



# **TRaining for APPrentices**

## **N° 2019-1-FR01-KA202-062912**

### **Intellectual Output #2**

**How to maintain a company's workforce while sending an apprentice abroad? The experience of cross-mobility**

### **FINAL VERSION**

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## Introduction

This document has been created and written thanks to the TRaining for APPrentices project, funded by the Erasmus+ program, as a Key Action 2.

TRAPP aims to facilitate **long-term mobility for apprentices** in Europe by exchanging good practices and creating new tools to improve the current practices.

6 partners from 4 different countries are part of this project:

- France: Chamber of Craft of Rhône (CMA 69), Rectorat de l'académie de Lyon (Lyon's local education authority), SEPR (VET school)
- Italy: Uniser (mobility provider)
- Finland: OMNIA (VET school)
- Germany: Bildungswerk der Hessischen Wirtschaft e.V. (BWHW) (training centre for integration into the world of work)

The project includes the creation of 4 Intellectual Outputs:

1. **Construction of a shared legal framework:** ensure a good framework for apprentices' security (administrative and legal of long-term mobility): status of on-training apprentices and post-diploma, salary methods, social security, agreement templates.
2. **Ensuring an equivalent presence in human resources:** introduce the solution of cross-mobilities as a way to maintain a company's workforce while sending an apprentice abroad, completed by a ready-to-use toolkit to help with the recruitment of apprentices and companies for international mobilities
3. **Implementation of a coherent educational program:** plan a pedagogical pathway that takes into account a period of a 2-months mobility abroad.
4. **Evaluate the experience and professional results:** propose different systems and innovative approaches to give value to the professional skills acquired by an apprentice during a mobility experience.

This document is the result of the work done for the 2<sup>nd</sup> Intellectual Output, led by the BWHW, with the support of OMNIA and all the partners. Its goal is to support the creation of a European

area for human resources, by providing apprentices and post-diploma interested in long-term mobility with a network of advisers, who can:

- inform about mobility offers, as well as guide and connect apprentices with companies open to mobility;
- inform on technical, administrative and legal issues related to the companies open to mobility;
- propose a matching process, which ensures the best matching between apprentices and hosting companies by creating a prior relationship before the mobility as well as the links with the sending organisations.

This document is made for European mobility providers, VET centres but also business organisations such as chambers of craft, which are interested in and committed to mobility in the VET context. Target organisations are the ones interested in contributing to the intra-European mobility, and notably long-term mobility, of individuals in vocational training. These organisations will learn how to successfully implement an exchange of European apprentices focused on cross mobility, taking advantage of the good practices and recommendations of the pilot experiences of long-term mobilities carried out during the project, which enrich this document.

The structure of this guideline is given by the following leading questions of this Intellectual Output:

- How to maintain the workforce while sending an apprentice abroad?
- How to find and convince both, company and apprentice, to participate?
- How to match two partners?

In order to provide answers to these leading questions, different steps were taken. Their outcomes will be analysed and described in this guideline. The overall aim is to provide a tool kit that facilitates the implementation of cross-mobilities of apprentices and post-diplomas in different European regions and of different work sectors.

# I. Leading question: How to maintain the workforce?

## Obstacles to the long-term mobility of apprentices

During the TRAPP project, the partners worked on the organisation of 2 long-term mobilities for students and apprentices in the hairdressing sector, between France and Finland and between Italy and Germany, and 2 long-term mobilities in the car mechanic sector, between France and Germany and between Italy and Finland.<sup>1</sup>

To successfully organise these mobilities, TRAPP partners considered the issue of the workforce within the companies sending their apprentice / student abroad for more than 4 weeks.

Indeed, one of the main issues of long-term mobility in apprenticeship is the fact that the apprentice is taken out of his/her learning and working environment.

In this context we can define two major obstacles:

- On the one hand, the apprentice will miss the respective time corresponding to his/her mobility at the vocational school. In our case, this is valid for France and Germany, where apprentices attend school at least one day every week and they spend the rest of the week at their apprenticing company. Apprentices in Finland can flexibly plan and implement their theory studies either as web-based courses on a Moodle-platform or schedule their practical training at vocational college for the period, which would be implemented either prior to or after the physical mobility. Individual study paths in Finland make it a lot easier to schedule theory studies of the internship period than in other partner countries. Apprentices in Italy have fixed periods at school and fixed periods at work, which do not overlap or mesh. Those apprentices, who attend school and work in the same period in France and Germany, will automatically miss a part of their school education while being abroad. We take a closer look at this aspect in Intellectual Output 3<sup>2</sup>.
- On the other hand, the main reason behind the decision of entrepreneurs to take part in the dual education system is to recruit an additional human resource and to ensure the sustainability of his/her profession. This aspect is a major constraint to long-term mobility of apprentices, which, for the entrepreneurs, turns out to be a loss of workforce, with a consequently negative impact on the enterprise. Understanding this

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<sup>1</sup> Due to the Covid-19 pandemic not all eight mobilities could be realised.

<sup>2</sup> For more information see TRAPP's "Pedagogical guide to help the implementation of mobilities during apprenticeships"

issue and proposing innovative solutions to overcome the obstacles is the focus of this Intellectual Output 2.

## **Apprentices, an investment in human resources for entrepreneurs**

When an in-company tutor welcomes an apprentice in his/her company, it is because he/she is convinced of the added value of the dual education system, as a means to ensure the sustainability of his/her profession. But beyond that notion, **there lies a major need which is the one to have an immediate workforce, trained according to his/her own criteria.** In-company tutors employ apprentices in order to have, first and foremost, an additional co-worker in their team.

Though in-company tutors may be open to short-term mobility experiences, long-term mobilities are more difficult to tolerate. The enterprise, who signs a contract of two or three years with an apprentice, does not easily accept that the latter leaves for a long mobility of several months abroad. Even if most in-company tutors are convinced of the added value of an international experience for their apprentice, it remains difficult to deploy because of the impact on the SME economic reality.

Moreover, the differences existing at a European level in regards to the VET systems have an impact on this issue. For instance, long-term mobility has a relatively low importance in Finland, where the apprenticeship does not always last the whole three years of qualification, but can be started for instance in the middle of the qualification after a part of it has been studied as college-based training. In Finland only around 10-20 % of all vocational students are apprentices. The number varies a little bit in different years. In the Finnish vocational system it is possible to interrupt the apprenticeship temporarily for a few months, if the student wants to implement a long-term mobility. Then the student will conduct the mobility as a normal college-based vocational student with a Training Agreement, not with an apprenticeship agreement. Then s/he will not earn his/her salary from the internship, but will proceed in his/her studies and will be covered by the college accident and liability insurance during his/her internship period.

In other European countries, however, the situation is more complicated. In a context where apprentices are employees of the enterprises, such as in France or Germany, the work instructor has a strict legal framework to respect. This implies, for instance, that the apprentice is remunerated for his/her working activity and his/her in-company tutor must cover the social

security contributions<sup>3</sup>. Consequently, in these countries, it is more difficult to convince companies to let their apprentices leave for a mobility period longer than two weeks.

**The focus of this document is therefore how to develop effective strategies to overcome these obstacles.**

### **Cross-mobility, a way to ensure the maintenance of workforce**

From the company's part, a supportive attitude is the key to long term mobility. This is the reason why our main focus should be an effective strategy to overcome the problem of the maintenance of the workforce. **Within the TRAPP project, we decided to propose cross-mobility as a solution to meet this problem.**

#### **What does cross-mobility mean?**

Cross-mobility is a concept where company A and company B exchange an apprentice of the same level of skills during exactly the same time. In this way the lack of workforce is reduced to a minimum. This minimum can be understood as a short adaptation phase and the overcoming of language barriers.

The partnership has identified cross-mobility as a potential solution, but first had to ensure that the mobility process in the different countries is similar.

### **Organisation of the mobility process from the point of view of a VET provider**

As the theoretical idea is given, we have formulated some questions that seem relevant to discover the mobility process and the situation of Human Resources of the participating countries, to understand the problems each country is confronted with. We wanted to find out how our partners are working to reduce the possibility of misunderstanding in our interaction, but also to learn from each other's practices.

For this purpose, a draft chart was sent to every partner. Here lies the focus on the tasks involved to send an outgoing apprentice abroad. The draft was divided into three sections, because the sending process consists of three main stages, which are defined by the chronology of a mobility: 1) before mobility 2) during mobility 3) after mobility. Every stage contains different key activities and therefore different challenges for all stakeholders.

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<sup>3</sup> See TRAPP Intellectual Output 1 for more information on the **legal framework of long-term mobilities for apprentices**.



Answers were provided by each partner organisation involved in TRAPP experience on who is involved in which kind of tasks, if the tasks are carried out by the sending organisation or the receiving organisation, also if there are externals involved and when during the mobility process the task must be done. There are activities linked to certain stages only, that are handled at the same time by all partners, for example the application that must be done, of course, before the mobility. And there are subjects important for every stage of the mobility as e.g., frequent communication with every stakeholder and an orientation on the legal frameworks of the sending and the receiving country. (CF [annex 1](#)).

Comparing the different answers, we can say that there are more common points than different ways to handle the organisation of the sending process. In the following we want to highlight the different approaches.

The common key activities before the mobility are the recruiting process, application, agreement on learning objectives, organisation of the mobility including placement, contracts, learning agreements, invoices, booking, legal frameworks, insurance issues. Also, the registration in relevant Erasmus online tools and the preparation of the participants must be done. Some partners are offering a language course, others an intercultural training.

## IO2 Tool Kit

**Tool 1:** Table “How to organise mobilities from the point of view of a sending organisation” explains the essential steps before, during and after the mobility.



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### **Intellectual Output 2 – human resources**

Respective project staff member in the own country = PSO  
Respective project staff member in the work placement country = PSA

#### **Outgoing:**

Section of the Mobility	What to do/tasks	Who is involved (project partners)	External support: who is responsible for this action	Time period/deadline

## II. Leading question: How to recruit companies and apprentices?

### How to choose and recruit apprentices

When we are thinking about the apprentice participating in the cross-mobility we need to reflect on some basic requirements such as age, linguistic skills, a minimum of independence and reliability<sup>4</sup>.

**It appears that the factor “age”** is decisive when it comes to the legal rights and demands. From TRAPP experience, we observed that when an underage apprentice is going abroad, s/he seems to need special attention at times at the workplace and, depending on the country, different legal frameworks have to be followed. For our project we first implemented a minimum age of 18 for the apprentices or students participating in TRAPP pilot mobilities, which corresponds to the legal age in all partner countries.

More specifically, we tried to recruit apprentices/students, who were at least 18 years old. Nevertheless, due to the Covid-19 pandemic, we did not have enough applicants in this age group.

Thus, the French partner SEPR decided to recruit a 17-years-old apprentice for a mobility experience in Germany, while UNISER, the Italian partner, offered the same opportunity for a mobility in Finland to a responsible and enthusiastic 16-years-old student. While the experience of the French apprentice in Germany was very successful, the Italian candidate decided to interrupt his experience only one week after his departure. Despite an attentive selection process and a close monitoring during the mobility, in the end the Italian candidate was not fit for the mobility. From this experience the TRAPP partners learnt that while it is difficult to apply the same rule on the age factor on all possible candidates, a long-term mobility is mostly recommended to candidates which are at least 18 years-old, as it is a very intense and overwhelming experience also from the psychological point of view.

**When it comes to linguistic skills** you have to take into account how language based the training field is. Besides that, you need to be realistic about the average language skills of apprentices of different professions. Since the professions of our project are not 100% depending on oral or written communication (as for example administrative professions), we recommend that candidates have a knowledge of English equivalent to an A2 level based on the Common European Framework of Reference of Languages. **However, the experience of**

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<sup>4</sup> For more information see TRAPP's “Pedagogical guide to help the implementation of mobilities during apprenticeships”, section A. Selection and preparation of the apprentice.

**the TRAPP partners suggest that a B1 level is more often required** (notably for Finland). A minimum knowledge of the language spoken in the hosting country is not mandatory, but facilitates the integration of the apprentice/student in his/her new working and living environment.

You also need to bear in mind that the work instructor's English is an important component as well. Of course, it is not enough if the apprentice is able to communicate in English, but in the company communication basics are missing.

**Characteristics like independence, reliability or responsibility and motivation** can also be decisive for a successful mobility. We must not forget that they will be perceived as an "ambassador" of their home country and their sending company. VET teachers or in-company tutors might be consulted.

After having established the basic requirements of how to choose an apprentice, you need to make sure that the apprentice realises the added value to his/her apprenticeship due to a trainee time abroad. Gaining cultural experience outside the home country already during the apprenticeship and with the support of a scholarship is not an opportunity that comes along every day. Furthermore, an internship in a company abroad brings much more benefits than a cultural experience being just on holidays in a foreign country.

From our experience, we observed that it is a lot easier to attract inexperienced and relatively young (under 20 years old) students/apprentices to apply for long-term mobility when two students from the same class are sent to the same town at the same time. There are several profits in this:

- students / apprentices tend to apply when they know they are not travelling alone.
- It is a lot easier to find a reasonably priced accommodation for two students/apprentices than for just one, who lives alone.
- There is a small safety net in the target country and town, in case one of the students/apprentices become sick and one can help the other for instance by buying some medicine or simply food.
- Students/apprentices (especially the younger ones) tend to explore the culture and places easier together than alone during their free time and then the cultural experience becomes richer.
- Students/apprentices can be placed in two different companies and mix with locals during their working time. They can later recharge their batteries in the evenings

together, when they are not demanded to talk and think in a foreign language, but can use their mother tongue.

When absolving part of the training abroad, a certificate called Europass Mobility<sup>5</sup> certifies all skills acquired and tasks done. Only working abroad allows you to gain insights in different working cultures and different approaches inside the same field of work. It pushes personal and professional development.

## IO2 Tool Kit

**Tool 2:** Argumentation 2.a) “Why going abroad during my apprenticeship” to hand out to apprentices

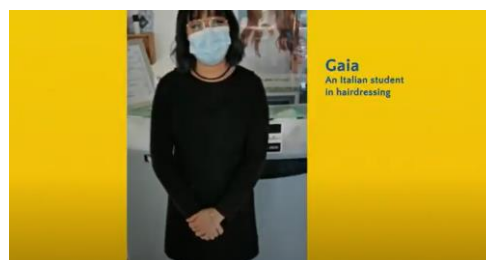
**8 GOOD REASONS TO GO ABROAD !**

- 1. STEP OUT OF YOUR COMFORT ZONE**  
To discover the daily life of a foreign country... Have you ever thought about breaking down the routines of your everyday life? How do other European people organize their days? And how does it feel to try it their way? One thing for sure, there is a lot to discover.  
... and a new educational system ! Maybe it never came to your mind, but the vocational education system of your country is just one of many systems. Take a look at how the others are trained to become professionals.
- 2. TAKE A STEP BACK AND GET INSPIRED**  
Leaving the familiar home country environments can inspire a lot. It creates also an awareness and appreciation of the things you belong to. By going abroad, you will know how it feels to come back!
- 3. FIND OUT MORE ABOUT YOURSELF**  
How will you be after an Erasmus Plus stay abroad? You will probably gain more self-esteem and self-reliance. And a bunch of new international friends!
- 4. IMPROVE YOUR PROFESSIONAL SKILLS**  
You will learn new working methods and get to know new techniques and tools. And why not teach the host company some of your skills and features. We are sure they will appreciate to learn from you, too.
- 5. LEARN A NEW LANGUAGE**  
We know this can be frightening. However, have you ever experienced to learn or improve a new language outside the classroom? The daily use of the new language helps you to assimilate it. Give it a try and you will see that dominating a foreign language is not just for the others - but also for you!
- 6. IMPROVE YOUR INTERCULTURAL SKILLS**  
To be in a new cultural environment helps you understand better behavior patterns. You will discover different ways of conceiving time management, business life and new concepts of distance and proximity. Once you get it, you will be able to avoid misunderstandings.
- 7. ENHANCE YOUR EXPERIENCE ABROAD**  
Everything you learned and achieved abroad can be enhanced, for example, by recording it in the official Erasmus Plus document called Europass Mobility. This is a certificate that highlights all skills acquired during your stay abroad. It benefits you when applying for jobs in the future.
- 8. INCREASE YOUR CHANCES ON THE JOB MARKET**  
With your experiences abroad, you become a global player on the European job market and this makes you even more valuable for employers.

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**Tool 3:** In addition, the partners developed a promotional video to promote long-term mobility and to encourage apprentices to do one. The video features testimonies of apprentices who took part in our pilot mobilities and share their experiences and the benefits they got from it.

<sup>5</sup> More about certification and evaluation see TRAPP's guide on "The valorisation of the achievements of international learning mobilities for undergraduate apprentices: what tools to use, notably for long-term experiences?" .



(excerpts from the videos)

## Best Practice

The partnership developed different flyers with basic information about the exchange that we used to inform and find apprentices in France, Germany, Italy and Finland, in the hairdressing and car mechanic sectors (examples from Germany and France available in [Annex 3](#)).



## How to find companies open to long-mobilities

To find a suitable company is a big challenge, even more when we are talking about SMEs and the crafts of car mechanics and hair dressing, which mostly are settled in small establishments, where every helping hand is needed and calculated.

Based on our different experiences we strongly suggest using existing networks or building new ones to find out which companies might be open to long-term mobility and to overcome

such constraints. This can be done on a twofold level: by setting up **best practices** whose outcomes are shared with all companies and by organising **networking events**.

These kinds of events have a double purpose: on the one hand they allow for **new companies scouting**, as well as **building loyalty** among the ones who have already welcomed foreign apprentices. On the other hand, they allow companies to network and to understand the **enormous potential of intercultural exchange** for their own business: a foreign apprentice means a new culture, a new language, new ideas and therefore new possibilities of internationalisation.

Moreover, depending on how the VET centre is incorporated, we recommend obtaining information through the VET teachers, who are in contact with in-company tutors and know the companies. Another source of valid information are business networks such as the chambers of craft, who also have a powerful standing and can be used for the first contact with the SMEs. We suggest you to look for guilds who are formed by VET headmasters and teachers, employees and employers who represent one respective craft, use them to get in contact with potential companies in your region.

If you think about expanding your range outside of your region you could also participate in a Europe wide event, like a fair to find new partner companies abroad.

### IO2 Tool Kit

Tool 4: “Informative flyers used to find apprentices / students for TRAPP pilot mobilities” The TRAPP partners developed a flyer with basic information about the TRAPP project. Having some informative material to hand out during the first contact makes you look more professional and on the other hand the potential partner company can recall relevant information whenever needed.





TRAPP  
TRAINING FOR APPRENTICES

### About us

**OUR PROJECT**

The Erasmus+ project TRAPP - Training for Apprentices is a joint project of four partner countries: France, Italy, Finland and Germany. We are working hard to find on the implementation, the project, which has a duration of 24 months, is financed by European Union funds. The kick-off meeting took place in Lyon in October 2019.

**THE PARTNERS**

The Chamber of Crafts Lyon in France is in charge of the project.

The other international partners are:  
Vocational school SEPR Lyon, France  
Supervisory School Authority Lyon, France  
Educational Institution of the Hessian economy, Hesse, Germany  
Vocational school Omnia Espoo, Finland  
Educational center Uniser, Italy

**OUR MOTIVATION**

We want to contribute to the European citizenship and promote mobility in training. Very few trainees are currently going abroad for two months or longer. Most mobilities are significantly shorter stays. However, too few trainees still have the chance to gain experience abroad during vocational training.

**OUR GOAL**

We want to enable long-term mobility for apprentices. We are developing a strategy so that SMEs can carry out long-term mobility without loss. We have vocational schools on board to ensure compliance with the curriculum and certification.

### Focal points

The project partners have agreed on four main areas of work, the so-called intellectual outputs, in order to be able to implement the common goal of a successful long-term mobility:

- 1.10 Local Frameworks: which laws and regulations have to be followed?
- 2.10 Human Resources: how can the workforce in the companies be managed?
- 3.10 Psychological Frameworks: How can compliance with the curriculum be guaranteed?
- 4.10 Evaluation & certification: how can we use ECET and European for evaluation and certification?



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### Pilot phase

In the pilot phase, all four partner countries send and receive one apprentice from the automotive/mechanical trade. The apprentices receive a financial grant from TRAPP - Training for Apprentices for their two-month internship abroad. The posting terms are expected to be in the first quarter of 2021 and the country constellations are as follows:

Germany to Italy: hair dresser  
Italy to France: car mechanic  
France to Germany: car mechanic

Stay up to date and do not hesitate to contact us. We would be happy to add you to our mailing list for our newsletter.

Your TRAPP team

**Tool 5:** The partnership prepared a “Guideline on how to organise networking events” with a detailed list of the organisational steps to follow.

#### Tool 5 - How to find companies - Workshops with companies

Finding new companies where long-term apprentices can do their mobility and strengthening already existing collaborations can be quite a challenge. This is the case especially for SMEs and certain sectors where nothing is left to chance and manpower is carefully calculated.

Our different experiences point to the fact that using existing networks or building new ones to find out which companies might be open to long-mobilities is the key to overcome such constraints. This is done on a twofold level: by setting up **best practices** whose outcomes are shared with all companies and by organizing **networking events**.

These kinds of events have a double purpose: on the one hand they allow for **new companies scouting**, as well as **building loyalty** among the ones who have already hosted foreign apprentices. On the other hand, they allow companies to network and to understand the **enormous potential of intercultural exchange** for their own business: a foreign apprentice means a new culture, a new language, new ideas and therefore new possibilities of internationalization.

A networking event of this kind and with this scope was organized in 2017, 2018 and 2019 by Uniser under the name of “Ties That Bind”. The detailed list of organizational steps is as follows.

### Best Practice

One of our partners UNISER organises workshops and get-together events with in-company tutors, who already gained experiences with sending or welcoming apprentices, who could tell about their experience as testimonials.

### How to convince companies?

There is a long list of benefits of why mobility during the apprenticeship has positive impacts not only on the apprentice but also on the company. A big issue for SMEs is the fact that

they are not popular among school leavers. Offering a future apprentice the opportunity to spend some weeks or even months in a partner company could raise the probability of finding



a new apprentice and thus securing the supply of skilled labour. We would consider this not only an attractive apprenticeship marketing but also a way of retention of human resources. Thus, working on mobility projects can help a company to increase its attractiveness and be seen as a leader in training human resources to become an example as well for other enterprises.

Getting engaged in long-term mobility can also allow a company to reinforce the job motivation and engagement of its apprentice. The experience of going abroad will have a positive impact on the value an apprentice gives to his/her apprenticeship and open a new set of opportunities, which will increase his/her work commitment and motivation.

The apprentice can also acquire new professional competencies by observing new working approaches and tools s/he can bring back to the training companies, but also strengthen his/her autonomy and flexibility and develop key soft skills, such as problem solving or intercultural skills, helping the apprentice to be more reliable and resilient on the job.

As for the company itself, when welcoming a foreign apprentice, its local employees will have the opportunity to increase their own multicultural competencies by discovering a new culture and working methods / practices. They will reinforce their team spirit and the company's cohesion by supporting the new incoming to understand his / her new working environment, the tasks to perform, etc.

In this way, taking part in cross-mobility can help a company to have an overview on its own work practices and reflect on how to improve them and become more efficient. More generally, mobility projects encourage a company to network with foreign companies leading to the exchange of good practices, tools, and technologies, but also leading to new business opportunities and partnerships.

### IO2 Tool Kit

Tool 2: Argumentation 2.b) "Good reasons to let your apprentice leave abroad" to hand out to companies

## 10 GOOD REASONS TO LET YOUR APPRENTICE ... AND HOST A FOREIGN PEER!

### 1. ACQUIRE NEW PROFESSIONAL COMPETENCIES

Working abroad allows the apprentice to acquire new professional competencies and to observe different working approaches and tools that she/he will bring back to the training company.

### 2. SUPPORT THE DEVELOPMENT OF KEY SOFT SKILLS

Experiencing a mobility in a foreign country allows the participant to gain key competencies and transversal skills such as speaking a foreign language, intercultural skills, problem solving and learning to learn. All such competencies make the apprentice more independent, reliable and resilient on the job.

### 3. STRENGTHEN THE APPRENTICE'S AUTONOMY AND FLEXIBILITY

Mobilities can help apprentices to become more autonomous. Due to the fact that they are confronted with new working situations, they need to adapt and learn how to be more flexible.

### 4. REINFORCE JOB MOTIVATION AND ENGAGEMENT

The mobility has a positive impact on the value that the apprentice gives to her/his apprenticeship, which becomes a source of multiple opportunities sometimes unforeseen at the beginning of it. As a consequence, once the apprentice is back to the country of origin, her/his job commitment and motivation increase.

### 5. INCREASE SELF-ESTEEM AND SENSE OF BELONGING

Working in a foreign country gives the apprentice the opportunity to showcase her/his know-how and to illustrate national and cultural-specific traditions and practices. This reinforces the apprentice's self-esteem and at the same time it helps him/her to discover and appreciate the richness of the national traditions linked to the craft activity carried out. In this sense the mobility reinforces the sense of belonging to his/her craft community.

### 6. INCREASING THE COMPETENCIES OF THE REST OF THE COMPANY STAFF

Hosting an apprentice from abroad is a good occasion to increase the multicultural competencies of the staff of the local company. Employees will have the chance of getting to know another culture, other working methods and practicing a foreign language. I would call this home internationalization opportunity for company staff.

### 7. REINFORCE TEAM BUILDING AND ENTERPRISE COHESION

Welcoming a foreign apprentice will lead the rest of the employees to support the new incoming in adapting to the new professional environment, understanding the tasks to perform, helping him/her with the language, discovering the new country/city, etc. The mobility often reinforces the team spirit.

### 8. IMPROVE THE WORK PRACTICES AND BECOME MORE EFFICIENT

Taking part in a mobility project helps companies to get an overview of their own work practices and reflect on them. This may lead to discovering inefficiencies and gaps (e.g. in the team planning, within internal regulations, etc.) In this sense, the mobility helps the company to adopt more efficient practices.

### 9. IMPROVE THE ATTRACTIVENESS OF THE COMPANY

Working on mobility projects distinguishes the company as a leader in training human resources and it can become an example for other companies nearby.

### 10. EXPLORE POTENTIAL BUSINESS OR INNOVATION OPPORTUNITIES

The mobility may create links between the sending and the hosting enterprise, leading to new business opportunities, the exchange of work practices, tools, technologies and sometimes even new business partnerships.



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**Tool 6:** In addition, the partnership developed a promotional video to promote long-term mobility to companies and in-company tutors. More specifically, the video aims to present the concept of cross-mobility as a solution for companies to let their apprentices go abroad.



Tool 6 Promotional video for companies and in-company tutors



Tool 6 Promotional video for companies and in-company tutors

(excerpts from the videos)

### Best Practice

When choosing the company, utilise your own and your organisation's vocational teachers' already existing networks if possible, because earlier created trust and respect help trust further and it is easier to convince the employer to let his/her apprentice to go and host a new apprentice from abroad, if you trust each other.

Another option is to involve the responsible chamber, since they can judge very well which company in their network might be suitable and open for a (cross)-mobility.

### III. Leading question: How to match two partners?

An important aspect of the TRAPP project is to provide a solution for the lack of workforce while an apprentice is abroad. Therefore special attention needs to be drawn to ensure the host apprentice/student will be able to replace the apprentice abroad, e.g. to carry out the same tasks at his/her workplace. At the same time, we need to make sure that not only the company, but also the apprentice knows that his/her learning goals are possible to achieve in his hosting company.

Consequently, there are different aspects playing a role in this matching process and the matching process can be conducted on different levels. The language is important as well, because it might build an obstacle by preventing the apprentice from showing his/her capability in carrying out tasks, because s/he doesn't understand on a linguistic level what s/he is supposed to do. The same difficulty exists when the colleagues in the hosting company are not able to describe the required tasks to the apprentice.

Thus, in this chapter we will define the different aspects which should be included in the matching process and we will propose the possible tools according to the different levels helping to make sure every aspect is taken care of before the mobility. Some of the tools were implemented, some are the result of the lessons learnt during the sending and hosting process.

#### The main aspects of the matching process

##### Maintaining Workforce

The following tools shall give an opportunity to ensure the company receives an appropriate replacement for its apprentice. First this can be made possible by simply comparing the **European Qualifications Framework**<sup>6</sup> (EQF) of the participating countries, that shows if the training of a certain profession is performed at the same level.

Naming at least four tasks the apprentice should be able to carry out by a **task list** is something the hosting company is responsible to do. This gives the company the chance to reflect its own needs and gives the apprentice already some knowledge about what will expect him/her. This task list is included in Tool 7 "Table of qualitative information about the participating company".

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<sup>6</sup> Learn more about the EQF under <http://europa.eu/europass/en/european-qualifications-framework-eqf>

## Table gathering qualitative information on the participating company

This table identifies the kind of company that is willing to participate. It should give the partner company and its apprentice a first overview and impression of its size, key work areas and practical information as working hours. It also includes a list of four tasks the incoming apprentice should know how to perform. This is important to guarantee that the company can still perform these tasks even though its own apprentice who normally performs these tasks is not present.

### IO2 Tool Kit

#### Tool 7: Table gathering qualitative information on the participating company

##### **Annex 9: Tool 7) Table gathering qualitative information on the participating company**

##### **Tool 7 - Qualitative information on the participating company**

Indicator	Information
Name	
Address	
Phone	
Mail	
Website	
Manager	
Tutor	
Staff (#)	
Apprentices (#)	
Specialisation	
Training field	
Additional information	
Founding year	
Company area	
Working hours (#)	
Opening hours	
Tasks that the apprentice should be able to perform by himself/herself (name up to four tasks)	<div>1)</div> <div>2)</div> <div>3)</div> <div>4)</div>

Another option is a **professional profile (Tool 8)**, where the apprentice describes his/her competencies and capabilities at his/her workplace.

## Professional Profile

The professional profile is a tool the apprentice/student can use to present him-/herself and his/her professional competencies and capabilities. Its purpose is to provide the hosting company with the knowledge about what kind of tasks can be transferred to him/her and also to make sure, the company does not under-/overestimate his/her professional skills.

It should be filled out by the apprentice/student by including his/her in-company tutor or his/her vocational school teacher.

### IO2 Tool Kit

#### Tool 8: Table gathering information on the professional profile of the apprentice

#### Tool 8: – Professional Profile

##### What is a Professional Profile?

A professional profile is a brief summary of your skills/competencies, strengths and key experiences. Please take some notes first before consulting your in-company tutor and/or your teacher(s) at your vocational school in case you missed something important and to have it well confirmed.

The professional should be signed by you and your in-company or your teacher at your vocational school.

Name of the apprentice/student:

Profession:

Company/Vocational School:

Professional tasks I am capable to perform by myself/independently	Professional tasks I am capable to per to perform in a team/with the help of colleagues/my tutor

## Best Practice

An additional option for the apprentice to present her/his skills by showing certain works he/she has produced is a **portfolio** (especially useful in the craft sector and clothing and design sector). This is also very useful for the hosting company to be able to estimate his/her competencies.

(example page  
of an apprentice's  
portfolio)



This easel is an exam work that I presented at the end of my French vocational baccalauréat.

I used some different techniques :  
assembling, angular cutting and hardware for the articulations and the height.

To check if the company and the apprentice match on a personal level and also that the language will not be an obstacle to work together, the virtual meet-up and the video presentation can be applied. Companies might have different approaches to the importance of a certain level of language skills of the host apprentice: They may decide a certain level of language skills is obligatory. They may also agree on being flexible and open dealing with a certain language barrier and using internet based tools, such as Google Translate to get along. But the linguistic aspect should definitely be considered during the matching process. An important aspect to be confirmed is also the language skills of the hosting company tutor. In case there is nobody in the company, who can guide the apprentice in English, it would cause insecurity and misunderstandings during the period. In the best case, the company also involves the future colleagues of the host apprentice, since they are the ones who need



to work together and should feel comfortable with possible obstacles caused by a linguistic barrier.

Formal level	Professional on an individual level	Language level/Personality
Compare the apprenticeship with the help of the <b>EQF</b>	Clarify the <b>expectations</b> of the company by naming at least four <b>tasks</b> the apprentice should be able to carry out independently  <b>Professional profile</b> of the apprentice (in consultation with the tutor in the sending company)	Clarify the relevance of a common language for the company (exchange during the <b>virtual meet-up/study visit</b> )  Checking the apprentice's language level by a <b>video interview</b>  Gaining an impression of the apprentice via a <b>video presentation</b> as well as during <b>virtual meet-up</b>
<u>Tool/Documents:</u> EQF	<u>Tools/Documents:</u> Task List (included in Tool 7) Professional Profile (Tool 8)	<u>Tools/Documents:</u> Video Presentation (Tool 9) Virtual Meet-Up (Tool 10) / Study visit

### Video presentations of the participants

To build stronger collaboration and coordination for the mobility to go well, additional materials can be produced and shared prior to the mobility and afterwards to promote the mobilities and to build a network. The objective here is to share more information about the working environment in which the apprentice will be integrated and to get to know the persons that will be working together better. This way again, the different stakeholders involved in the process of mobility will be able to build stronger connections and be reassured by anticipating more easily how the mobility will go, thanks to a better knowledge of the working environment of the partner company.

By taking advantage of the current technologies and of smartphones in particular, in-company tutors could share some photos and videos of their companies: their materials, the working environment, etc. The apprentices could as well record short videos to present and introduce themselves and do a short presentation of their working environment.



A very simple guideline can be provided to both working instructors and apprentices prior to the mobility to produce videos.

## IO2 Tool Kit

**Tool 9:** To facilitate the creation of the video presentations of the participants, the partnership provides some simple instructions on how to make a video that can be transferred to the apprentices and the companies.

### Annex 11: Tool 9) Instructions on how to make a video that can be transferred to the apprentices and the companies

#### **Tool 9: Video presentations of the participants**

##### **Instructions for the videos made by the apprentices:**

###### **Presentation (purpose of the video)**

Congratulations, you are starting your internship abroad very soon!

To prepare for your stay and your future collaboration with your hosting work instructor and your new company, introduce yourself, present what you are currently doing and what your expectations are by making a short video.

###### **Context (how the video will be used)**

Your video will be then sent to your work instructor abroad in the company that you will be working at, so that he/she will get to know you a bit in advance.

You will receive a short video as well from him/her where you will be introduced to the company's history, vision and mission and you will get the chance to understand the learning outcomes of your experience, as well as to understand the work environment of that company better.

###### **Video sequence (the content of the video)**

Before recording the video, try and make a mental map of what you will be telling: in this way you will avoid getting stuck or not knowing what to say next.

Start the video by presenting yourself: name, surname, age, area of study, name of the company where you are doing your internship currently and its location.

Then, answer the following questions using full sentences:

## Best Practice

### Interview - language skills of the apprentice

To confirm the suitability of an apprentice candidate for a certain internship, the organisation of an interview conducted by a representative of the sending organisation is highly recommended. The interview can include questions about the apprentice him-/herself and his/her profession/working routines etc.

This gives the sending organisation a realistic impression if he/she is able to express him-/herself and how open he/she is to communicate.

### Study visit and virtual meet-up

Encouraging the establishment of a good collaboration and a reliable connection between the apprentices, the sending, and the hosting organisations allow to avoid potential misunderstandings due to, for instance, a gap between their expectations or a difficulty to address some questions or concerns.

Different means/tools can be used to prepare the mobility beforehand and ensure a good match between the participants involved, such as intercultural training, informative meetings about the destination or language courses. To reinforce these tools and establish a climate of trust, we also recommend bringing the in-company tutors and the teachers together by arranging regular meetings between them (before, during and after the mobility), including as well at times the apprentices.

Indeed, the organisation of regular meetings between the stakeholders involved encourages the establishment of good communication between them. When they meet before the mobility starts, they can start building their relationship, their team spirit and have a stronger cohesion between them and therefore increase the chances to have a good match.

Later, if a problem arises during the time of the mobility, it would be easier for them to address it and communicate together. It is also a way to already introduce themselves, start

chatting about different subjects (technical or non-technical), reduce potential stress and reassure them about the persons they will be working with soon.

Different options could be put into place to organise those meetings.

A study visit is when the sending in-company tutor and teacher go and visit the hosting company for a couple of days and exchange with the hosting in-company tutor and teacher about their expectations for the mobility.

Directly going there gives them the opportunity to see and to know better the working environment of the partner company, but also to live the experience the apprentice is going to have. In-company tutors and teachers can be reassured about the working activities their apprentices will be involved in and about the competences and knowledge they will develop and acquire. It is also a great opportunity to work on a technical and emotional team building by spending working and free time together.

Nevertheless, organising a study visit can be a complicated option, as it can be time consuming for the teachers and in-company tutors who have to organise it and travel to the destination. They also need to have the possibility to take some time off for the trip and have access to financing solutions to visit and stay abroad. To do so, some organisations and training centres have access to grants to finance teachers and in-company tutors' mobilities.

The current health situation has also to be taken into account, as it makes it harder to plan any travel ahead of time because the situation is changing fast and it is not possible to have a clear view of how the travelling conditions will evolve in the next months.

Taking all these elements into account, another solution can be the organisation of virtual meet-ups.

Having virtual meet-ups gives the opportunity to invest less time and to be more flexible regarding the organisation of the in-company tutors and teachers. Moreover, the current health situation highlighted the importance of being able to communicate by using digital technologies, which allow for faster and easier interactions.

It can be more challenging to build an emotional and technical connection between the tutors, the teachers, and the apprentices. Nevertheless, it still allows them to start building their team spirit by knowing each other better, having a frame of reference and being able to address questions or concerns they might have, evaluate the language skills of the participants and verify the matching between the apprentice and the company.

To get acquainted and to finalise the Learning Agreement, one or several informative virtual meetups can be organised 2 or 3 months before the mobility between the sending and hosting in-company tutors, the teachers, and the apprentices.

These meetings of a duration of 1 hour maximum can be prepared by the mobility coordinators and organised through different workshops involving different target groups focusing, for instance, on the following topics:

- discussion about the work practices; like daily working time, work clothes etc.
- agreements on the ways/means used to teach;
- agreements on the evaluation process;
- establishment of a process to support the apprentice during his/her time abroad

During the time of the mobility, the receiving VET centre and / or the mobility provider are encouraged to organise at least one virtual meet-up focusing on a review of the apprentice's behaviour and integration abroad, his/her professional skills and the compliance of the tasks with the ones written in the Learning Agreement.

A virtual meet-up can be as well organised with the classmates of the apprentice doing the mobility to share his/her experience and promote the mobility experience and potentially increase their interest to get involved in a mobility in the future.

At the end of the mobility, one additional remote meeting can be organised between in-company tutors and teachers from the sending/hosting country and the apprentices, when they are back home. It is the occasion to reflect on the experience and its results and to initiate discussion for future mobilities.

## IO2 Tool Kit

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

## 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:

### Ensure the course of the apprentice's training

At least as important as maintaining the company's workforce is to ensure the apprentice/students can be assured s/he gets the professional education foreseen in his/her vocational training curriculum as well as s/he profitates from the practical experience he gains in the hosting company. First of all the apprentice needs to check what is foreseen in his/her vocational training at school and/or his/her company and go into a conversation with his/her teacher/in-company tutor to make sure, the relevant learning goals will be inserted in the learning agreement. It should also be checked if s/he needs to take an exam. In this case it is part of the matching process to ensure this exam can be provided by the hosting

company. It is possible that the teacher of the affiliated vocational school is part of the exam

commission.

The professional profile, mentioned in the section above can also be used to check if the company fits into the thematic focus of the apprentice's/student's profession. The virtual meet-up and the video presentation are tools s/he can use to name his/her professional goals s/he wants to fulfil by taking part in a cross-mobility.

Formal level	Professional individual level
Cover learning objectives and exams/evaluation needed by a list of learning goals -> apprentice has to go in conversation with his/her teacher/vocational school and his/her home company	Making sure the thematic focus of the apprentice's work fits well in the host company
Ensuring that the host company/vocational school can provide the exam/its facility	
<u>Tools/Documents:</u>  Learning Agreement <sup>7</sup>	<u>Tools/Documents:</u>  Professional Profile (Tool 8)  Virtual Meet-Up (Tool 10)

## Ensure trust

An atmosphere of trust between the different stakeholders of the cross-mobility, especially between the apprentices and their hosting companies, but also between the hosting and the sending company/the vocational school. It is definitely part of a successful matching process to achieve this. The proposed tool is the virtual meet-up. If possible in terms of time management and the budget, a study visit in at least one of the hosting companies is of course the best way to ensure trust and serves as well to substitute the virtual meet-up and can be great to plan the sending and hosting process directly in person. But it might be difficult to realise.

## Collecting the companies' feedback

Having the involved companies' feedback is still part of a successful matching process, finally proving if the matching worked well for them or if there are still tools or methods in need to be

<sup>7</sup> For more information see TRAPP's "Pedagogical guide to help the implementation of mobilities during apprenticeships.

changed. Therefore Tool 11 was developed to get thorough and useful feedback from the participating companies.

## IO2 Tool Kit

Tool 11: Guideline on “How to collect companies’ feedbacks / assessment”

### Annex 13: Tool 11) Guideline on “How to collect companies’ feedbacks / assessment”

#### **Tool 11 - Guideline to collect companies’ feedbacks/assessment on TRAPP experience**

*Short interview guideline to collect companies’ feedbacks on TRAPP tools and on their experiences with the cross-mobilities*

Questions	Answers
How was your experience?	From a scale of 1 to 5
What were the positive aspects of your experience?	Open answer
What do you think should be improved?	Open answer
Before the mobility started, did you receive enough information?	Yes or No if no, why
Was the information given to you sufficient and fitting with your need or did you expect to receive more information?	Yes or No
If yes, could you specify what subject(s)?	Open answer
Was the profile of the apprentice suitable for your company? Was it what you expected?	Yes or No if no, why
How many weeks did it take for the apprentice to reach the same level of your own apprentice/ become autonomous/ be integrated?	Open answer
With cross mobilities, did you think that the apprentice you have received succeeded in replacing your apprentice? In covering the work usually done by our apprentice?	Yes or No if no, why
How were the virtual meetups organised before the mobility?	From a scale of 1 to 5
Do you think that the virtual meetups were useful?	Yes or No if no, why



## IV. Lessons learnt and the partners' final recommendations

### Cross-Mobility

The findings of the project partners on the implementation of cross-mobility vary from country to country. This is understandable insofar as the training systems sometimes differ greatly. However, not only do the experiences vary from country to country, but it must also be pointed out that we draw our experience from a very small number of implemented mobilities. Nevertheless, it will be presented below how the participating companies, apprentices and supporting organisations have experienced cross-mobility.

### Finland, OMNIA

Due to the differences in the vocational training, only one mobility was possible to carry out. In the hairdressing sector the qualification in France and Finland varies in relation to width and length of study time: The hairdressing qualification takes 4 years in France and the graduation level is higher than the hairdressing qualification in Finland, where the study time is 3 years). It appeared to be almost impossible to find students with the same know-how-level to replace each other.

Also the planned mobility in the automotive sector wasn't easy to realise due to difficulties in recruiting apprentices with the same kind of professional profile. In the end the Finnish student was a 28 year-old adult in his last study year in Vocational Qualification in Automotive Engineering, whereas the Italian apprentice was only 16 years old and had just started his studies in the automotive sector. So the level of work experience did differ a lot.

It turned out that the mobility was a challenging experience for the latter, so he interrupted his experience due to personal issues. This experience did show the importance of a careful and thorough matching process and how language skills and personal maturity matter. There are also other facts, which make it not so easy to replace an apprentice with another one from abroad: language, personality, maybe attitude can not be exactly the same in different persons. The companies need to understand that their long-term-apprentice can not be replaced totally by a foreign apprentice and still needs a lot of tutoring despite skills and experiences.

It does prove that the usual practice of OMNIA – putting apprentices under 20 always in pairs, not just when sending, but also when hosting them – does prevent a situation like this.



Overall the idea of cross-mobility and the concept behind, namely the maintenance of workforce is not a gain for the Finnish system, where about 90% of the VET learners are students and not apprentices linked to an apprenticing company.

### Italy, UNiSER

The implementation of the TRAPP project has been an important way to understand the differences between educational systems in Europe and plan learning mobilities accordingly. We have improved our knowledge on the Learning Outcomes expected in different countries as well as the different documentation in use to evaluate the competences of apprentices or students. In our case we have organised:

- a mobility experience for an apprentice in the hairdressing sector who went to Germany
- a mobility experience for a student in the car mechanic sector who went to Finland
- a mobility experience for a Finnish student in automotive Engineering who came to Italy

All three experiences made us improve our understanding of how learning mobilities need to be personalised according to the profile of the participant. Unfortunately we had to face two difficulties: the first one was of course the outbreak of the pandemic; the second one was the lack of apprentices in Italy. As a matter of fact, apprenticeship in dual learning has been recently introduced in Italy and only in a few regions.

One positive aspect that we have learned thanks to the project is to work together with local schools and empower them in order to give them the capacity to host students and organise the best mobility experiences for incoming participants. This is what happened when we teamed up with CNOS-FAP Lombardia for hosting the Finnish student in Milan. Another lesson learned was to pay attention to the level of preparation of participants. In the case of the Italian student who was selected for the mobility experience in Finland, we have understood that 16 years old is not enough to embark on such a life changing opportunity, and preparation, even if well organised, sometimes is not enough. Therefore we suggest selecting participants over 17.

### Germany, BWHW

In Germany, we dealt with one German-French cross-mobility in the automotive sector and one hosted single mobility of an Italian incoming in the hairdressing sector. This is why we

have only one German company that can provide feedback on the concept of maintaining the workforce inside the company.

On the one hand, the German company gives value to the idea of exchanging two apprentices in order to give them the possibility to broaden their horizons. But on the other hand, they learnt during this exchange, how important it is to integrate the incoming into the company and to make him/her familiar with the work routines. From this point of view, they recommend trying out a different approach. In their opinion it would have been easier for them as a hosting company as well as for the incoming apprentice, if the incoming and the outgoing apprentices had spent the whole time of their experience together, half of the time in Germany, half of the time in France. For companies seeking the maintenance of workforce, this approach could be modified into a version where the peers spend two to five days in one company and two to five days in the other company before the official beginning of the cross-mobility. Or at least having some time together in one of the companies.

The German company also marked that in their perception it can be challenging hosting a foreign apprentice for more than five/six weeks. Using a foreign language in work contexts that are neither aligned to communicate in English nor trained to do so can be exhausting also for the staff. Their solution attempt was to alternate the work instructor the incoming was assigned to.

### **France, SEPR**

France implemented one cross-mobility with Germany in the field of car mechanics. The planned cross-mobility with Italy in the field of hairdressing couldn't be realised.

The French project team underlines that the fact of the mobility being crossed made all the difference. If they had not proposed to send a foreign apprentice to substitute the French one, a long term mobility would not have been feasible, because it is already difficult to convince a company to let their apprentice go abroad for only two weeks. For France, we can state that cross-mobility is the best way to promote and develop long-term mobility.

### **Matching process**

The conduction of the pilot project gave us the opportunity to proof-check the tools we applied in the matching process. The guide already includes tools we created as results of our lessons learnt during the realisation of the project.

In this section we would like to outline the improved tools and insights we gained in regard to

our matching process by checking if the main goals were achieved.

- The **professional profile** and the **portfolio** were developed after the pilot phase to give the apprentice the opportunity to show his competencies in advance.
  - > This should avoid the apprentice not being able to perform his/her full skills due to possible language problems.
- To make the company more aware of its expectations **the four work tasks**, the host apprentice needs to be capable to carry out, were added to Tool 7 “Qualitative information on the participating company”
  - > Together with the professional profile it will be easier for both sides to let the apprentice work more independently, reach his/her learning goals and ensure workforce for the hosting company as well
- The **video presentation and the virtual meet-up** should be really considered as a **tool to check the language level** of the apprentice and could also be used better for the apprentice to talk about his/her skills. As a best practice example we recommend the interview with the apprentice before.
  - > This insight we gained due to the fact that the language was partly a problem.
- The **importance of a shared working language** should be well discussed with and within the company, which means the company needs to make sure, the colleagues of the host apprentice feel comfortable speaking a foreign language or are at least open to use f.e. internet based tools such as Google Translate.
  - > If the company and its employees are open and flexible as well as well informed in advance, their expectations can be more specific.
- To give the exchanged apprentices the opportunity to know more about their work surroundings, get acquainted with the future colleagues as well as the town he/she will live in, it would be an option to **start the mobility with some days spent together** in one of the companies.

-> This would give them the chance to exchange with each other in regard to their daily work routine, getting already a bit familiar with cultural differences at their workplace and feel more comfortable.

## Annexes

### Annex 1: Tools' List

Tool No.	Title	Page mentioned
Tool 1	Table "How to organise mobilities from the point of view of a sending organisation"	Guide: p. 10 Annex 2: p. 1-11
Tool 2.a	Arguments "Why going abroad during my apprenticeship" to hand out to apprentices	Guide: p. 13 Annex 3: p. 12-13
Tool 2.b	Arguments "Good reasons to let your apprentice leave abroad" to hand out to companies	Guide: p. 17 Annex 4: p. 14-15
Tool 3	Promotional video to promote long-term mobility and to encourage apprentices to do one	Guide: p. 14 Annex 5: p. 16-18
Tool 4	Flyer with basic information about the TRAPP project	Guide: p. 15 Annex 6: p. 19
Tool 5	Guideline on how to organise networking events	Guide: p. 16 Annex 7: 20-23
Tool 6	Promotional video to promote long-term mobility to companies and in-company tutors	Guide: p. 18 Annex 8: p. 24-25
Tool 7	Table gathering qualitative information on the participating company	Guide: p. 20-21, 24, 35 Annex 9: p. 26
Tool 8	Table gathering information on the professional profile of the apprentice	Guide: p. 21-22, 24, 30, 35 Annex 10: p. 27
Tool 9	Instructions on how to make a video that can be transferred to the apprentices and the companies	Guide: p. 24-25 Annex 11: p. 28-30
Tool 10	Guideline on "How to organise virtual meet-ups"	Guide: p. 23-24, 26-30 Annex 12: p. 28-30
Tool 11	Guideline on "How to collect companies' feedbacks / assessment"	Guide: p. 31 Annex 13: p. 38



[illegible]

## France (filled by SEPR)

Section of the Mobility	What to do/tasks	Who is involved (project partners)	External support: who is responsible for this action	Time period/deadline
Before	1 Marketing the mobilities, inform and consult potential participants: trainees and sending and hosting companies	PSO PSA	Local Chamber of Crafts Professional organisations	8 months before the start of the work placement
	2 Recruit suitable candidates If needed: help the participant to prepare application documents (Europass CV, motivation letter, + candidates interviews ...)	PSO	Staff of Companies	6 months before the start of the work placement
	1 (Agree on the suitable internship period with the workplace and teachers) -> time periods are already set	PSO, PSA	Company of the participant, vocational school	
	3 Find the right work placement + Skype interviews with receiving organisations	PSA	Network of the PSA	Ideally 5 months before the work placement
	3 Name and write down the learning objectives of the period for the students for his/her training agreement	PSO	Company of the participant	Ideally 5 months before the work placement
	Draft a contract, contract signing + agreeing about communication during the internship period (how often and by using what tools for it) - informing the work supervisor about assessment of the period, how, when, by who + use contracts provided by Erasmus+	PSO, PSA		3 months before
	Arranging flights, accommodation, airport transfer, local public transport	PSO, PSA		ASAP, NOT before the contract is signed
	Preparation (intercultural training, language training)	PSO		Depending on the need
	Coaching students before the mobility about: - European Health Insurance card - accident (and liability) insurances - Vaccinations (school nurse?) - grant agreement and grant payment	PSO		As soon as the candidate is recruited



	<ul style="list-style-type: none"> <li>- finishing the training agreement and going through it with the students to understand what is demanded for it, when filling it</li> <li>- informing about travelling, accommodation and receiving at the host country (who will receive the student, where and when) + <a href="https://www.diplomatie.gouv.fr/fr/conseils-aux-voyageurs">https://www.diplomatie.gouv.fr/fr/conseils-aux-voyageurs</a></li> </ul>			
During	<p>Welcome and presentation of the local conditions, presentation of the company</p> <ul style="list-style-type: none"> <li>- helping with a monthly public traffic ticket</li> <li>- orientation</li> <li>- signing and stamping the documents on behalf of the receiving partner</li> <li>- guiding to the internship company</li> <li>- introducing the work supervisor</li> <li>- reminding : agreeing about communication during the internship period (how often and by using what tools for it)</li> <li>- informing the work supervisor about assessment of the period, how, when, by who,</li> <li>- feedback meeting (host company + host partner)</li> </ul>	PSA	Contact person in the company, Contact person in accommodation	Arrival/first day of work placement
	Providing support, tutoring and mentoring to the participants	PSA		During the whole placement
	Assessment of the work placement	PSA	PSO	At the end of the placement
After	Reminding students of the reports (Mobility Tool+ report and possibly another report for the sending organisation) and possible OLS-language tests	PSO	Erasmus+	As soon as the trainee has returned to his/her country
	Returning the signed and stamped Training Agreement	PSA		
	Feedback meeting, possible payment of the remaining part of the grant + measuring impacts of the mobilities on targeted public (participants, partners, educational systems) – developing tools and processes in order to do so.	PSO, Participant		As soon as the trainee has returned to his/her country
	Marketing the mobilities for the other students in the home institute by telling one's own experiences (who organises this)	PSO	Participant	Erasmus days Open doors
	Making the work placement visible in media and various channels as a best practice Organising dissemination events (Erasmus+Days + others)	PSO	Network PSO	Erasmus days Newsletter Website Press

**Italy (filled by UNISER)**

Section of the Mobility	What to do/tasks	Who is involved (project partners)	External support: who is responsible for this action	Time period/deadline
Before	Inform and consult potential applicants (schools, consortium) Definition of Learning Outcomes and pre-match with PSA	PSO	Outgoing mobility manager and project design team	Continuous
	Writing of mobility project	PSO	project design team	
	Set up of the mobility management platform on google drive (right after the project approval)	PSO	Uniser's staff	
	Kick-off meeting with schools of the consortium with training session for teachers on the mobility procedures	PSO	Outgoing mobility team	
	Publication of a Call for Participants on the Moving Generation Platform ( <a href="http://www.movinggeneration.net">www.movinggeneration.net</a> )	PSO	Uniser's staff	
	Selection of the participants and the creation of a profile of the students based on previous competences and motivation	PSO	Tutor team	
	Create and gather legal documents linked to mobility (+OLS)	PSO	Applicant, outgoing mobility team and tutor team	
	Find the exact work placement	PSA	Foreign partner's staff	
	Arrange accommodation	PSA	Foreign partner's staff	
	Arrange transport A/R	PSO	Logistic team	
	Arrange airport transfers in hosting country	PSA	Foreign partner's staff	
	Pre-departure training/meeting with participants. This training could also be provided through an online according to the case	PSO	Tutor team	Around 2 weeks before departure
During	Welcome at the airport and transfer to the accommodation	PSA	Foreign partner's staff	
	On arrival training focused on practical information regarding the hosting country/city	PSA	Foreign partner's staff	
	Accompaniment to the hosting companies and introduction to the company tutor	PSA	Foreign partner's staff	
	Handle of legal documents	PSA	Foreign partner's staff	
	Virtual Mentoring via Whatsapp	PSO	Tutor team	
	Physical mentoring and help	PSO	Group leader sent by PSO	
	Evaluation of the participants	PSA	Company tutor	
After	Evaluation of the experience carried out by participants	PSO	Participants	
	Recognition and validation of the internship abroad	PSO	Outgoing mobility team with schools and participants	

Meeting with all schools that participated during the during	PSO	Outgoing mobility team with schools and participants	
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### Finland (filled by OMNIA)

Section of the Mobility	What to do/tasks	Who is involved (project partners)	External support: who is responsible for this action	Time period/deadline
Before	Marketing the mobilities, Inform and consult potential participants	PSO	= Omnia vocational teachers, with special tasks of internationalisation, one in each department	ASAP, continuous
	Recruit suitable candidates	PSO	= Omnia vocational teachers, with special tasks of internationalisation, one in each department	ASAP, months before the start of the work placement
	If needed: help the participant to prepare application documents (Europass CV, motivation letter, ...)	PSO	At Omnia a teacher, who has a course: "Working life skills" and those application documents can be done there.	ASAP
	(Agree on the suitable internship period with the workplace and teachers) -> time periods are already set	PSO + PSA	PSO; at Omnia vocational teacher together with International coordinator, PSA in cooperation with respective receiving company	ASAP
	Find the right work placement	PSO; PSA	Network of the PSA	As early as possible, month(s) before the start of the work placement, after the participant has been nominated
	Name and write down the learning objectives of the period for the students for his/her training agreement	PSO, PSA	Omnia coordinator and vocational teacher together draft learning objectives and they are sent to the receiving organisation, which with this info searches a suitable company	As soon as the participant and the work placement company is determined
	Draft a contract, contract signing	PSO, PSA	The involved company, training centre and vocational school in the work placement country, the participant self	ASAP

	Arranging flights, accommodation, airport transfer, local public transport, payment of the grant (90 % of it in case participant wants to organise the accommodation and flights him-/herself) or 90%- flights and accommodation in case Omnia organises flights and accommodation	PSO, PSA	The sending organisation will organise accommodation and flights, the receiving organisation helps/guides with airport transfer and local traffic tickets + finding the way the the internship company	ASAP, NOT before the contract is signed
	Preparation (intercultural training, language training)	PSO; coaching done at Omnia	Some special courses of language and cultural studies, if needed by vocational college	Depending on the need
	Coaching students before the mobility about: - European Health Insurance card - accident (and liability) insurances - vaccinations (school nurse?) - grant agreement and grant payment - finishing the training agreement and going through it with the students to understand what is demanded for it, when filling it - informing about travelling, accommodation and receiving at the host country (who will receive the student, where and when)	PSO; international coordinator  Health check by Omnia college nurse.	International coordinator has coaching sessions for the students before the departure. These things will be guided and made sure during those sessions.	1,5 months – 1 week before the start of the work placement
During	welcome and presentation of the local conditions, presentation of the company - helping with a monthly public traffic ticket - orientation - signing and stamping the documents on behalf of the receiving partner - guiding to the internship company - introducing the work supervisor - agreeing about communication during the internship period (how often and by using what tools for it) - informing the work supervisor about assessment of the period, how, when, by who, - feedback meeting (host company + host partner)	PSA; at Omnia international coordinator with help of other personnel in the international office	Contact person in the company, Contact person accommodation	Arrival/first day of work placement
	Determination of competencies; assessment	PSA, PSO	Participant, Partner in work placement company, vocational teacher from the sending organisation via Skype, for instance (during the mobility) or with participant's documentation after the mobility; recognizing from the	

			documentation the skills and knowledge acquired	
After	reminding students of the reports (Mobility Tool+ report and possibly another report for the sending organisation) and possible OLS-language tests	PSO	Erasmus+	
	Returning the signed and stamped Training Agreement	Student returns, but receiving organisation assess and signs	Participant	
	Feedback meeting, possible payment of the remaining part of the grant	PSO	Participant	
	marketing the mobilities for the other students in the home institute by telling one's own experiences (who organises this)	PSO	Participant	
	Making the work placement visible in media and various channels as a best practice	PSO, At Omnia on the webpages of the school, in Facebook group of Omnia, in mail, also in Omnia blogs	Network PSO; at Omnia meaning international team and communication and marketing department	

### Germany (filled by BWHW)

Section of the Mobility	What to do/tasks	Who is involved (project partners)	External support: who is responsible for this action	Time period/deadline
Before	Marketing the mobilities, Inform and consult potential participants	PSO		ASAP, continuous
	Recruit suitable candidates	PSO	Staff of Companies, Training Centre, Vocational School in the own country	ASAP, months before the start of the work placement

	If needed: help the participant to prepare application documents (Europass CV, motivation letter, ...)	PSO		ASAP
	(Agree on the suitable internship period with the workplace and teachers) -> time periods are already set	PSO, PSA	Company of the participant, vocational school	ASAP
	Find the right work placement	PSO, PSA	Network of the PSA,	As early as possible, month(s) before the start of the work placement, after the participant has been determined
	Name and write down the learning objectives of the period for the students for his/her training agreement	PSO, PSA	Company of the participant, vocational school, work placement company, (Learning centre/school of the work placement)	As soon as the participant and the work placement company is determined
	Draft a contract, contract signing	PSO, PSA	The involved company, training centre and vocational school in the work placement country, the participant self	ASAP
	Arranging flights, accommodation, airport transfer, local public transport	PSO, PSA	The participant, the respective network (e.g. for accommodation) of the PSA	ASAP, NOT before the contract is signed
	Preparation (intercultural training, language training)	PSO	Experts (network of the PSO)	Depending on the need
	Coaching students before the mobility about: - European Health Insurance card - Accident (and liability) insurances - Vaccinations (school nurse?) - Grant agreement and grant payment - Finishing the training agreement and going through it with the students to understand what is demanded for it, when filling it - informing about travelling, accommodation and receiving at the host country (who will receive the student, where and when)	PSO		1 months – 1 week before the start of the work placement
During	welcome and presentation of the local conditions, presentation of the company	PSA	Contact person in the company, Contact person accommodation	Arrival/first day of work placement

	<ul style="list-style-type: none"> <li>- helping with a monthly public traffic ticket</li> <li>- orientation</li> <li>- signing and stamping the documents on behalf of the receiving partner</li> <li>- guiding to the internship company</li> <li>- introducing the work supervisor</li> <li>- agreeing about communication during the internship period (how often and by using what tools for it)</li> <li>- informing the work supervisor about assessment of the period, how, when, by who,</li> <li>- feedback meeting (host company + host partner)</li> </ul>			
	Determination of competencies	PSA, PSO	Participant, Partner in work placement company	
After	reminding students of the reports (Mobility Tool+ report and possibly another report for the sending organisation) and possible OLS-language tests	PSO	Erasmus+	
	Returning the signed and stamped Training Agreement	PSA		
	Feedback meeting, possible payment of the remaining part of the grant	PSO	Participant	
	marketing the mobilities for the other students in the home institute by telling one's own experiences (who organises this)	PSO	Participant	
	Making the work placement visible in media and various channels As a best practice	PSO	Network PSO	



## Annex 3: Tool 2a) Argumentation “Why going abroad during my apprenticeship” to hand out to apprentices



# 8 GOOD REASONS TO GO ABROAD !

**1. STEP OUT OF YOUR COMFORT ZONE**

**To discover the daily life of a foreign country...**

Have you ever thought about breaking down the routines of your everyday life? How do other European people organize their days? And how does it feel to try it their way? One thing for sure, there is a lot to discover.

**... and a new educational system !**

Maybe it never came to your mind, but the vocational education system of your country is just one of many systems. Take a look at how the others are trained to become professionals.

**2. TAKE A STEP BACK AND GET INSPIRED**

Leaving the familiar home country environments can inspire a lot. It creates also an awareness and appreciation of the things you belong to. By going abroad, you will know how it feels to come back!

**3. FIND OUT MORE ABOUT YOURSELF**

How will you be after an Erasmus Plus stay abroad? You will probably gain more self-esteem and self-reliance. And a bunch of new international friends!

**4. IMPROVE YOUR PROFESSIONAL SKILLS**

You will learn new working methods and get to know new techniques and tools. And why not teach the host company some of your skills and features. We are sure they will appreciate to learn from you, too.

## 5. LEARN A NEW LANGUAGE

We know this can be frightening. However, have you ever experienced to learn or improve a new language outside the classroom? The daily use of the new language helps you to assimilate it. Give it a try and you will see that dominating a foreign language is not just for the others – but also for you!

## 6. IMPROVE YOUR INTERCULTURAL SKILLS

To be in a new cultural environment helps you understand better behavior patterns. You will discover different ways of conceiving time management, business life and new concepts of distance and proximity. Once you got it, you will be able to avoid misunderstandings.

## 7. ENHANCE YOUR EXPERIENCE ABROAD

Everything you learned and achieved abroad can be enhanced, for example, by recording it in the official Erasmus Plus document called Europass Mobility. This is a certificate that highlights all skills acquired during your stay abroad. It benefits you when applying for jobs in the future.

## 8. INCREASE YOUR CHANCES ON THE JOB MARKET

With your experiences abroad, you become a global player on the European job market and this makes you even more valuable for employers.



## Annex 4: Tool 2b) Argumentation “Good reasons to let your apprentice leave abroad” to hand out to companies

# 10 GOOD REASONS TO LET YOUR APPRENTICE LEAVE ABROAD ... AND HOST A FOREIGN PEER!

**1. ACQUIRE NEW PROFESSIONAL COMPETENCIES**

Working abroad allows the apprentice to acquire new professional competencies and to observe different working approaches and tools that she/he will bring back to the training company.

**2. SUPPORT THE DEVELOPMENT OF KEY SOFT SKILLS**

Experiencing a mobility in a foreign country allows the participant to gain key competencies and transversal skills such as speaking a foreign language, intercultural skills, problem solving and learning to learn. All such competencies make the apprentice more independent, reliable and resilient on the job.

**3. STRENGTHEN THE APPRENTICE'S AUTONOMY AND FLEXIBILITY**

Mobilities can help apprentices to become more autonomous. Due to the fact that they are confronted with new working situations, they need to adapt and learn how to be more flexible.

**4. REINFORCE JOB MOTIVATION AND ENGAGEMENT**

The mobility has a positive impact on the value that the apprentice gives to her/his apprenticeship, which becomes a source of multiple opportunities sometimes unforeseen at the beginning of it. As a consequence, once the apprentice is back to the country of origin, her/his job commitment and motivation increase.

**5. INCREASE SELF-ESTEEM AND SENSE OF BELONGING**

Working in a foreign country gives the apprentice the opportunity to showcase her/his know-how and to illustrate national and cultural-specific traditions and practices. This reinforces the apprentice's self-esteem and at the same time it helps him/her to discover and appreciate the richness of the national traditions linked to the craft activity carried out. In this sense the mobility reinforces the sense of belonging to his/her craft community.

## 6. INCREASING THE COMPETENCIES OF THE REST OF THE COMPANY STAFF

Hosting an apprentice from abroad is a good occasion to increase the multicultural competencies of the staff of the local company. Employees will have the chance of getting to know another culture, other working methods and practicing a foreign language. I would call this home internationalization opportunity for company staff.

## 7. REINFORCE TEAM BUILDING AND ENTERPRISE COHESION

Welcoming a foreign apprentice will lead the rest of the employees to support the new incoming in adapting to the new professional environment, understanding the tasks to perform, helping him/her with the language, discovering the new country/city, etc. The mobility often reinforces the team spirit.

## 8. IMPROVE THE WORK PRACTICES AND BECOME MORE EFFICIENT

Taking part in a mobility project helps companies to get an overview of their own work practices and reflect on them. This may lead to discovering inefficiencies and gaps (ex. in the team planning, within internal regulations; etc). In this sense, the mobility helps the company to adopt more efficient practices.

## 9. IMPROVE THE ATTRACTIVENESS OF THE COMPANY

Working on mobility projects distinguishes the company as a leader in training human resources and it can become an example for other companies nearby.

## 10. EXPLORE POTENTIAL BUSINESS OR INNOVATION OPPORTUNITIES

The mobility may create links between the sending and the hosting enterprise, leading to new business opportunities, the exchange of work practices, tools, technologies and sometimes even new business partnerships.



## Annex 5: Tool 3) Promotional video to promote long-term mobility and to encourage apprentices to do one

### Tool 3: Promotional video targeting the apprentices

#### *Guidelines for the partners implementing mobilities*

#### Context

Our objective is to create a promotional video aiming to promote long-term mobility and to encourage the apprentices to get engaged in a long-term mobility.

The video will include:

1. Key numbers and information about mobility
  2. Alternated with short video extracts of apprentices' testimonies participating in the pilot mobilities of TRAPP project.
- ⇒ **Our target:** the apprentices
- ⇒ **Tone of the video:** fun and dynamic
- ⇒ **Duration:** around 1min. to 1min.30 in total

#### Instructions to collect apprentices' testimonies

**1<sup>st</sup> step:** once you have recruited the apprentices who will go on TRAPP pilot mobilities, approach them and ask them if they agree to share their feedback on their experience.

**2<sup>nd</sup> step:** find an agreement with your apprentices on the format they agree to use to testify

Option	Details	How?
1	<p><b>Video testimony</b> – in his/her mother tongue OR in English and by filming him/herself directly (selfie mode) or by being filmed by someone else.</p> <p><i>The video testimony does not have to be too long, it can only last a few seconds/minutes.</i></p>	<p><b>Instructions to film a video:</b></p> <p>⇒ CF Tool 9 Guideline on how to film e-cards and video presentations (Instructions for the videos made by the apprentices)</p>
2	<p><b>Video extracts of the apprentice while working</b> in his/her sending and/or hosting company.</p> <p><b>Video extracts of the apprentice while being at school</b></p> <p>WITH <b>an audio interview</b> of the apprentice– in his/her mother tongue OR in English</p> <p>OR <b>a written testimony</b> in English of the apprentice.</p>	<p><b>Instructions to take photos:</b></p> <p>⇒ Take a photo with a camera or a smartphone.</p> <p>⇒ Do not use any filter.</p> <p>⇒ Ideally, choose a location with neutral brightness (not against the light or in a dark place).</p> <p><b>Instructions to record an audio interview:</b></p> <p>⇒ The recording can be done easily with a smartphone.</p> <p>⇒ When recording, go in a quiet place and avoid being surrounded by a lot of noise.</p>
3	<p><b>Photos of the apprentice while working</b> in his/her sending and/or hosting company.</p>	

	<p><b><u>Photos of the apprentice while being at school</u></b></p> <p>WITH <b><u>an audio interview</u></b> of the apprentice – in his/her mother tongue OR in English</p> <p>OR <b><u>a written testimony</u></b> in English of the apprentice.</p>	<p>⇒ And ideally, try to use headphones when you are recording.</p> <p>⇒ <b>WARNING a bad audio makes the interview not exploitable</b></p>
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**3<sup>rd</sup> step:** before recording anything/ taking pictures, you need to make them sign an authorization for use of the image.

**4<sup>th</sup> step:** collect their testimony by asking them the questions below.

*Below you have indicative deadlines to collect and share the materials BUT we strongly encourage you to share with us as much as possible the materials as soon as ready.*

When?	Questions to ask?	Deadline?
<p><b>Before the mobility</b></p>	<p><b>CF Tool 9 Guideline on how to film e-cards and video presentations (Instructions for the videos made by the apprentices)</b></p> <ul style="list-style-type: none"> <li>⇒ Present yourself: name, surname, age, area of study, name of the company where you are doing your internship currently and where you are doing your mobility</li> <li>⇒ Why did you decide to go on long-term mobility?</li> <li>⇒ What are you expecting from this experience?</li> <li>⇒ Do you think it will be beneficial for your career and why?</li> <li>⇒ What are you expecting from your hosting enterprise?</li> </ul> <p><b>Open to partners' suggestions!</b></p>	
<p><b>During the mobility</b></p>	<ul style="list-style-type: none"> <li>⇒ How is your experience abroad going? / how would you describe your experience abroad?</li> <li>⇒ What are the new activities you are doing in your hosting company?</li> <li>⇒ What are the new skills that you are learning with your hosting company?</li> <li>⇒ What are the positives aspects of your experience abroad?</li> <li>⇒ What will you remember from this experience?</li> <li>⇒ Would you recommend going on long-term mobility and why?</li> <li>⇒ What would you say to an apprentice who is thinking about mobility?</li> <li>⇒ What challenges did you encounter (adapt yourself to a new cultural environment? Meeting your learning and professional objectives in a new environment?)</li> </ul> <p><b>Open to partners' suggestions!</b></p>	

### **Additional materials?**

For this video, we can use past materials you might already have produced and collected (e.g. testimonies from past mobility experiences).

**Reminder:** for these materials, please make sure that you have signed authorizations for use of image that are still valid and make sure to



## Annex 6: Tool 3) Informative flyers used to find apprentices / students for TRAPP pilot mobilities

Examples from Germany and France:

### TRAINING FOR APPRENTICES

Dein Weg ins Auslandspraktikum

**ÜBER DAS ERASMUS+ PROJEKT**

**Ziel: Langzeitmobilitäten für Auszubildende**  
An der Umsetzung des Projektes arbeiten mehrere Partner aus vier europäischen Ländern: Frankreich, Finnland, Italien und Deutschland.

**DIE LANGZEITMOBILITÄT**

**Zur Umsetzung:**  
Du machst ein zweimonatiges Praktikum von Mitte Januar bis Mitte März 2021 in einem KFZ-Partnerbetrieb in Lyon, Frankreich. Die Praktikumsinhalte werden vorher mit deinem Ausbildungsbetrieb abgestimmt.

**EU-FÖRDERUNG**

**Dein Stipendium:**  
Während deines Auslandspraktikums ist die Fortführung deiner gewohnten Arbeitsvergütung und deiner Sozialabgaben garantiert. Darüber hinaus erhältst du ein Stipendium, um deine zusätzlichen Kosten zu decken.

**KONTAKT**

**Du möchtest mehr Informationen?**  
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sachse.sarah-rahel@bwhw.de  
0611-1824817

Germany:

### TRAINING FOR APPRENTICES

Dein Weg ins Auslandspraktikum

**ÜBER DAS ERASMUS+ PROJEKT**

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An der Umsetzung des Projektes arbeiten mehrere Partner aus vier europäischen Ländern: Frankreich, Finnland, Italien und Deutschland.

**DIE LANGZEITMOBILITÄT**

**Zur Umsetzung:**  
Du machst ein zweimonatiges Praktikum von Anfang März bis Ende April 2021 in einem Friseursalon in Saronno, Italien. Die Praktikumsinhalte werden vorher mit deinem Ausbildungsbetrieb abgestimmt.

**EU-FÖRDERUNG**

**Dein Stipendium:**  
Während deines Auslandspraktikums ist die Fortführung deiner gewohnten Arbeitsvergütung und deiner Sozialabgaben garantiert. Darüber hinaus erhältst du ein Stipendium, um deine zusätzlichen Kosten zu decken.

**KONTAKT**

**Du möchtest mehr Informationen?**  
Sarah Rahel Sachse  
Bildungswerk der Hessischen Wirtschaft e. V.  
sachse.sarah-rahel@bwhw.de  
0611-1824817

France:

### TRAINING FOR APPRENTICES

Tu es apprenti-e en coiffure ?  
Vis une expérience professionnelle en Europe !

**Pour plus de renseignements, merci de bien vouloir contacter :**  
Claire Challande-Osuna  
Directrice du département international SEPR  
0033 6 68 22 71 06  
c.challande@sepr.edu

**A PROPOS DU PROJET ERASMUS+**

**Objectif : proposer et mettre en place des mobilités longues d'apprenti-e-s pendant la formation**  
Six partenaires issus de 4 pays différents s'associent autour de ce projet : France, Italie, Allemagne, Finlande.

**LA MOBILITÉ LONGUE INTERNATIONALE**

**Stage de deux mois dans un salon à Espoo (Finlande) de mi-janvier à mi-mars !**  
La SEPR met en place une convention de stage entre l'entreprise d'envoi, l'entreprise d'accueil et la SEPR pour que la protection sociale soit maintenue.

**FINANCEMENT EUROPÉEN**

**Une bourse Erasmus**  
Le programme Erasmus offre une bourse pour le transport et l'hébergement.

### TRAINING FOR APPRENTICES

Tu es apprenti-e en mécanique automobile ?  
Vis une expérience professionnelle en Europe !

**Pour plus de renseignements, merci de bien vouloir contacter :**  
Claire Challande-Osuna  
Directrice du département international SEPR  
0033 6 68 22 71 06  
c.challande@sepr.edu

**A PROPOS DU PROJET ERASMUS+**

**Objectif : proposer et mettre en place des mobilités longues d'apprenti-e-s pendant la formation**  
Six partenaires issus de 4 pays différents s'associent autour de ce projet : France, Italie, Allemagne, Finlande.

**LA MOBILITÉ LONGUE INTERNATIONALE**

**Stage de deux mois dans un garage automobile en Allemagne de mi-janvier à mi-mars !**  
La SEPR met en place une convention de stage entre l'entreprise d'envoi, l'entreprise d'accueil et la SEPR pour que la protection sociale soit maintenue.

**FINANCEMENT EUROPÉEN**

**Une bourse Erasmus**  
Le programme Erasmus offre une bourse pour le transport et l'hébergement.



## Annex 7: Tool 5) Guideline on how to organise networking events

### Tool 5: How to find companies - Workshops with companies

Finding new companies where long-term apprentices can do their mobility and strengthening already existing collaborations can be quite a challenge. This is the case especially for MSEs and certain sectors where nothing is left to chance and manpower is carefully calculated.

Our different experiences point to the fact that using existing networks or building new ones to find out which companies might be open to long-mobilities is the key to overcoming such constraints. This is done on a twofold level: by setting up **best practices** whose outcomes are shared with all companies and by organising **networking events**.

These kinds of events have a double purpose: on the one hand they allow for **new companies scouting**, as well as **building loyalty** among the ones who have already hosted foreign apprentices. On the other hand, they allow companies to network and to understand the **enormous potential of intercultural exchange** for their own business: a foreign apprentice means a new culture, a new language, new ideas and therefore new possibilities of internationalisation.

An networking event of this kind and with this scope was organised in 2017, 2018 and 2019 by Uniser under the name of “**Ties That Bind**”. The detailed list of organisational steps is as follows.

#### 1. Setting up the event

##### 1.1 Start planning in advance

It is recommended to start setting up the event at least 3 months before the desired date.

##### 1.2 Form a working group.

Before getting to work, it is useful to determine who exactly will be actively contributing in its organisation. At least 1 person from the purchasing department should be present, as well as 2 people from the marketing one. 1 person should be designated as the supervisor.

Roles needed:

- general supervision
- graphic designer
- responsible for logistic matters
- responsible for communications

##### 1.3 State your goals and agenda

Another step worth taking before starting is having in mind the objectives of the event. In this case they are:

- companies networking
- new companies scouting
- strengthening previous collaborations
- make companies understand the added value of having international apprentice

##### 1.4 Choose the right city, dates and time

Choosing the right city is fundamental for achieving the event's goals. Study your market and plan accordingly. A crucial element to bear in mind is the choice of date and time: “Ties That Bind” usually

takes place on Friday and in the afternoon, so to encourage working people to come and network, without interfering too much with their work.

### 1.5 Name the conference

The name of the event should be catchy but not funny, remember that the main target are companies. It should resonate without being too serious or didactic and portray the meaning of the event: creating connections.

## **1. Organising the event**

### 2.1 Set a budget

You should set a minimum and maximum budget for the event, bearing in mind all envisageable costs.

How much would it cost? Depends on participants.

- **Participants. 10 to 20 - € 2.000- 3.000**  
Conference hall: € 200-500  
Advertising+marketing+gadget: € 500  
Coffee break+aperitiv: € 100-400  
Audio-video Service: € 700
- **Participants. 20 to 50 - € 3.000 - 4.000**  
Conference hall: € 400-800  
Advertising+marketing+gadget: € 800  
Coffee break+aperitif: € 200-1000  
Audio-video Service: € 700
- **Participants. 50 to 80 - € 4.000 - 6.000**  
Conference hall: € 800-1000  
Advertising+marketing+gadget: € 1000  
Coffee break+aperitif: € 500-1600  
Audio-video Service: € 700

Check out the possibility of having sponsors.

### 2.2 Choose the format

This is a fundamental step in the creation of the event and it should be in line with its main goals. "Ties That Bind" format foresees:

- 45 min for registration and welcome coffee
- 15 min plenary session for official greeting and introduction to the works
- 2 hours thematic tables in world café style. Each table is led by a senior member of the organising institution + one opinion leader, skilled on the discussion topic of the table.
- 15 min closing remarks and invitation to the networking aperitif (in plenary)
- final networking aperitif

### 2.3 Choose your conference venue

The venue should reflect the format of the event. In this case it should have a wide space for the plenary sessions, 4 smaller places (or the possibility of organising the space in this way) for placing

thematic tables and an area dedicated to the welcome coffee and the networking aperitif. It is important to find the right location: it should be appealing to all kinds of companies and the public: the idea is to choose an historic building that has been recently renewed, so that it also retains a suggestive impression.

#### 2.4 Decide on a menu

Food should not be underestimated in such an event, because its goal is to encourage people to stay and network even after the end of the themed tables. That is why “Ties That Bind” places a great deal of importance on the food and beverages chosen for the aperitif: the choice should favour local producers and local (traditional or innovative) products.

#### 2.5 Insist on a walk-through

You want to avoid unforeseen problems as much as possible, that is why you should always check the venue in person at least one week before the event.

### **1. Planning the contents**

#### 3.1 Plan the schedule.

Start planning the schedule well in advance, at least two months before the event. In this way you can make sure all selected speakers will be available and all topics will be covered thoroughly.

#### 3.2 Decide what type of sessions to have

Sessions reflect the format of the event:

- Plenary session: institutional greetings and welcome by the president of the organising institution
- Thematic tables in the form of a “networking café”. The audience is divided in 4 groups who spend 30 minutes in each of the following table to discuss:

1. Erasmus+ between past and future: some useful numbers
2. Hosting a European apprentice: where? why? how?
3. Testimony of an apprenticeship through Erasmus+: students and teachers share their experience
4. Strength, power and advantages of the Erasmus+ network

Once the time is over, each group proceeds onto the next table.

- Conclusions: invitation to the networking aperitif

#### 3.3 Plan if you need to include any other activities

Here you can plan all collateral activities, such as:

- contacting all suppliers in time for the event
- organise the clean up after the meeting
- check projector and sound system

### **1. Promote the event**

#### 4.1 Decide who will participate

“Ties That Bind” format foresees the participation of local companies’ representatives, both old and new ones, a group of former apprentices together with their teachers, other stakeholders such as chambers of commerce, municipalities, and the press.

It could be a great idea to invite some of your customers and/or partners in order to strengthen your relationship with them.

#### 4.2 Create a coordinated image

The following elements should be prepared before publicising the event:

- logo
- payoff
- digital letterhead for programme
- ppt format
- participant badges
- graphics with logo: 1200 x 630 pixel for Facebook post & website  
600x600 for Instagram post  
1920 x 1080 for Facebook event

#### 4.3 Create an online space for the event

Your event should be present on your institution's website and blog, where the programme should be updated at least every week before the due date.

#### 4.4 Advertise

a. Contact the speakers

The first step is to contact your speakers: this should happen at least 2 months prior to the event

Recall: one week after the first email

b. Start inviting companies you already work with

c. Mailing list

Use your list of contacts and/or newsletter to spread the word, make news public at least 1 month prior to the event

Recall: two weeks after the first email + 5 days before the event + the day before

d. Social media

You should start promoting the event on your social media channels as soon as you have a draft schedule, in any case at least one month before the date.

- Create a Facebook event
- Publish 1 post every 3 days in the weeks before the event, switch to 1 a day the week right before the event. All posts should be public, including a photo and a link to the programme.

#### 4.5 Begin accepting registrations

Select one person who will be in charge of the registrations and with the update of the participant list. The same person will be in charge of the participant badges.

#### 4.6 Spread the brand!

Consider producing branded gadgets to be handed out at the event, such as: pens, notebooks, pen drives, badges, lanyards...

## Annex 8: Tool 6) Promotional video to promote long-term mobility to companies and in-company tutors

### Tool 6: Promotional video targeting companies and in-company tutors

#### *Guidelines for the partners implementing mobilities*

#### Context

Our objective is to create a promotional video aiming to promote TRAPP project, long-term mobility, our experiences, and project's results (of the cross mobilities).

The video will include:

1. Key numbers and information about mobility
  2. Key information about cross-mobility (concept, tools, etc.)
  3. Short video extracts of apprentices' testimonies participating in our pilot mobilities (CF tool 3) and short video extracts of in-company tutors' testimonies.
- ⇒ **Our targets:** institutional targets, in-company tutors
- ⇒ **Tone of the video:** serious and professional
- ⇒ **Duration:** around 2min. to 3min. in total

#### Instructions to collect in-company tutors' testimonies

**1<sup>st</sup> step:** once you have recruited the apprentices who will go on TRAPP pilot mobilities, approach their in-company tutors and ask them if they agree to share their feedback on their experience on our pilot mobilities.

**2<sup>nd</sup> step:** find an agreement with them regarding the format they agree to use to testify

Option	Details	How?
1	<b><u>Video testimony</u></b> – in his/her mother tongue OR in English and by filming him/herself directly (selfie mode) or by being filmed by someone else.	<b><u>Instructions to film a video:</u></b>  ⇒ CF Tool 9 Guideline on how to film e-cards and video presentations (Instructions for the videos made by the apprentices)  <b><u>Instructions to take photos:</u></b>  ⇒ Take a photo with a camera or a smartphone. ⇒ Do not use any filter. ⇒ Ideally, choose a location with neutral brightness (not against the light or in a dark place).  <b><u>Instructions to record an audio interview:</u></b>
2	<b><u>Video extracts of the in-company tutor while working</u></b> with his/her apprentice.  WITH <b><u>an audio interview</u></b> of the in-company tutor – in his/her mother tongue OR in English  OR <b><u>a written testimony</u></b> in English of the in-company tutor.	
3	<b><u>Photos of in-company tutor while working</u></b> with his/her apprentice.	

	<p>WITH <b>an audio interview</b> of the apprentice – in his/her mother tongue OR in English</p> <p>OR <b>a written testimony</b> in English of the in-company tutor.</p>	<p>⇒ The recording can be done easily with a smartphone.</p> <p>⇒ When recording, go in a quiet place and avoid being surrounded by a lot of noise.</p> <p>⇒ And ideally, try to use headphones when you are recording.</p> <p>⇒ <b>WARNING a bad audio makes the interview not exploitable</b></p>
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**3<sup>rd</sup> step:** Before recording anything/ taking pictures, you need to make them sign authorization for use of the image.

**4<sup>th</sup> step:** Collect their testimony by asking them the questions below.

*Below you have indicative deadlines to collect and share the materials BUT we strongly encourage you to share with us as much as possible the materials as soon as ready.*

When?	What questions to ask?	Deadline?
<b>Before the mobility</b>	<p>⇒ Why did you decide to get involved in our mobility project?</p> <p>⇒ What do you expect from hosting a foreign apprentice?</p> <p>⇒ What do you worry about?</p> <p>⇒ What benefits do you think this experience of long-term mobility will give to you and your apprentice?</p> <p>⇒ What competencies do you expect your apprentice to gain from this experience?</p> <p>⇒ What do you expect from the overall TRAPP experience?</p> <p><b>Open to partners' suggestions!</b></p>	
<b>During the mobility</b>	<p>⇒ According to you, what are the benefits of cross-mobility?</p> <p>⇒ How is this experience positively impacting your company and your staff/colleagues?</p> <p>⇒ What do you think your apprentice is gaining from this experience?</p> <p>⇒ What do you think your hosting apprentice is learning the most from this experience?</p> <p>⇒ Would you recommend other companies to send their apprentice abroad and to welcome a foreign apprentice? Why?</p> <p><b>Open to partners' suggestions!</b></p>	

### Additional materials?

For this video, we can use past materials you might already have produced as well and collected (e.g. testimonies from past mobility experiences).

**Reminder:** For these materials, please make sure that you have signed authorizations for use of images that are still valid.

## Annex 9: Tool 7) Table gathering qualitative information on the participating company

### Tool 7 - Qualitative information on the participating company

Indicator	Information
Name	
Address	
Phone	
Mail	
Website	
Manager	
Tutor	
Staff (#)	
Apprentices (#)	
Specialisation	
Training field	
Additional information	
Founding year	
Company area	
Working hours (#)	
Opening hours	
Tasks that the apprentice should be able to perform by himself/herself (name up to four tasks)	1)
	2)
	3)
	4)



## Annex 10: Tool 8) Table gathering information on the professional profile of the apprentice

<b>Tool 8: Professional Profile</b>	
<p><b>What is a professional profile?</b></p> <p>A professional profile is a brief summary of your skills/competencies, strengths and key experiences. Please take some notes first before consulting your in-company tutor and/or your teacher(s) at your vocational school in case you missed something important and to have it well confirmed.</p> <p>The professional profile should be signed by you and your in-company or your teacher at your vocational school.</p>	
<p>Name of the apprentice/student:</p>	
<p>Profession:</p>	
<p>Company/Vocational School:</p>	
<p><b>Professional tasks I feel comfortable to perform by myself/independently</b></p>	<p><b>Professional tasks I am capable to perform in a team/with the help of colleagues/my tutor</b></p>
<p>OPTIONAL: my favourite professional tasks/what I like about my work OR/AND professional tasks I am really good at</p>	

## Annex 11: Tool 9) Instructions on how to make a video that can be transferred to the apprentices and the companies

### Tool 9 - Video presentations of the participants

#### Instructions for the videos made by the apprentices:

##### Presentation (*purpose of the video*)

Congratulations, you are starting your internship abroad very soon!

To prepare for your stay and your future collaboration with your hosting work instructor and your new company, introduce yourself, present what you are currently doing and what your expectations are by making a short video.

##### Context (*how the video will be used*)

Your video will be then sent to your work instructor abroad in the company that you will be working at, so that he/she will get to know you a bit in advance.

You will receive a short video as well from him/her where you will be introduced to the company's history, vision and mission and you will get the chance to understand the learning outcomes of your experience, as well as to understand the work environment of that company better.

##### Video sequence (*the content of the video*)

Before recording the video, try and make a mental map of what you will be telling: in this way you will avoid getting stuck or not knowing what to say next.

Start the video by presenting yourself: name, surname, age, area of study, name of the company where you are doing your internship currently and its location.

Then, answer the following questions using full sentences:

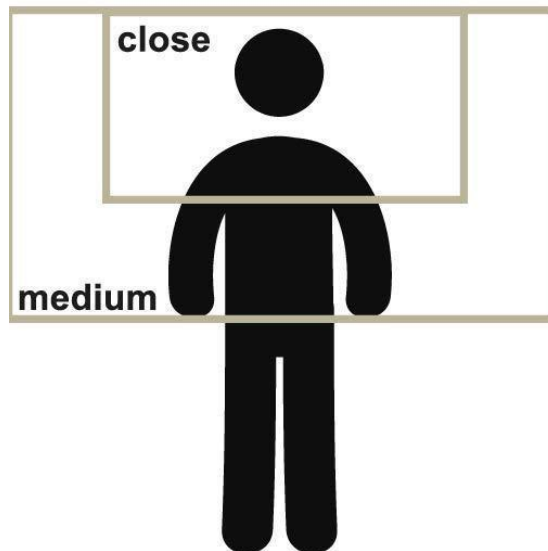
- How would you describe yourself?
- What are you doing in your current company? What are your activities/what are you working on?
- Why did you decide to go on long-term mobility?
- What are you expecting from this experience?
- Do you think it will be beneficial for your career and why?

Remember that a strong conclusion leaves a good impression on the viewer. You could end the video by focusing on how you think you will contribute to the company's objectives.

##### Technical guidelines

- It does not matter whether it is recorded with a smartphone or with a professional camera. The video quality of a smartphone is good enough for our purpose.
- You can record either vertically or horizontally but remember: most online platforms work best with horizontal videos, so we advise you to keep your smartphone in a horizontal position while shooting.
- The faces should get nice and soft light from the front.
- The backgrounds should be clear and set apart from the person.
- Please pay attention to a good sound. Background noise or hall effects should be avoided and minimised.
- Try to keep the phone steady. How? Have a look at the first two minutes of this [video](#).

- Avoid reading the text from a paper. It will not look very professional.
- Please record your videos in a “close shot”:



### **Instructions for the videos of the company:**

#### Presentation (*purpose of the video*)

The cross-mobility with the selected European apprentices is about to begin: welcome aboard! In order to prepare them for the upcoming experience, you are going to produce a short video to introduce your company to the apprentices to help them familiarise with the environment.

#### Context (*how the video will be used*)

Your video will be then sent to the apprentices with whom you are doing the cross-mobility and that will come to work for your current company. You will receive a short video as well from them where they will introduce themselves, they will explain their current occupation and skills, as well as sharing with you their expectations about their mobility.

#### Video sequence (*the content of the video*)

Before starting, select the people who will be portrayed in the video. The main speaker should be the apprentices' work instructor. However, if the company is made of several people, we suggest you select another person to be part of the video, preferably the director or a manager.

It is preferable that the video opens with the company's logo in the first frame.

Start the video by presenting yourself: name, surname, role in the company. If another speaker is foreseen, introduce him/her first. They can start by giving an overview of the company by briefly focusing on the following points:

- When was the company established and how it evolved until today
- What are the company vision and mission
- What is the added value of the company in its reference market

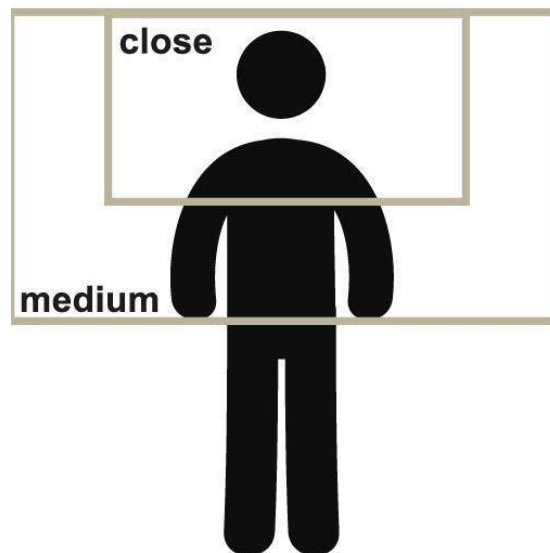
They will then give the word to the company's work instructor who will outline:

- What are the expected learning outcomes
- Which technical and soft skills will be developed during the apprenticeship
- What the work environment is like

If there is only one speaker all the points above should be covered by him/her. A good way of ending the video might be an insight on the company's premises which will be either filmed or photographed (and consequently added to the video).

### Technical guidelines

- It does not matter whether it is recorded with a smartphone or with a professional camera. The video quality of a smartphone is good enough for our purpose.
- Always record horizontally: most online platforms work best with horizontal videos, so keep your smartphone in a horizontal position while shooting.
- The faces should get nice and soft light from the front.
- The backgrounds should be clear and set apart from the person.
- Please pay attention to good sound. Background noise or hall effects should be avoided and minimised.
- Try to keep the phone steady. How? Have a look at the first two minutes of this [video](#).
- Avoid reading the text from a paper. It will not look very professional.
- Please record your videos in a "close shot":



## Annex 12: Tool 10) Guideline on “How to organise virtual meet-ups”

### 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 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.

- To give the teachers an opportunity to work on subjects thanks to concrete experiences
- To include more apprentices and increase the Internationalisation 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.

###### 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.

## Annex 13: Tool 11) Guideline on “How to collect companies’ feedbacks / assessment”

### **Tool 11 - Guideline to collect companies’ feedbacks/assessment on TRAPP experience**

*Short interview guideline to collect companies’ feedbacks on TRAPP tools and on their experiences with the cross-mobilities*

Questions	Answers
How was your experience?	From a scale of 1 to 5
What were the positive aspects of your experience?	Open answer
What do you think should be improved?	Open answer
Before the mobility started, did you receive enough information?	Yes or No if no, why
Was the information given to you sufficient and fitting with your need or did you expect to receive more information?	Yes or No
If yes, could you specify what subject(s)?	Open answer
Was the profile of the apprentice suitable for your company? Was it what you expected?	Yes or No if no, why
How many weeks did it take for the apprentice to reach the same level of your own apprentice/ become autonomous/ be integrated?	Open answer
With cross-mobilities, did you think that the apprentice you have received succeeded in replacing your apprentice? In covering the work usually done by our apprentice?	Yes or No if no, why
How were the virtual meetups organised before the mobility?	From a scale of 1 to 5
Do you think that the virtual meetups were useful?	Yes or No if no, why
Were you satisfied with the follow up / monitoring of the foreign learner made by the foreign VET training centres?	Yes or No if no, why
How did you find the evaluation process?	Open answer
What do you think about the use of badges to enhance the competences acquired by the apprentice abroad?	Open answer
Are you less frightened of sending your apprentice abroad?	Yes or No if no, why
Are you willing to send more apprentices abroad?	Yes or No if no, why
What was the impact of the experience on the other employees?	Open answer
How did you deal with the language barrier?	Open answer
Would you recommend this experience to other companies?	Yes or No if no, why
What is your suggestion(s) for future cross-mobilities?	Open answer