

## Tool 10 Guideline “How to organise virtual meet-ups”

Organising virtual meetings with the key actor of a long term mobility before this takes place is a way to ensure the quality of the learning experience and create a mutual understanding of expectations and objectives. This document describes the most important elements to keep in mind when organising virtual meet-ups in the framework of a mobility of apprentices. These guidelines have been developed by the partners of the TRAPP project, on the basis of their practical experience. In optimal cases, a physical study visit for the in-company trainers/tutors could be organised to visit the hosting company and meet their respective peers. There are four types of virtual meetings that can be organised in a mobility experience:

1. **A virtual meet-up before the mobility**, aimed at defining the pedagogical aspects of the experience in collaboration with the companies.
2. **An intermediate evaluation meeting** focused on checking the quality of the experience.
3. **A virtual meet-up with classmates** to foster the participation of more students in the home country according to the internationalisation at home principle.
4. **Final Evaluation meeting** to assess the achievements of the mobility experience and valorise the competences acquired.

For virtual meet-ups it is recommended to use video call systems that allow presentations and screen sharing. We recommend:

- Google meet
- Zoom
- Microsoft teams

For online brainstorming during the virtual meetings, sharing activities and notes we recommend:

- Miro
- Jamboard
- Slido
- Mentimeter

In terms of duration of the virtual meetings it is recommended to keep them between 1 and 2 hours. Longer meetings would be much harder to follow online.

# 1. Virtual Meet-up before the mobility

## 1.1 Aims of the virtual meet-ups

- To allow the company tutor and the apprentice to get to know each other, to feel their personality and to validate the matching.
- To confirm the tasks that can be assigned to the apprentice according to the learning objectives specified in the curriculum that will be written in the learning agreement.
- To evaluate the language skills of the apprentice and the company tutor.
- To break the ice and talk about expectations and fears, give suggestions about how to transform fears into training challenges.
- To exchange information about what the apprentice can bring to the hosting company and what can the company offer to the participant in terms of professional competences and soft skills.

## 1.2 Who should participate in the meeting?

- The apprentice of the sending company
- The teacher of the sending country
- The mobility coordinator (it could be a teacher responsible for the Erasmus activities or an organisation specialised in managing learning mobility experiences)
- The company tutor in the hosting country

## 1.3 When should the virtual meetings take place?

At least 2 months before the beginning of the mobility.

## 1.4 Preparation of the meetings

Meetings should be prepared by mobility coordinators to save time. Before the meeting takes place it is recommended to:

- Send the agenda to all participants at least 1 week before the meeting.
- Define a moderator and co-moderator(s) who will lead the discussion.
- Define the person responsible for taking notes.
- Define the right time dedicated to each item of the agenda in order to avoid delays.

The meeting should be scheduled depending on companies' availability (e.g. in France : for car mechanics on Friday afternoon = cleaning of the workshops, for hairdressers on Monday = they are closed).

Before the meeting takes place:

- **Mobility coordinator** sends all necessary information to the learner, teacher and hosting company.
- **The apprentice** is informed about the hosting company (websites, description etc.), examines the list of tasks he/she has to perform during his/her mobility abroad.
- **The hosting company tutor** gets informed about the apprentice according to the documents sent by the mobility coordinator. It reviews the list of tasks suggested on the Learning Agreement that the learner should perform in its company (feasible and useful for the company).

## 1.5 Content of the meeting

This is an informative meeting. At this stage the apprentice shall already be the proper candidate, selected by the sending organisations (VET school in collaboration with the company). The tutor in the hosting company already knows the profile of the participating apprentice thanks to the application documents.

### STEP 1 - INTRODUCTION

The **mobility coordinator** (+ co-moderator if available) makes an introduction of the meeting and acts as moderator, facilitating the communication in English, taking notes and making sure that all topics are mentioned.

### STEP 2 - MUTUAL PRESENTATION

The apprentice and the tutor introduce themselves briefly (1,5 min) :

- The **apprentice** talks about his/her background and learning/working experience
- The **employer** gives further information about the receiving company: the work team, workshops, equipment, products, customers' profile, and the department where the apprentice will be working (template to set).

### STEP 3 - LEARNING OBJECTIVES

The **teacher** explains the learning objectives expected at the end of the mobility of the apprentice.

The Learning Agreement is shared (e.g. through screen sharing if the meeting is online), and the **mobility coordinator** reads the tasks one by one, a discussion is open in case of any doubts or concern until an agreement is found. The LA can be revised afterwards if necessary.

### STEP 4 - PRACTICAL DETAILS

Other practical aspects are presented by the **hosting company tutor**: safety rules; special equipment; working shifts; monitoring and task-related support.

### STEP 5 - QUESTIONS AND ANSWERS

This final part of the meeting is a moment where all the actors involved can ask questions to each other.

## 2. Intermediate evaluation meeting

### 2.1 Aims of the meeting

- To assess if the working tasks and competences acquired by the apprentice are in line with the content of the Learning Agreement.
- To check what professional competences and soft skills have been acquired so far.
- To check the integration of the participant in the workplace, his/her aptitudes and behaviour, punctuality etc.

### 2.2 Who should participate in the meeting?

- The apprentice
- The mobility coordinator in the hosting country (it could be a teacher responsible for the Erasmus activities in the VET school or an organisation specialised in managing



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learning mobility experiences)

## 2.3 When should the virtual meetings take place?

At half of the mobility period.

## 2.4 Preparation of the meeting

Before the meeting takes place **the mobility coordinator in the hosting country** should make a list of aspects to be discussed and if needed share it beforehand with the mobility coordinator in the sending country to find solutions. Moreover he/she should be in contact with the company tutor to understand how the experience is going from the point of view of the company.

Some of the aspects to be observed before the meeting:

- In the light of all the information collected, are there any problems concerning the internship in the company/school or accommodation?
- Does the participant manifest strong concerns or worries about the experience? Is there a risk of further aggravation of the situation?
- Is it necessary to have individualised support to help the apprentice to cope with the challenges of mobility?
- Is there a risk of abandoning the mobility experience?
- Have you incurred in communication misunderstandings which need to be resolved?

The time of the meeting will be based on the participant's working hours. A room should be booked (if the meeting is in presence) or the link should be created if online.

## 2.5 Content of the meeting

This is a meeting to assess the progress of the mobility, the satisfaction of all actors involved and the achievement of the learning objectives.

It is important to put the participant at ease, using active listening, ask questions to understand and retrace problematic situations. Take notes of what the participant says to compare with other sources of information and give solutions.

### STEP 1 - EVALUATION OF THE EXPERIENCE

The mobility coordinator in the hosting country makes some questions to investigate how the mobility experience is going. Some possible questions are:

- How are you? How is it going?
- How does this situation make you feel? (in case of a problem)

- Have you wondered if this is a real problem?
- Have you thought about which could be the best solution?
- Have you already talked about it with the interested parties? (co-tenants, company tutor, parents, etc.)? if yes, what are your impressions?

Finally it is recommended to ask as a final question “what is the reason that brought you to participate in this experience?”

### STEP 3 - CHECK OF THE LEARNING AGREEMENT

At this point the mobility coordinator and the apprentice have a look at the Learning Agreement to check if the tasks implemented so far are in line with the content of this document. The discussion will also go through the competences acquired so far to make the participant reflect on the progress made.

### STEP 4 - ANALYSIS OF POSSIBLE SOLUTIONS

The critical aspects emerged from the previous steps are analysed one by one and possible solutions are found. One example of question that can be made is:

- Do you think some alternative solutions can be found? Are you willing to compromise?

Try to identify different solutions together and make a ranking of the most suitable ones. Try also to set a plan to sort out the problems and fix deadlines. Propose a timing for verifying the solutions.

### STEP 5 - FOLLOW-UP

Both parties agree on monitoring if the solutions identified in step 4 are giving the expected results. To do this, they will establish deadlines for follow-up updates by video calls or emails.

## 3. Virtual meet-up with the classmates during the mobility

### 3.1 Aims of the meeting

- To share the experience with the rest of the class and show what mobility abroad looks like.
- These meet-ups can be used as marketing tools to promote further virtual or physical mobility.



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- To give the teachers an opportunity to work on subjects thanks to concrete experiences
- To include more apprentices and increase the Internationalization at home process

### 3.2 Who should participate in the meeting?

- The teacher of a subject relevant for this activity (e.g. technical subject; geography, literature, etc.)
- The apprentice abroad
- The rest of the classmates in the country of origin
- The tutor of the hosting company (optional)

### 3.3 When should the virtual meeting take place?

In a period between the half of the mobility experience and its end. The second half of the mobility is recommended because the apprentice will have settled in the hosting company and developed the knowledge on practices and working methodology which is needed to obtain valuable results from this experience.

### 3.4 Preparation of the meetings

Before the meeting takes place it is possible to create some preparatory learning activities with the students in class in order to present them the objectives of the call and the themes that will be discussed. It is important to underline that this is not an informal call to make small talk, but it is a learning activity. Some exercises on the target subject can be done to introduce the students with the aspects discussed in the call.

The idea and agenda of the meeting should be also shared with the apprentice abroad in advance in order to prepare activities such as virtual visits of the company, accommodation or town.

### 3.5 Content of the meeting

The content of the meeting depends a lot on the objectives that teachers set for this learning experience and the subjects involved. Examples of activities could be:

- Presentation of the country of destination from the apprentice abroad



- (including cultural aspects).
- Presentation of the hosting company by the apprentice abroad or the company tutor.
  - Virtual tour of the company.
  - Presentation of the working methodologies and techniques applied in the hosting company followed by a discussion in class.

These meetings can be used in two ways:

- To further examine a topic studied in class.
- To present a new topic that will be discussed right after the call.

## 4. Final evaluation meeting

### 4.1 Aims of the meeting

- To collect feedback from the apprentices about the overall experience.
- To check if all learning objectives have been met.
- To valorize the mobility experience and make the apprentice reflect on the competences acquired and how to spend them.

### 4.2 Who should participate in the meeting?

- The apprentice of the sending company
- The teacher of the sending country
- The mobility coordinator (it could be a teacher responsible for the Erasmus activities or an organisation specialised in managing learning mobility experiences)

### 4.3 When should the virtual meeting take place?

Maximum 1 month after the apprentice has come back

### 4.4 Preparation of the meetings

In preparation for the meeting it is necessary to create a checklist of all the points to be discussed, and find a date which is suitable for all the participants.

### 4.5 Content of the meeting

#### STEP 1 - INTRODUCTION

Mobility coordinator makes an introduction of the meeting and act as moderator, facilitating the communication in English, taking notes and make sure that all topics are mentioned

#### STEP 2 - COMPETENCES ACQUIRED

The mobility coordinator and the teacher ask the apprentice what competences he/she feels to have acquired the most. The discussion will focus on professional competences as well as key competences.





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### STEP 3 - EVALUATION OF THE LOGISTICAL ASPECTS

This point of the discussion will examine the practical aspects of the experience such as the quality of the accommodation and food arrangements.

### STEP 4 - VALORISATION OF THE EXPERIENCE

The final step of the meeting is to present the apprentice how to valorise the competences acquired through this mobility experience by:

- Showing the Europass Mobility certificate and explaining how to use it when looking for occupation in the job market.
- Reflect on the practices, working methods or other aspects to be shared by the apprentice with the sending company.