros“/ the „cons“ of the entire period should be listed. This report is very helpful for all stakeholders in the entire process (sending company/school/college, hosting company/school/college) and last but not least for all the following persons entering in such a foreign work placement.

At the end of the process a final assessment discussion will take place between the student/apprentice and the head (or a deputy) of the sending institution. All assessment sheets and documents have to be checked. Important information too is to have documents related to competence-based exams or skills demonstration tests. In cases when the foreign work placement is a part of the VET-training marks and tests reached in the foreign country must be handed out.



5.2 Processes of the Hosting Associations

After the student/apprentice has given feedback about the foreign stay the tutor/trainer/teacher of the hosting association is expecting a feed-back. It is important that feedback and expressions of gratitude will also reach the work placement organisation and all involve persons. This is very important in that view, that the hosting association is ready to have other students/apprentices in the future. It's also important to optimize or develop the processes for later incoming work placements.

5.3 Processes of the Work Placement Organisation

Once the student/apprentice has departed to his/her home-country, it would be of added value if the student's supervisor would give feedback to the responsible persons of the hosting association. Feedback can be given in written form (feedback-form) or in free written text or via E-Mail. But at least it is advisable to have phone call or a Skype call, because this more personally and it's possible to gather confidence and a better contact for the future.

An interesting experience is to compare the changements in behavior and the increase in knowledge within the framework of the work placement organization using the example of communication and language.

Based on the goals defined in IO 1, it is conceivable to document the achievement of the goals not only through verbal communication, but also by comparing them, for example using a list*.

Example	Before starting	In the middle of foreign stay	After returnment
Oral communication**	To shy to speak in a foreign language	Upcoming skills and simple small talk possible	Skillful in conversation by giving reports about the foreign stay in a foreign language
Written communication**	Not able to write a comprehensive text	Able to create a simple text without mistakes	Able to understand technical terms and writing a comprehensive report about the experiences made during the stay abroad

*): example for creating a check-list

**): as described in IO 1

6. Validation Processes

6.1 Criteria for the evaluation of transversal competences

During their staying abroad, the apprentices/students should make comprehensive documentations about the experiences they made both in the hosting organisation as well as in the environment they move in the foreign country. For the sending institution it must be clear and comprehensibly what the student/apprentice has made in experiences. The documentation can be made in different ways. First of all it is possible to get a certificate from the hosting organisation. One disadvantage could arise, if the document has to be translated in the domestic language.

A very good possibility is the Europass, an electronic document, which declares the personal skills and knowledge, as well as the qualifications. The Europass also gives a proof about the done mobility, which the student/apprentice has made in the foreign country and which learning-results have been made. The advantage is, that this document is well known all over Europe, it is uniformly – so every stakeholder in vocational training is able to handle.

In a case of an apprenticeship – as a part of the German Dual VET for example – the apprentices have to write a report-book, in which they have to make documentations about the course of their education. In the German system it is compulsory that the tutor has to check and to sign this report every month.

The best way to validate are marks given either in lessons or in work-experiences which are comparable between sending and hosting association – much better at least, when curricula are perfectly linked between sending and hosting association.

At the end of their foreign stay, there should be an assessment between student/apprentice and the responsible persons of the sending organisation, to talk about the experiences which have been made, both in the technically contents and the social competences and cultural experience. The sending organisation should know about the strengths and weaknesses of the certain stay, to keep the good practice and to improve the weaknesses. For bigger companies or companies with a lot of exchange-activities a questionnaire is helpful to have a standard process and an instrument to compare between the different heats of exchange.

Advisable too are conversations with the hosting association about the contents, the behaviour and the achieved results of the student/apprentice. Here a conclusion can be made about the benefit of the exchange – there will be a better understanding and basement for the arrangements to be made for upcoming exchanges.

In accordance with the described rules and competences in IO 1, it is important to compare the skills and the knowledge before and after the foreign stay. Mainly by personal observation, supported by documentation of the state of the art before leaving and comparing with the state of the art after, it is possible to have a good comparison between a behaviours-changement.

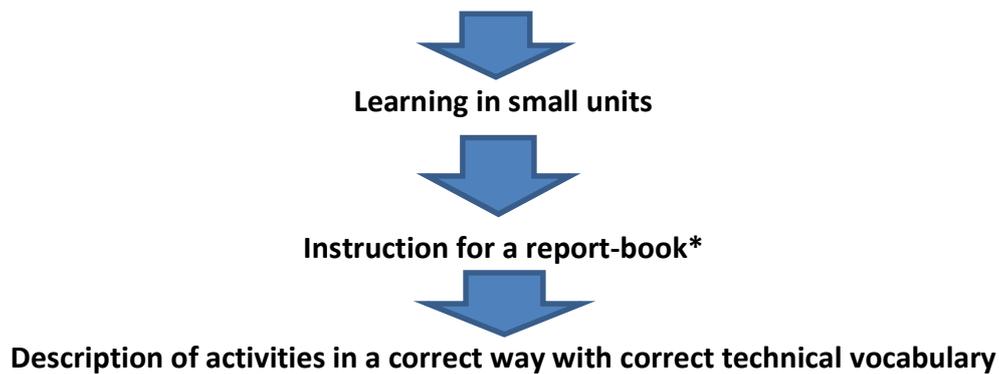
6.2 Creating a report-book

To create and to write a report-book is a quite simple method to educate the students in punctuality and correctness. It gives the chance for reflexion of the done jobs by thinking about the solved problems for the student and it gives the VET-trainer the chance to check the knowledge and to give hints for the further steps.

Such a book is a good training for the following (s. IO 1) skills:

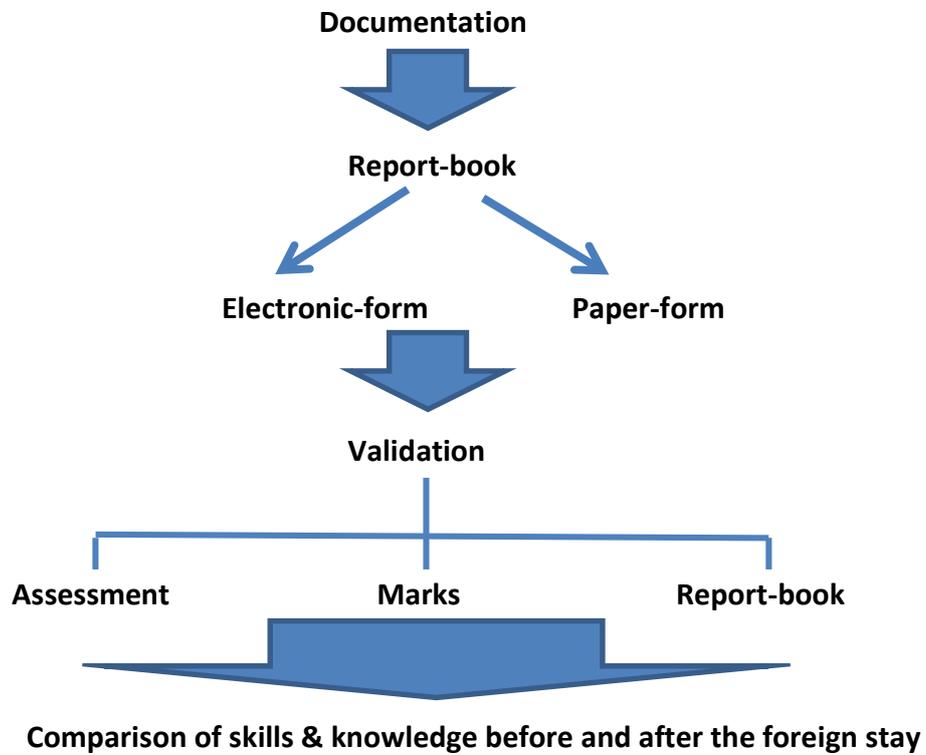
- Filling correctly a simple form.
- Write a short message.
- Using a mail-system (if the book is written in an electronic-form).
- Identify the nature and function of a simple document.

Simple structure of the learning-flow



*): starting with small reports, just like a diary – widening more and more up to a proper technical description.

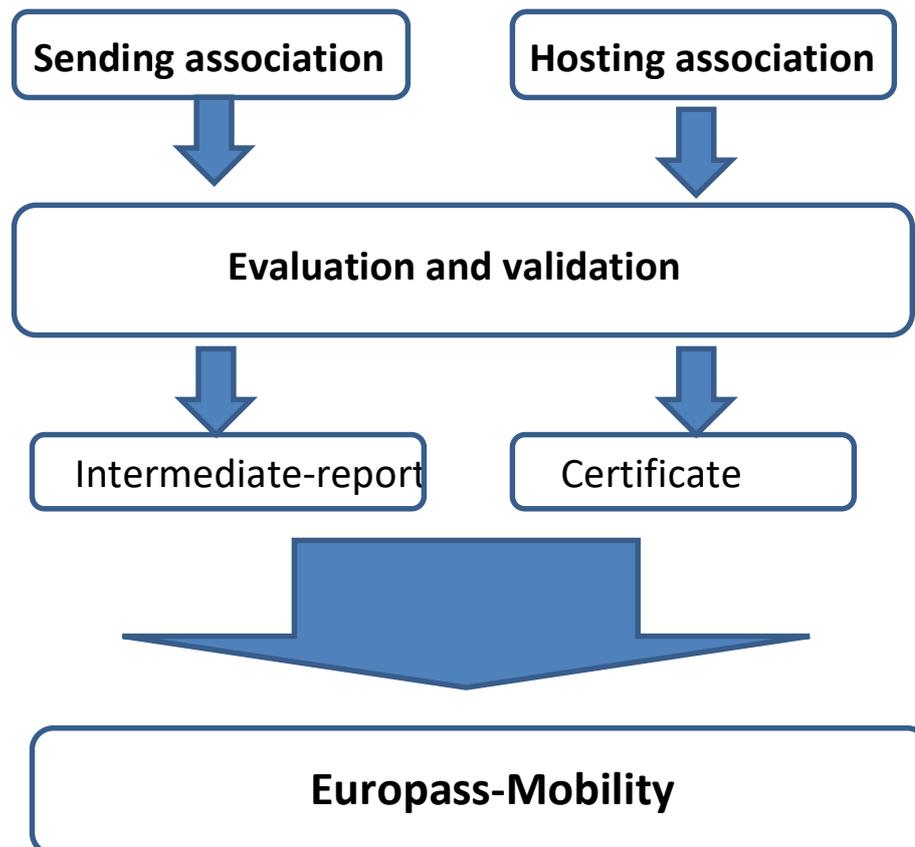
6.3 The structure of documentation



„Work done“ – final works

Evaluation and validation of the training placement

Midyear-report/certificate given by the involved organisations



7. Conclusion and challenges

Hopefully this guidebook can be of assistance for all persons involved in foreign-work placement-processes. Take the challenge to send students/apprentices to a foreign work placement. It would be a benefit for everybody – may be as a tutor/teacher/trainer/staff of the hosting and the sending association or last but not least as a student/apprentice getting the chance to realize such a stay in a foreign country and a foreign culture. Be open minded and honest to everybody who is in touch with the procedure. Give feedback and support as good as possible.

Good luck for your first/next challenge to bring persons in a foreign work placement.

8. Appendices

8.1 Model for an Introduction Letter

There are many examples for an introduction letter, which could be found on several web-pages, by calling the expression “Introduction Letter”. But you should notice, that there are important things, which should be obtained, when writing such a letter.

Examples:

- Thanks for the possibility for introduction/the chance to move abroad.
- Introduction of yourself: name, prename, date of birth, schools, family, hobbies.
- Vocational experience.
- Reason for application.
- Language skills.
- If available, international experience (and if only given by holidays).

Please regard, the letter is written in proper types and is looking fine. Take care, not to have any mistakes in the text. Use the correct address and the correct name of the receiving persons.



[Your Name]
[Street Address]
[City, St Zip]
[Optional – Email Address]

[Today's Date]

[Name of Recipient]
[Title]
[Company]
[Address]
[City, St Zip]

Dear [Name of Recipient],

[Indicate that you are writing to introduce a specific individual or business to them. Provide their name and specifics about how you know them. (Worked together, worked for you, purchased from them, etc.)]

[Provide additional details about the individual or business you are introducing. Include specifics about what they are doing, why you are introducing them, and what kind of assistance they may request, or how they may be of service.]

[Close by providing contact information for the individual or business. You may also choose to provide a resume if it is job related. Make sure to end by thanking the individual for their time and assistance.]

[[See Vertex42.com](http://Vertex42.com) for tips and a sample letter.]

Sincerely (or Respectfully Yours),

(Sign here for letters sent by mail or fax)

[Typed Name]

8.2 CV (Europass), Example

Here is given an example for a CV (Europass) from Ireland, because this is written in English language. But there are examples for any other country of the EU, in the concerning home-language. (See next page).

You can find more details and information on the websites of your National Agencies. An example for such a website (valid for Germany): www.europass.cedefop.europa.eu/de/documents/curriculum-vitae.



Curriculum Vitae

PERSONAL INFORMATION

Edmond Walshe

-  12 Strawberry Hill, Dublin 8 Éire/Ireland
-  +353 12341111  +353 12341112
-  ewalshe@hotmail.com
-  Yahoo! Messenger (YIM) edmond.walshe

Nationality Irish

JOB APPLIED FOR

Building electrician

WORK EXPERIENCE

1996 - Present

Building electrician

Walshe Electrical Ltd, 40 Harold's Cross Park, Harold's Cross, Dublin 6.
Senior Electrical Technician of a ten person team.

EDUCATION AND TRAINING

September 1995 - September 1997

Advanced Certificate Craft - Electrical Instrumentation

FÁS, Middle Abbey Street, Dublin 1

- comply with national building regulations, national electrical installation rules and with national legislation related to occupational health, safety and the environment.
- interpret electrical equipment manufacturers' specifications and drawings to determine correct installation, maintenance, test and repair procedures
- interpret project plans, specifications and drawings to determine the location, types and quantities of materials required to install electrical wiring systems, equipment, controls and protective devices
- plan the sequence of operations, select and use materials, hand and power tools and work techniques that are appropriate to a range of electrical installation and maintenance projects
- use test instruments to locate malfunctions in electrical and electromechanical systems and equipment
- work alone or as part of a team to ensure that project deadlines are met

PERSONAL SKILLS

Mother tongue(s) English

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken Interaction	Spoken production	
French	B1	B2	B1	B2	A2

Levels: A1/2 Basic user - B1/2 Independent user - C1/2 Proficient user
[Common European Framework of Reference for Languages](#)

Communication skills

I have worked in various types of team projects from rewiring newly built estates to electrical maintenance of various corporate businesses.

Organisational / managerial skills

I am a senior electrician which also involves organising teams to carry out various work projects.

Job-related skills

- Knowledge of ETCI regulations governing temporary installations.
- much experience in installing motor control circuit wiring, relays, overload units, protective devices and push button indicators.



8.3 Specimen contract

Example for a Specimen Contract for Trainee Placement Abroad

Specimen contract between the German firm, the foreign firm and the trainee for a placement abroad

The following specimen contract should be seen as a proposal for an agreement between the German firm, the foreign firm and the trainee. Individual articles or passages may be added, changed or deleted depending on the particular situation. The contract should be issued in triplicate.

▪ **Specimen contract between the sending association, the receiving association and the trainee**

This Contract is set up within the framework of Section 2, Subsection 2 of the German Vocational Training Act of 23 March 2005 (*Bundesgesetzblatt* [Federal Law Gazette] part I, p. 931) and is for the purposes of defining the relationships between:

(full name and address of the secondment firm), hereinafter called the "secondment firm", represented by
(full name and address of the representative),

(full name and address of the accepting firm), hereinafter called the "accepting firm ", represented by
(full name and address of the representative)
and

(full name and address of the trainee), hereinafter called the "trainee", in the event of being a minor represented by
full name and address of the legal representative(s))

The contracting parties agree:

Article 1: Subject Matter of the Contract

The parties agree that they will jointly arrange and carry through the trainee's placement abroad in the accepting firm as part of his/her vocational training for recognition as
(description of the training occupation)

The contract is for the purposes of defining the rights and duties of the contracting parties with regard to this placement abroad.

Article 2: Duration

The duration of the placement abroad referred to in Article 1 is

It begins on / / and ends on / /

The contract enters into force upon all the contracting parties signing it and ends upon completion of the placement abroad.

Article 3: Duties of the Contracting Parties

Article 3.1: Duties of the Accepting Firm

The accepting Firm

will take the necessary measures with regard to preparing the placement abroad and making sure that all the steps involved are duly carried out. In particular, it will ensure that training personnel are available to supervise and support the Trainee during his/her placement abroad;

will make sure that the trainee's knowledge and skills are actually used and that he/she is given tasks and responsibilities which are commensurate with his/her competencies and experience;

will give the trainee access to the premises and other facilities necessary for carrying out the training programme (see Appendix);

will provide the trainee with training resources at no cost to him/her, in particular the tools and materials required for carrying out the training programme (see Appendix);

commits to giving the trainee only those tasks which serve the purpose of the training scheme and are appropriate for his/her physical strength;

will make sure the trainee is insured against all accident risks there may be in conjunction with completing his/her placement abroad under this contract;

gives an undertaking to notify the secondment firm by telephone without delay in the event of any problems arising which are associated with the trainee's placement abroad;

will send a report on the trainee's performance and what he/she has achieved to the secondment firm when the placement abroad has finished;

will reimburse the secondment Firm for the training remuneration amounting to
for the period from to ;

will give the Trainee a reference when the placement abroad ends detailing and assessing the Trainee's performance and what he/she has achieved, and describing his/her language skills.

Article 3.2: Duties of the Secondment Firm

The Secondment Firm will take the necessary measures with regard to preparing the placement abroad and making sure that all the steps involved are duly carried out. In particular, it will ensure that the financing of the placement abroad is settled prior to it commencing and that the trainee has accommodation at the Accepting Firm's location for the duration of the placement abroad;

will ensure that the vocational training abroad serves the trainee's training goal;

will make sure that the trainee is insured during the placement abroad (health, accident, third party liability and social insurance);

will assist the trainee with the administrative formalities to be dealt with and will make sure that the documents required are available at the beginning of the placement abroad.

Article 3.3: Duties of the Trainee

The trainee gives an undertaking to complete the full training programme (see Appendix) as agreed;

gives an undertaking to comply with the rules of the accepting firm, its working hours, its regulations covering the duty to maintain confidentiality, and the legal provisions of the host country. The duties arising out of section 13 of the Vocational Training Act shall also apply;

gives an undertaking to prepare a report on the placement abroad and to present it to the secondment firm within one month of completing the placement abroad at the latest. This report must include the trainee's personal assessment of the vocational training he/she has undertaken abroad, the language skills and other competencies acquired as well as the tasks and assignments he/she has fulfilled.

gives an undertaking to notify the secondment firm by telephone without delay in the event of any problems arising which are associated with the placement abroad.

Article 4: Financing

The costs and expenses entailed in the placement abroad will be financed by the secondment **Firm** and subdivided as follows into:

- € for the travel expenses
 - € for the living expenses (accommodation, food and drink)
 - € for the costs of insurance (...)
 - € lump sum
- and/or by the accepting firm and subdivided as follows into:
- € for the travel expenses
 - € for the living expenses (accommodation, food and drink)
 - € for the costs of insurance (...)
 - € lump sum
- and/or by the trainee and subdivided as follows into:
- € for the travel expenses
 - € for the living expenses (accommodation, food and drink)
 - € for the costs of insurance (...)
 - € lump sum

Article 5: Payments

1. The secondment firm commits to pay the trainee the sums mentioned above as follows:
travel expenses before the placement abroad begins
insurance costs/other costs before the placement abroad begins
living costs each month of €
lump sum before the placement abroad begins ()

2. The accepting firm commits to pay the trainee the sums mentioned above as follows:

-
-
-
-

3. The payments shall be remitted to the following account of the trainee or the legal representative(s):

Article 6: Reimbursement

The secondment Firm and the accepting firm may demand that the trainee reimburse the sums paid out if:

the payments made are used for purposes other than those agreed in Article 5;
the actual duration of the placement abroad is shorter than that agreed or
the placement abroad doesn't transpire.

Article 7: Liability

The contracting Parties can only be held liable for intent and gross negligence.

Article 8: Terminating the Agreement

The statutory provisions shall apply.

Article 9: Legal Venue

The courts of law having jurisdiction in the event of any disputes between the contracting parties in conjunction with this contract shall be those in (city/town of the secondment firm's registered office). This agreement shall be governed by and construed and interpreted in accordance with the laws of (country of the secondment firm).

Article 10: Amendments or Riders to the Contract

Any amendments to this contract must be set down in a supplemental contract which must be signed for each of the parties by the signatories to this contract.

Article 11: Saving Claus



The contracting parties declare that they have read the contract and that they accept its content.

For the Secondment Firm:

(name and position)

(date, signature)

For the Accepting Firm:

(name and position)

(date, signature)

The Trainee (or the legal representative(s)):

(The Trainee or name of the legal representative(s))

(date, signature)

8.4 Example for a learning-programme (Forwarding agent Germany).

Businessman/Businesswoman for forwarding agency and logistics service. Contents of the education plan (Curriculum/Learning program) (n = hours to teach). Divided into learning fields – short explanation at the end of that chapter*.

1st year

Main focus business management

Learning field 1 (30)	Learning field 2 (40)	Learning field 3 (50)	Learning field 4 (40)
The forwarding agency, the structure of overall economy exchange, e.g. means comparison of transportation.	Co-operate in the forwarding agency company, e.g. enterprise purposes, working hour models, wage and salary calculation.	Steering and unwinding transport orders in the good strength traffic plan, e.g. cargo contracts for hauling conclude, liability questions.	Forwarding agency orders in the truck-collective property and system traffic unwind. Processoriented, e.g. preliminary heatransshipment main run caster heave traffic (hub & spoke).

Main focus data processing

<p>Learning field 18 (40) Data processing specific for occupation, e.g. word processing, table calculation.</p> <p>Learning field 9 (40) Booking an grasping commercial cases, e.g. balance, profit and loss calculation.</p>

Main focus overall economy

<p>Learning field 14 (40) Fundicial bases of the management compile, e.g. general law of contract, forms.</p>	<p>Learning field 15 (40) Orient in education and occupation, e.g. contracts, codetermination of employees.</p>
--	--

2nd year

Main focus business management

<p>Learning field 5 (140)</p> <p>Planning forwarding agency orders and unwind, e.g. inland shipment, sea-ship, clipper-cargo/air-fright.</p>	<p>Learning field 6 (60)</p> <p>Export and import orders, acquisition shops work on, e.g. incoterms, payment winding up, customs declaration.</p>
---	--

Main focus steering and controlling (accounting)

<p>Learning field 10 (15)</p> <p>Demarcation calculation.</p>	<p>Learning field 11 (25)</p> <p>Grasping and distributing costs, e.g. company account curve.</p>	<p>Learning field 12 (40)</p> <p>Documentation of commercial processes and work on payment processes, e.g. loan financing, leasing.</p>
--	--	--

Main focus overall economy

<p>Learning field 16 (40)</p> <p>Bases of the social market economy compile, e.g. price trends, state interventions.</p>

3rd year

Main focus business management

<p>Learning field 7 (30)</p> <p>Developing marketing measures and going to carry out, e.g. customer questionings, advertisement.</p>	<p>Learning field 8 (115)</p> <p>Logistics achievements in supply chains offering and organizing, e.g. distribution logistics.</p>
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Main focus steering and controlling (accounting)

<p>Learning field 12 (10)</p> <p>Demarcation calculation.</p>	<p>Learning field 13 (70)</p> <p>Steering commercial processes, success-oriented, e.g. gross margin calculation.</p>
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Main focus overall economy

<p>Learning field 17 (40)</p> <p>Discussing overall economic processes, e.g. economic purposes, economic situation, European Central Bank.</p>

***):** When teaching in so-called learning fields, one breaks away from pure thinking in subjects, but teaches in related situations.

8.5 Information on the planned learning stay in the host-country

Example created by KS 1.

Receiving organisation (name address)

Aufnehmende Einrichtung (Name, Adresse) – Organisme d'accueil (nom, adresse):

FEDA Barcelona

Contact Person (name, function, e-mail, tel.) – Kontaktperson (Name, Funktion, E-Mail, Tel) –
Personne à contacter (nom, fonction, e-mail, tel.):

e.g. Name of the headmaster of the hosting school.

Planned dates of start and end of the placement period – Geplanter Beginn und Ende des
Lernaufenthaltes – Dates prévisionnelles de début et de fin de stage:

For example: 01.09.2019 - 21.12.2019

Knowledge, skills and competence to be acquired;

- Training content according to the Baden-Württemberg curriculum (merchants for freight forwarding and logistics services)
- Acquisition of international expertise in the company
- Acquisition and deepening of language skills (Spanish, English, subject-specific English)
- Acquisition and deepening of intercultural competence

Detailed program of the study period - Detailed programs of the training period - Programmes détaillé de la période de mobilité:

- **Beginning June 2019: meeting with potential trainees (also intercultural preparation).**
- **Beginning July 2019: online language test / course**
- **July 2019: Signing of the participant contract.**
- **July 2019: last preparatory meeting and farewell.**
- **September 2019: departure. Welcome and reception of the participants at the FEDA Barcelona**
- **September - December 2019: Visit to the sending institution to evaluate the success of the training.**
- **September - November 2019: Vocational school lessons at FEDA according to the block plan; additional lessons in Spanish if necessary.**
- **November - December 2019: practical block in the training companies on site.**
- **January 2020: Preparation of the final report (TN) / feedback**

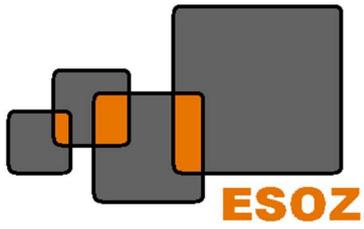
As part of the handover of certificates: Presentation of the FEDA and Europass Mobility certificates of stay abroad.



8.6 Example for an internship of the Czech-partner

8.6.1 Information and choice of participants

S. next page!



Spain Seville



Funded by the
Erasmus+ Programme
of the European Union

Within the project „Door open to education, 2018-1-CZ01-KA102-047380“ we offer to the students of graduation fields Medical assistant and social activity of second, third and fourth year the possibility to travel out for an internship to Spanish town Seville. The internship will take place between 14. 10. 2019 – 25. 10. 2019 and will be fully covered from the program Erasmus+.

Targeted group

Students of graduation fields Medical assistant and social activity of second, third and fourth year.

Choice of participants:

The choice of participants will be done by committee consisting class teacher, specific subject’s teachers and practice’s teachers if needed and foreign languages teachers.

The order was stated based on approach to branch and school, rating in key subjects (mainly specific subjects), language skills.

For this project will be set up general evaluation criteria as bellow:

- Grades in key subjects: 0 – 10 points
- School representation in competitions: 0 – 10 points
- Involvement in school activities: 0 – 10 points
- motivation (evaluation of motivation letters): 0 – 10 points
- language knowledge: 0 – 10 points
- The change of approach to the school and education within this school year: 0 – 10 points

Submission application deadline: 25. 6. 2019

Application will contain CV and motivation letter in English

Application give to

Information to internship and project:

Spain, Seville

Term: 12. 10. 2019 – 26. 10. 2019, will be specified after buying air tickets

Student must work 10 working days during the internship

Accommodation in families, full board

Transport: company/school car, air + bus

There will be pedagogical worker on internship.

Professional internship will ensure partnership organization in Seville, incl. partial monitoring.



From the project will be covered:

- Arranging internship, Mentoring, monitoring
- Transport to and from venue
- Accommodation
- Full board
- Local transport
- Insurance

With each participant there will be contract about mobility. The detailed information will be passed on meetings.

8.6.2 Application form (Example)

Project: Door open to education, 2018-1-CZ01-KA102-047380

Internship: Spain, Seville

Date of the venue: 11. 1. 2020 – 25. 1. 2020

Participant profile: Students fields Bricklayer, Joiner and Plumber of second and third year.

Submission application deadline: 5. 11. 2019

Application will be filled in on PC, signed and will have two attachments:

1. CV with current photo in form Europass CV in English or German language
2. Motivation letter in English or German language

Student

Name and surname:

Date and place of birth:

Insurance company:

E-mail:

Phone:

Address (street, Zip code, city):

Branch:

Year:

Class:

Class teacher:

Legal guardian:

Name and surname:

E-mail:

Phone:

Conditions of participation:

With my signature I'm confirming according to the law no 101/2000 Sb., about protection of personal information the agreement to provide personal information and photo documentation to implementer of the action (Secondary Technical School, Business Academy and Secondary Medical School, Chomutov.) for needs of next realization, evaluation and propagation of the project. The information can be used by the third person authorized by support provider.

I, named above agree with the conditions mentioned above.

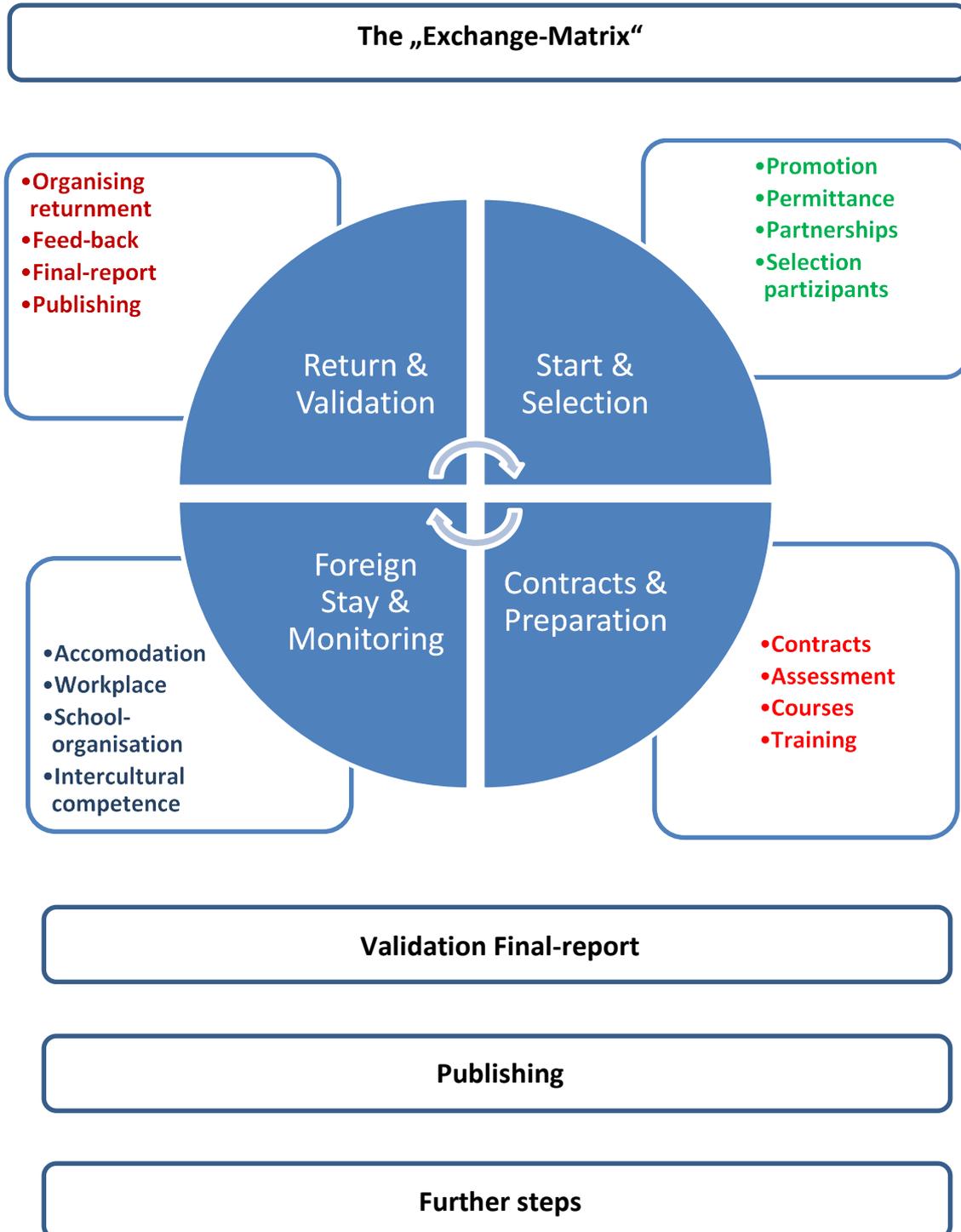
.....
Date and signature of legal guardian
(not requested for participants over 18)

.....
Date, candidate signature



Accommodation	First step after the journey/the exchange is safe. Should be gathered by the participant. Support given by school or company
Advertisement for participants	To get persons to the exchange, this must be advertised in schools and companies. Helpful are reports of former exchange-participants
Conclusion for further steps	In cooperation between sending institution, hosting institution and participants it is to negotiate what is to do next
Contact with authorities	To get permission and information about the different certificates, the authorities should be involved as soon as possible
Contracts	Between all partners. Should be compulsory to have clear rules
Final report	Must be. Either for institutions giving support (e.g. EU) or for everybody who was involved in the process. To be done when project is finished
Fund application, if possible	Helpful for financial support
Insurance	Necessary for participants (e.g. health-care) and companies (work-place-safety)
Intermediate report	Must be. Either for institutions giving support (e.g. EU) or for everybody who was involved in the process. To be done in the middle of the project.
Looking for a partner abroad	Can be done via portals of the EU and the National Agencies or by personal relationship or recommendation
Organising returnment	Fixing the dates of returnment and the kind of travel
Organising travelling	Checking flights or routes. Should be done by participants
Permittance Chamber	If there are apprentices involved, there should be a permission by the local chamber
Preparation of participants	Very important. This guide-book will give as much support as possible
Publishing results	In portals of the EU, local and regional websites and media. Important to gather interest for upcoming projects
Selection of participants	Normally done by the sending association.
Supervision during the stay abroad	Helpful to do this by special teams or persons, who have a current contact to the participants
Validation of the stay	Done by sending institution, hosting institution and participants. Not only theoretical or practical success, also to validate the improvement of personality

8.8 Exchange-Matrix





The matrix above (8.7.) gives a short overview about the most relevant objectives of this guidebook. The authors of this guidebook tried to give you a wide range of examples for practical organisation of a foreign stay.

Starting with the intention and the project-idea, go on looking for partners – either supported by the websites of the EU or your National Agencies; use your contacts to partner-schools or partner-companies. Use your personal network and social-media to enter into new contacts.

Take the advice of Chambers of Commerce and Industry or the Chambers of Craftsmen as well as to your local government, your city-administration or the school-authorities to create a network as a framework for your project-idea and your partnership-projects.

Define your target-group for the participants, the host-organisations and the country/the countries or the region you wish to go to.

After selection of participants (with an important lack in reliability of everybody) go on looking for accomodation (teach your participants to arrange that by their own), possibilities of travel, work-places or hosting-schools.

Prepare your participants (in correlation with all responsible curricula) in the foreign language, the social and intercultural competences as well as in the so-called soft skills. Bring them into a culture of „learn to learn“.

Send them off and plan a monitoring and a feed-back-plan for the time abroad. Organise a special team (or responsible persons) to supervise the process during all the time. Don't forget taking into account, that there could be troubles, e.g. sickness, accidents or just homesick occuring.

You defined the end of the foreign stay, therefore don't forget organising the homebound journey.

After welcome home, prepare assessments and feed-back-talks. Compare the standard, the skills and the knowledge before and after staying abroad.

Don't forget the final-report (after you gathered experience by doing the intermediate report), draw your conclusions and discuss how you will continue such projects.

We wish you good luck and great success!

