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# GUIDELINES FOR RECOGNISED MOBILITY



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TURISMO DE  
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# GUIDELINES FOR RECOGNISED MOBILITY

# SUMMARY

I	Introduction.....	2
II	Before mobility.....	4
III	During mobility.....	7
IV	After mobility.....	9
V Annexes		
1	MoU with comments	
2	MoU example	
3	MoU template	
4	Where to find a partner	
5	LA with comments	
6	LA example	
7	LA template	
8	Assessment grid	
9	Satisfaction survey	
10	Mobility check list	
11	Glossary	

Great ambitions often start with a simple idea or principle. Implementing them, however, can be complex. This is the case of the **More 4 Europe** project, which asserts that we can work towards a Europe of education in the field of vocational training by demonstrating that the approximation of training systems is possible. Today our learners can project themselves in a vocational training area wider than the sole national horizon, and tomorrow the skills of European employees will be widely recognized within the Union, thus promoting their mobility.

**More 4 Europe** is the image of Europe, the one that believes in its construction when we decide and learn to trust each, to share what brings us together rather than what differentiates us.



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# I- Introduction

## Objective and targets

This document provides a clear and easy to use methodology to prepare, run and capitalise mobility results. You will find action plan and examples for new comers in recognised mobility. The key components of these guidelines result from «MORE 4 EUROPE» project, a KA2 ERAMUS+ project.

### «MORE 4 EUROPE» project

«MORE 4 EUROPE» objective is to implement **recognized mobility** for **level 4 EQF**. That means improvement of the overall qualities of mobility with more transparency, more ambition for the expected results. The experimentation takes place in hospitality and catering sectors.



The project involves two groups of partners, competent bodies for certification and vocational schools. The former has to set up the regulatory framework to make possible recognition and accumulation of units prepared abroad. The latter are in charge of experimentation with the development of the **Learning Agreement** (LA) between partner schools within the framework of a **Memorandum of Understanding** (MoU).

## Methodology of the Project

«MORE 4 EUROPE» takes advantage of **ECVET** tool box. In few words, ECVET (European Credit for Vocational Education and Training) aims to facilitate progressive accumulation and recognition of learning outcomes especially through international mobility for learners.

Recognition of learning achievement abroad during mobility is one of the core aspect of ECVET. That means competent bodies in charge of certification accept the result of an assessment done by a foreign country. No any additional assessment needed to fulfil the certification process.

The target is composed of the different stakeholders of mobility: teachers and headmasters who plan to develop mobility, **competent bodies** and any organisation involved in the support of mobility.

During the 2-year project, three steps sequenced the methodology:

- ▶ Designing mobility framework in accordance with competent bodies, drafting learning agreements between training centres;
- ▶ Testing mobility process with learners through various modes;
- ▶ Gathering experimentation outputs for guidelines to spread recognised mobility approach.

Seven partners from four countries, representing competent bodies and schools, contribute to the project:

- ▶ Académie d'Aix-Marseille, France ;
- ▶ Direccio General de Formatio Professional i Ensenyaments de Regim Especial Departament d'Educatio, Genelaritat de Catalunya, Spain;
- ▶ Ufficio Scolastico Regionale per il Piemonte, Italy;
- ▶ Turismo de Portugal, IP
- ▶ Lycée hôtelier de Marseille, France ;
- ▶ Institut Escola d'Hoteleria i Turisme de Barcelona, Spain;
- ▶ Istituto Istruzione Superiore Giolitti-Bellisario de Mondovi, Italy.

The expected added value of the project is to spread advice and recommendation to facilitate recognised mobility within VET and finally to improve its benefits for learners.

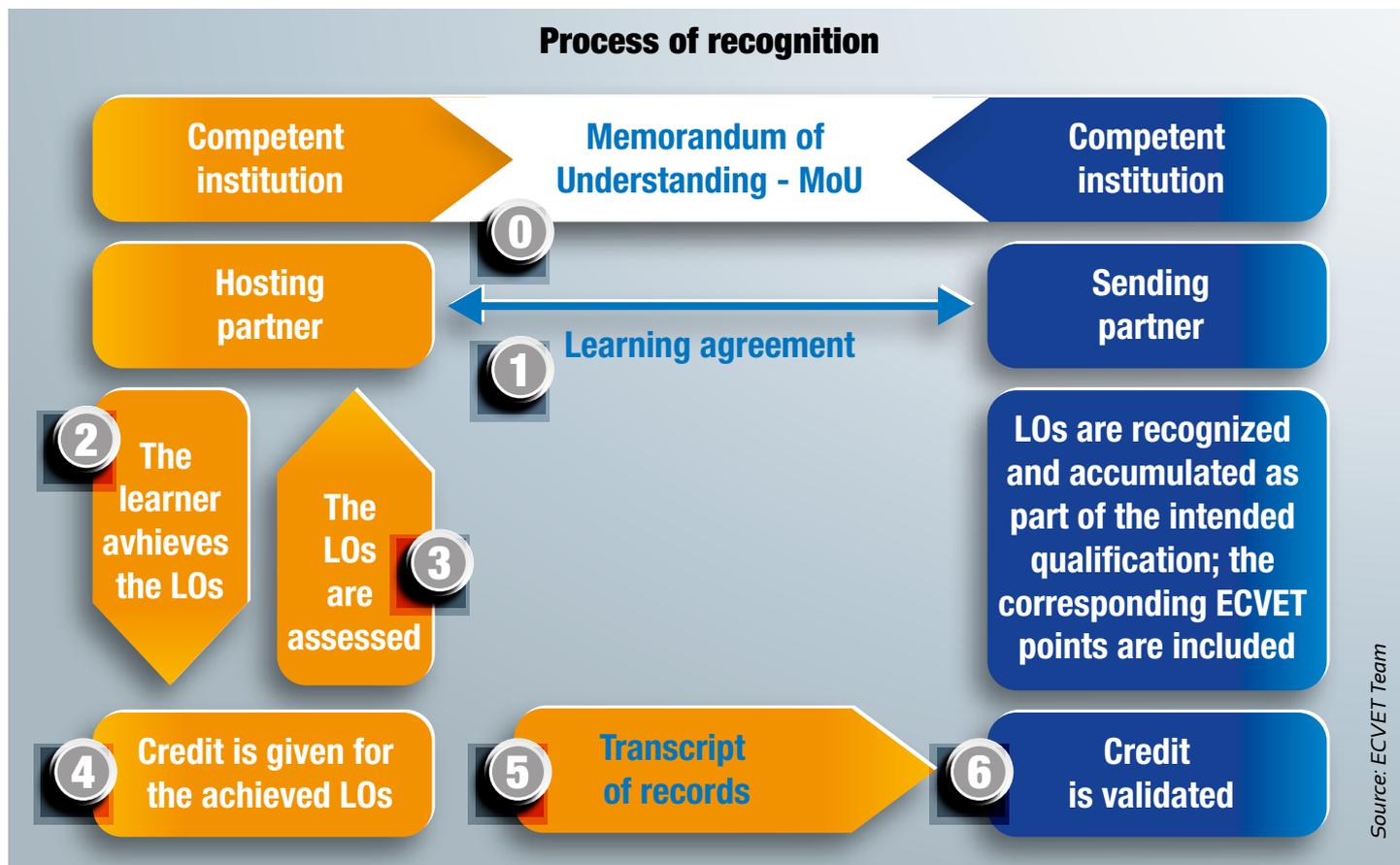
This is possible only if a documented trust exists. This is the object of a Memorandum of Understanding (MoU) which clarifies the principles of recognition and its perimeter. This is a strategic document signed by the competent bodies and used afterwards by schools to design their learning agreements.

The project has a focus on the practical and pedagogical aspects of mobility with a stress on quality expectations. This part is operated by schools or training centres. It takes form of a Learning Agreement (LA). In this, practical aspects

of mobility are detailed, but the main aspect is the list of **learning outcomes** (LO) to be achieved abroad using the notion of unit of learning outcomes and the descriptors of learning outcomes (skills, knowledge, autonomy and responsibility).

Recognised mobility must be distinguished from traditional mobility:

- ▶ by its objective of preparing unit of learning outcomes abroad; the linguistic and / or cultural objective is not the first even if it remains;
- ▶ by using the principles of ECVET, i.e. transfer, recognition and accumulation of learning outcomes;
- ▶ through the use of ECVET tools for recognized mobility, memorandum of understanding, learning agreement and the personal transcript of record.



## Erasmus+ support

All these mobilities exist because Erasmus+ provides funding for learners, teachers and for projects like «MORE4 EUROPE».

The current European strategy gives opportunities to a lot of learners to go abroad for training or internship with a grant covering most expenditures. This is for VET levels 4 and 5.

## National and regional VET specificities

Four territories are associated in «MORE 4 EUROPE». Each has legal framework to apply for certification, with differences. The experimentation deals with these

various contexts to develop common knowledge, mutual trust and agreements.

### Competent bodies involved in recognised mobility

	France	Italy	Portugal	Spain
Regular situation	Regional academic authority in accordance with Ministry of Education	Schools	Ministry in charge of training and certification	Regional authority
More 4 Europe experimentation	Rectorat d'Aix-Marseille with permission of Ministry of Education	Ufficio Scolastico Regionale per il Piemonte	Turismo de Portugal	Generalitat de Catalunya

## VET actors involved in recognised mobility process

	France	Italy	Portugal	Spain
Signature of the emorandum of Understanding	Competent body	Competent body	Competent body	Competent body
Signature of the Learning Agreement	Schools	Schools	Schools	Schools
Assessment of learning outcomes	Schools	Schools	Schools	Schools
Validation of learning outcomes	Schools	Schools	Schools	Schools
Recognition of learning outcomes	Competent body	Schools	Schools	Schools

## II- Before mobility

### 1.1. Check the involvement of competent bodies

#### What is a competent body?

It is a public institution in charge of recognition of learning outcomes achieved by students during

mobility abroad. Each country has a specific recognition process.

#### How to document the competent bodies' involvement?

The key document is the Memorandum of Understanding (MoU). It gives the framework of cooperation between competent bodies:

- ▶ diploma(s) concerned ;
- ▶ part(s) of diploma concerned by the recognized mobility ;
- ▶ competent bodies signing the MoU.

The MoU is a unique reference document for competent bodies and training centers. It is an "umbrella" document for the training actors who want

to apply recognized mobility and develop learning agreements. It defines the scope of relevant contents for mobility in terms of learning outcomes. Before writing a MoU, the detailed contents of each skill repertories must be analyzed, compared together by the partners to ensure they can match.

The competent bodies with the support of experts of the concerned domains (trainers, headmasters, VET inspectors) design the MoU (annexes 1, 2, 3).

#### Identify the presence of a MoU

If there is a MoU, recognized mobility is possible within this document. If it is not the case, competent

bodies must be asked.

### 1.2. Find partners

#### How to find a partner

A partner is a training center abroad working in the domain(s) covered by the MoU.

Some supports to find partners are suggested in annexe 4.

#### Check the EQF level.

In Europe, each country has a different VET system with various classifications. It is crucial to check:

- ▶ the level of the provided training/diploma in reference to EQF;
- ▶ the correspondence between the national qualification level and the EQF level.

## The curricula

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Each school has its own curriculum with different subjects, academic lessons and workplacement.

Each sending partner has to define what they expect from

mobility (academic lessons, work placement or a mix).

The hosting partner makes a proposal in response, according to their possibilities.

## The hosting facilities

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During the mobility, students have to be hosted in a safe and comfortable place. Solutions are different from one place to another. Sometimes schools have their hosting facilities sometimes

not. The hosting school partner is the best help to find the proper hosting facilities and provide support. Some students can have particular needs so it is fundamental to be aware of them.

## Erasmus eligibility (OID)

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The partners must be registered in the ERASMUS+ system to obtain OID (Organisation ID) code that

is mandatory to submit for European granting.

## Experiences on mobility

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Many schools around Europe organize mobility experiences for their students. Most of them implement traditional mobility without recognition

as defined before. This experience with involvement of teachers and administrative staff is highly valuable in the process of recognized mobility.

## Work placement possibilities

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For **work placement abroad**, the hosting partner is in charge of the selection of the relevant companies

according to the expected learning outcomes of the sending school.

## Agenda

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Agenda must take in consideration constraints of sending and hosting schools. It is a result of

discussion and agreement including companies in case of work placement.

## Conditions of success

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The first steps of contact can be through remote communication. But, as soon as a common project of cooperation becomes consistent, partners must visit each other to intensify mutual knowledge and trust.



## 1.3 Select Trainees

### How to select trainees?

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Selection must be operated with full transparency for the trainees. Each school is free to use specific criteria as academic record, behavior, result of motivation interview and foreign languages skills.

In addition, it is important to pay attention to the age of the trainees (under 18) because in some countries it affects the hosting possibilities.

#### Example of selection process:

- ▶ Presentation of the project to all the students of the selected domain and level;
- ▶ Communication of admission criteria;
- ▶ Application form to be filled in together with an Europass English CV and a cover letter;
- ▶ Designation of a formal committee for selection;
- ▶ Interview of the candidates;
- ▶ Communication of the selected candidate;
- ▶ Enrolment form to be filled in by the selected students.

## 1.4 Write a learning agreement (LA)

### What is a learning agreement?

A learning agreement is a document under the cover of the Memorandum of Understanding. It concerns schools with one document for each learner on mobility. The sending school, the hosting school, the learner and parents for a minor must sign it.

A LA describes the learning outcomes to be acquired abroad with the assessment procedures, and the logistical aspects of the mobility, stay and travel.

The LA insures the quality level of mobility all along its process.

### The LA writing process

#### Who is involved?

The sending organization, which drafts the LA, and send it to the partner (annexes 5, 6, 7).

The hosting organization, which completes the draft and signs the LA.

The trainee and his/her parents in case of below 18 approve and sign the LA.

#### Where?

To be done face-to-face or through successive distant steps from a first draft to the final document.

#### When?

At least two months before the mobility.

### Conditions of success

Training and assessment conditions must be understood and accepted by the trainers of sending

and hosting schools. Meetings with the trainers on these key aspects are essential.

## 1.5 Prepare the mobility

### Train trainees

Before mobility, some specific training can improve the integration phase and the overall efficiency of the stay:

- ▶ English and/or language of the hosting country ;
- ▶ Culture of the hosting country ;
- ▶ Specific technical vocabulary in English or the language of the host country ;
- ▶ Road map of learning objectives abroad.

To reassure the trainee before mobility, the sending school can plan a videoconference with the contact

persons of the hosting school.

#### Who is responsible?

The sending organisation.

#### Where?

Face-to-face at school or online.

#### When?

At least 2 months before the mobility, just after the results of the selection process.

### Prepare the trip

A mobility guidebook sums up:

- ▶ Travel documents ;
- ▶ European health card ;
- ▶ Travel insurance ;
- ▶ School insurance ;
- ▶ Contact persons (telephones, mails);
- ▶ Accommodation address and contacts;
- ▶ Work placement address and contacts;
- ▶ City bus or metro map;
- ▶ Public transport cards options;
- ▶ Hospitals, police stations, and emergency services and contacts;



- ▶ Point out the sights of the city;
- ▶ Commercial opening hours;
- ▶ Bank holidays;
- ▶ ...

#### Who is responsible?

The sending organisation in accordance with the hosting organisation.

The trainee actively participates, sharing information.

#### Where?

### Prepare the internship

The choice of the company is proposed by the hosting school and agreed by the sending school.

In agreement with the learning outcomes noted in the LA, teachers and mentors list the expected activities of the trainee during the internship, in accordance with

### Prepare the training at school

Using the LA, the hosting partner proposes a training path in response to the sending school expectations.

The study programme is given and explained to the trainee in advance and at the arrival: timetable, subjects taught, workshops, assessments schedule and rules.

Mobility guidebook

#### When?

Begin just after the selection of trainees.

To be completed one month before mobility.

#### Prepare the learning activities

3 types of mobility can be used: internship, training at school, a mix of both.

the company. This list of activities is a part of the LA.

The teachers of the hosting school are in charge of assessment with the collaboration of the company mentors. Criteria are listed and given to the trainee for transparency.

#### Who is responsible?

The sending and the hosting organisations, in close cooperation.

#### Where?

Face-to-face and online.

#### When?

At least one month before the mobility.

## III- During the Mobility

### 2.1 Welcome the trainee

#### Airport or train station pick up

The trainees are welcomed at airport or train station by a member of the school staff, according with the schedule and agreements. The incoming partner organises the transfer of the trainee to the school or the accommodation.

#### Welcoming trainees

On the first day, the trainees are welcomed at the incoming school. The referent teacher is introduced. The trainees receive a briefing and visit the school.

For an internship, a visit of the hosting company is planned, including a meeting with the tutor of the training unit.



## Hosting

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The trainees stay in a fully equipped flat, hotel room, staff accommodation or boarding school. The referent teacher supervises them.

The accommodation must provide the Internet and be well connected to their internship location and to city by public transport.

## 2.2 Monitoring the period

### Supervision of the trainee

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During their stay, the trainees are continuously supported by the hosting partner, through the following activities:

- ▶ scheduled or on request meetings with the trainees to discuss issues related to the stay;
- ▶ report of the main steps of activities to the referent teacher of the sending school;
- ▶ report of the main steps of professional activities by the company mentor.

### Assessment

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The hosting school must check that the trainees understand the assessment conditions and planning.

The assessment is done by the teachers and/or company mentors at the end of the stay. They use the grids enclosed in the LA (annexe 8). The result is a skills profile or marks.

### Transfer of the assessment results

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The assessment grid is signed and stamped by the hosting school. It is sent to the sending school.

### Check the documents

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Before leaving, the trainee supervised by the referent teacher check the **certificate of attendance**, the

**certificate of training** and the **mentor report**.

## 2.3 Prepare the departure

### Feedback

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Before the departure, the trainees must give their feedback about their experience, from a personal, professional and cultural point of view. The focus is on the differences in the ways of developing skills in different contexts, and to improve their personal competences through a mobility experience.

### Drop off

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As for the pick-up, the hosting school is in charge, according with the schedule and agreements. It checks all the needed documents for the travel and accompanies the trainee to the check-in desk.



## IV- After the mobility

### 3.1 Validate the assessment

The assessment grid is received by the sending institution as soon as the mobility is completed. This grid describes a professional profile. It could be decided not to give a mark in order to respect the administrative procedures and pedagogical uses in

each country. The assessment of a profile is equitable whatever the country's habits and customs are.

The referent teacher of the sending institution signs and validates the assessment.

### 3.2 Recognise the assessment

The competent body recognises the assessment, according to its responsibility within the diploma

delivery process. The institutions must refer to the MoU for the recognition.

### 3.3 Improvement of the following mobility

#### Satisfaction survey (annexe 9)

The student completes a questionnaire describing different aspects of the internship:

- ▶ General information on the internship;
- ▶ Local assistance;
- ▶ Accommodation quality;
- ▶ Responsibilities given during the internship;
- ▶ Activities during the days off;
- ▶ Integration / communication with the staff;
- ▶ Language facilities;
- ▶ Independence / Autonomy.

This survey is distributed and explained to the trainee before the mobility. They fill in the questionnaire after the mobility. This helps the sending and the receiving institutions to improve the organisation and the quality of the mobility.

The trainee can take pictures to illustrate his / her feedbacks.

#### Mobility improvement

The improvements will begin with an analysis of the assessment grids, the satisfaction survey and the resolutions of the problem that occurred during

the mobility. A dedicated meeting between hosting and sending institutions can be planned to share feedbacks, points of view and proposals.

### 3.4 Valorise and disseminate

The student receives a mobility certificate. They can valorise it on their CV.

Europass Mobility is a document which describes the skills developed by the learners during a mobility experience. This document can include information on the roles and responsibilities, job-related skills, languages skills, digital skills, organisation and managerial skills, communication skills. The sending school can organise a ceremony to deliver the Europass Mobility and to spread information to the educative community and the press.

The communication can be made using different media: social media, websites, professional newspapers, conferences, ...

The trainees promote their mobility experience in their school.

A conference can be organised in the sending and the receiving schools to present the mobility and valorise the involvement of the students and staff. The tutors in the companies can be invited to this ceremony. They are expected to valorise and highlight the experience acquired by the trainees.



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