

Page 1 – it will graphic with title – under development by Jeremy

O1 – Reference Framework for Sustainable Transnational VET Mobility

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1. Foreword

StayMobil Project is an Erasmus+ Strategic Partnership project for cooperation for innovation and the exchange of good practices, implemented between October 2017 and September 2019.

The project is being conducted by consortium of mobility partners from six European countries:

Partner	Country	Organisation	
P1	United Kingdom	ET-UK	Europa Training UK
P2	Italy	ESSENIA	Essenia UETP – University and Enterprise Training Partnership s.r.l.
P3	Portugal	A.I.A.M	Associacao Intercultural Amigos da Mobilidade
P4	Bulgaria	ECQ	European Center for Quality
P5	Lithuania	VK	Vilnius Kolegija
P6	Germany	EVBB	Europaischer Verband Bildungstrager

In the scope of StayMobil project the current reference framework has been prepared taking into consideration the quality control cycle and the seven core subjects of social responsibility (SR) defined in ISO 26000 standard. The framework is a working methodology document developed in accordance with the series of quality indicators focused on transnational mobility context, embedded, where possible with 10 EQAVET framework indicators, to assess, monitor and promote quality assurance and sustainability of VET mobility provision at all stages.

The reference framework for sustainable transnational VET mobility is a conceptual baseline and structural guide for the development of the project Output 2 - Practice Kit and Output 3 – Recommendations Booklet.

Since all the partners involved in the project have already implemented Quality Management Systems, StayMobil Reference Framework establishes a set of indicators to support sending, receiving and intermediary organisations involved in transnational VET mobility with planning, organisation, coordination, implementation, monitoring, evaluation, certification and recognition of competence. Furthermore, the framework assist mobility actors to assess and improve their strategies concerning the quality assurance and sustainability of mobility initiatives.

The combination of quality cycle with all phases of mobility interlined with the seven SR principles within ISO26000 and EQAVET make StayMobil instruments innovative solutions for increasing quality assurance in transnational VET mobility.



2. Transnational VET mobility quality assurance at European level

The transnational mobility has over the last decade become a household byword in VET policy discussions not only in EC context, but also at national and regional policy level in Europe. For the first time, the added value of transnational mobility has been officially recognised in the EC Treaty stating that it should be encouraged and form an integral part of Community policy in the fields of education, training and research, cooperation with the world of work and thereby helping to improve the quality of VET.

To ensure quality in VET mobility there are several instruments developed at EU level, such as EQF, ECVET, EQAVET, EUROPASS and the European Quality Charter for Mobility meaning to enhance transparency, recognition and quality of competences and qualifications.

ECVET

The European Credit System for Vocational Education and Training (further ECVET) is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes acquired during a stay in another country, with a view to achieving a qualification. Thus it eases the learners' mobility between European Member States. Additionally ECVET opens new opportunities for permeability within national educational systems: comparing the learning outcomes units of related VET programmes and recognising the units already learned eases the learners' progression on their path to lifelong learning.

ECVET is an instrument to support lifelong learning, the mobility of European learners and professionals and the flexibility of learning pathways to achieve professional qualifications. ECVET is meant to become a 'translation' tool for the different national educational systems, allowing learners to validate in their own countries the training and certification received abroad (already happening through ECTS credit system for Erasmus mobility at university level).

EQF

European Qualifications Framework (EQF) is a system consisting of 8 levels in which all types of education are classified. All members of the European Union are requested to develop their National qualifications Framework (NQF). The aim is to create transparency amongst the European Educational systems.

The EQF is a framework to compare qualifications beyond national systems, according to eight reference levels ranging from basic Level 1 to advanced Level 8. It applies to all types of



education, training and qualifications, from school education to academic, professional and vocational.

EUROPASS

Europass is a European Union (Directorate General for Education and Culture) initiative to increase transparency of qualification and mobility of citizens in Europe. It aims to make a person's skills and qualifications clearly understood throughout Europe (including the European Union, European Economic Area and EU candidate countries).

The five Europass documents are the Curriculum Vitae, Language Passport, Europass Mobility, Certificate Supplement, and Diploma Supplement, sharing a common brand name and logo. Since 2012 individuals have been able to assemble all Europass documents in the European Skills Passport.

EUROPEAN QUALITY CHARTER FOR MOBILITY

European Quality Charter for Mobility offers guidance on mobility undertaken by individual young people or adults, for the purposes of formal and non-formal learning and for their personal and professional development.

EQAVET

EQAVET is a voluntary system, to be used by public authorities and other bodies involved in quality assurance, aiming the improvement of Quality in Vocational Education and Training (VET). Being a reference instrument designed to support EU countries in the promotion and monitoring of continuous improvement in their VET systems, it contributes to quality improvement in VET and building mutual trust between the VET systems, making it easier for countries to accept and recognise the skills and competencies acquired by learners in different countries and learning environments.

Being now more than a Reference Framework, EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission that delivers Indicative descriptors & Quality indicators and provide guidelines, tools and online support to Quality Assurance development and monitoring of VET Systems¹ and VET Providers², including the alignment between EQAVET and other Quality Assurance approaches such as EFQM Excellence Model and the ISO 9001 Standard³.

¹ EQAVET – Quality Assurance for VET Systems: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-System>

² EQAVET – Quality Assurance for VET Providers: <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers>

³ EQAVET – Alignment of a Quality Assurance approaches with EQAVET: <https://www.eqavet.eu/Aligning-with-EQAVET>



3. StayMobil Framework

The scope of StayMobil project reference framework has been developed taking into consideration the quality control cycle and the seven core subjects of social responsibility (SR) defined in ISO 26000 standard. The framework presents a series of quality indicators focused within the context of the transnational mobility, embedded, where possible with 10 EQAVET framework indicators, to assess, monitor and promote quality assurance and sustainability of VET mobility provision at all stages.

The rational framework is based on the 7 core subjects of ISO 26 000, having 8 core activities corresponding to the 10 principles of the European Quality Charter for Mobility, mentioning also the PDCA quality cycle.

Rational: EQAVET framework
 ISO 26000: Guidelines on Social Responsibility
 European Quality Charter for Mobility

Quality Indicators: seven core subjects of Social Responsibility ISO 26000
 EQF and EQAVET indicators

StayMobil Reference Framework: Indicators Matrix; conceptual baseline and structural guide for the development of the Practice Kit and Recommendations Booklet.

Figure 1..... (resp. UK)

In terms of quality cycle references, in order to simplify its relation with the already developed quality frameworks, it is structured based upon the PDCA Quality Cycle, applying the same terminology as the EQAVET Quality Cycle⁴ (Planning/Implementing/Evaluating/Review).

Having as basis for development the European Quality Charter for Mobility, StayMobil Reference Framework has been developed also taking into consideration that mobility VET actors (sending, receiving and intermediary organisations) should provide a high quality mobility experiences and have a key role in the promotion of social cohesion, financial and environmental sustainability in their actions. The reason to adopt this conceptual model lies on

⁴ <http://www.eqavet.eu/gns/library/promotional-materials/quality-cycle-poster.aspx>



the principles stated in ISO 26000, in regards to the definition of social responsibility and sustainable development:

Social Responsibility (SR) is the responsibility of an organization for the impacts of its decisions and activities on society and the environment through transparent and ethical behaviour that:

- ❑ Contributes to sustainable development, including the health and welfare of society
- ❑ Takes into account the expectations of stakeholders
- ❑ Is in compliance with applicable law and consistent with international norms of behaviour, and
- ❑ Is integrated throughout the organization and practiced in its relationships.

Increasing social responsibility contributes to a “virtuous cycle” where each action strengthens the organization and the community, encouraging sustainable development.

“**Sustainable development** is about meeting the needs of society while living within the planet’s ecological limits and without jeopardizing the ability of future generations to meet their needs.”

For this reason, StayMobil framework is settled based on the 3 pillars of sustainable development: social, economic and environmental, embedded in the 7 social responsibility (SR) core subjects referenced in ISO26000.

The core content of ISO 26000

- ❑ The seven principles.
- ❑ Seven core subjects and their related issues.
- ❑ Stakeholder engagement.

The 7 Principles

1. **Accountability** - “state of being answerable for decisions and activities to the organization’s governing bodies, legal authorities and, more broadly, its stakeholders” (those who are affected by its actions).
2. **Transparency** - “openness about decisions and activities that affect society, the economy and the environment, and willingness to communicate these in a clear, accurate, timely, honest and complete manner”
3. **Ethical behaviour** - “behaviour that is in accordance with accepted principles of right or good conduct in the context of a particular situation.”



4. **Respect for stakeholder interests** – “identifying groups of stakeholders - those who are affected by your decisions and actions - and responding to their concerns”
5. **Respect for the rule of law** - “In the context of social responsibility, respect for the rule of law means that an organization complies with all applicable laws and regulations....even if they are not adequately enforced.”
6. **Respect for international norms of behaviour** - “...derived from customary international law, generally accepted principles of international law, or intergovernmental agreements that are universally or nearly universally recognized.”
7. **Respect for human rights** - “In situations where human rights are not protected, take steps to respect human rights and avoid taking advantage of these situations.”

In summary, the 7 Principles:

- ❑ Establish the underlying framework for socially responsible decision-making
- ❑ Link each user of ISO 26000 to a global community of those who share the principles
- ❑ Emphasize that Social Responsibility is a process that develops and evolves with practice

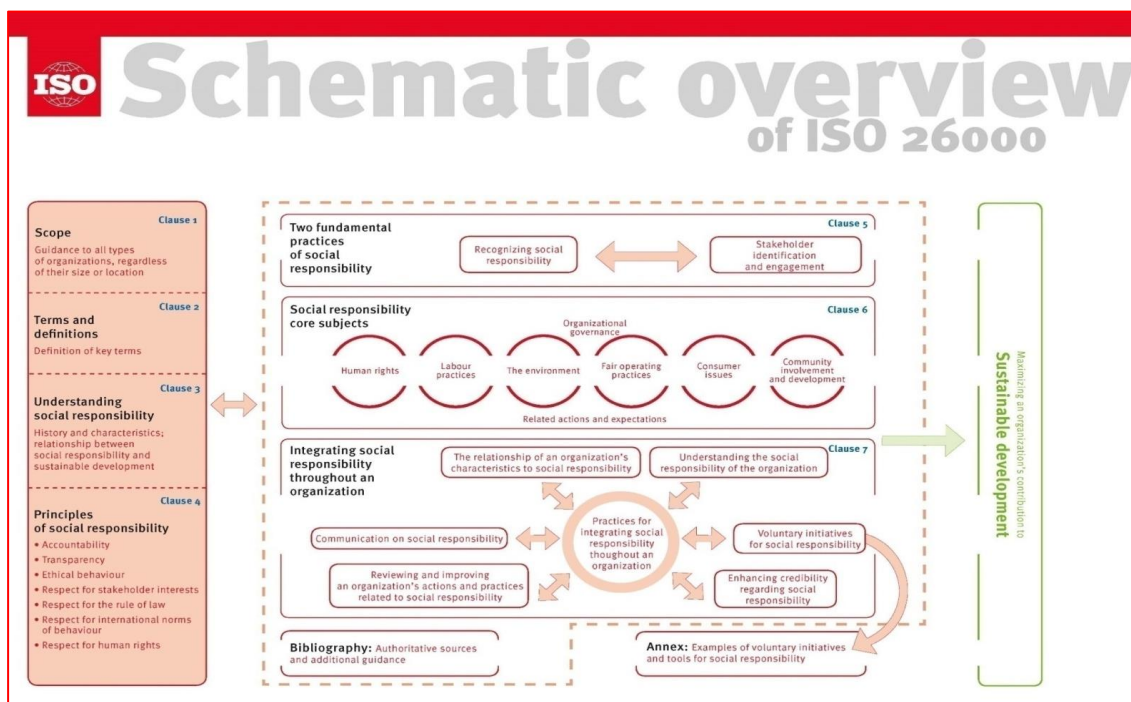


Figure 2. The 7 Core Subjects

1 - Organizational governance, as the system by which an organization makes and implements decisions in pursuit of its objectives, comprising both formal mechanisms based on defined structures and processes and informal mechanisms emerging through the connections between the organization's culture and values.

In the specific case of organizations dealing with learning mobility, it is related with the organizational commitment to manage transnational VET mobility efficiently in a sustainable way.



2 - Human rights, as the whole set of basic rights to which all human beings are entitled, considering for it two broad categories of human rights: civil and political rights (right to life and liberty, equality before the law and freedom of expression) and economic, social and cultural rights (the right to work, the right to food, the right to the highest attainable standard of health, the right to education and the right to social security).

In the transnational mobility context, it is directly linked with the promotion of equal opportunities, access to VET mobility training, culture and work placements; promotion of sustainable and responsible behaviour and citizenship; respect of human beings and differences, etc.

3 - Labour practices, as the whole set of policies and practices related with work performed within, by or on behalf of the organization, including subcontracted work and extending beyond the relationship of an organization with its direct employees or the responsibilities that an organization has at a workplace that it owns or directly controls.

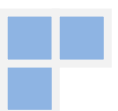
That means for the transnational VET mobility to integrate and strengthen contents like the health and safety at work placements in the fields of hygiene, security, occupational safety, accident protection, fire prevention, ergonomics (especially to consider: the corresponding national and EU-rules, policies, etc.); provision of safety equipment and training; deployment and development of the human resources (deployment based on their professional profile, competences and education, scheduled further practical training in accordance to the (new) demands.

4 - Environment, in regard to the fact that the decisions taken and the activities of the organization having invariably an impact (through the choice and use of resources, the location of the activities of the organization, the generation of pollution and wastes, and the impacts of the organization's activities on natural habitats) on the environment.

That means for the transnational VET mobility to reduce and optimize energy consumption within the organization and its activities (reduce emissions of pollutants into the air, water and soil as much as possible), to avoid any kind of pollution, to practice green procurement, to use sustainable, renewable resources whenever possible, to practice life-cycle approach (including disposal) – aim to reduce waste, re-use products or components, and re-cycle materials.

5 - Fair operating practices, in regard to adopting ethical conducts in the organization's dealings with other organizations, including relationships between organizations, with clients and government agencies, as well as between organizations and their partners, suppliers, contractors, customers, competitors and the associations of which they are members.

In the case of organizations dealing with transnational VET mobility fair operating practice issues arise in preventing bribery and corruption in the learning mobility process, observance, promotion and encouragement of standards of ethical behaviour, accountability, equality and transparency, as well as fair competition and respect for property rights.



6 - Consumer issues, such as taking responsibility in providing accurate information, using fair, transparent and helpful marketing information and contractual processes, promoting sustainable consumption and designing products and services that provide access to all and cater, where appropriate, for the vulnerable and disadvantaged.

In terms of organizations dealing with transnational VET mobility, consumer issues are very much related to protection of learning mobility participants' health and safety during mobility period, as well as protection of personal data and privacy, ensuring fair advertising and marketing services, providing clear and useful information to the VET mobility participants, giving particular attention to the information needs of vulnerable persons (e.g., those with physical or mental disabilities, including limited vision or hearing, reading disability, etc.), minimizing risks from the use and provision of products or services that do not comply with EU legislation and policies.

Satisfied participants are the critical factor in both building trust and gratification, and strengthening respect and reputation for the mobility organizers.

7 - Community involvement and development, in which the organisation considers itself as part of, and not separate from, the community in approaching community involvement and development, the rights of community members to make decisions in relation to their community, the characteristics and history of the community while interacting with it and the value of working in partnership, supporting the exchange of experiences, resources and efforts. In other words, it's the involvement and networking on the territory; networking with companies and professionals; cooperation with partners at local and European level, enterprises, stakeholders and clients (participants).

That means for the transnational VET mobility to undertake actions that benefit communities - such as job creation, skill development, and increasing local hiring; respect the traditional uses of natural resources by local populations; consult directly with community members before designing transnational VET mobility programs; consider "social investment": programs which will improve quality of life and increase the capacity of the community to develop sustainably.

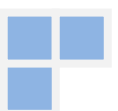




Figure 3 – ISO26000 Social Responsibility Core Subjects

Stakeholder engagement

- ❑ “Stakeholder identification and engagement are central to addressing an organization’s social responsibility.” (ISO 26000:2010 Clause 5.3)
- ❑ Communication establishes channels for exchanging knowledge, suggestions, complaints and ideas for solutions.
- ❑ Identifying stakeholders and developing channels of communication with them is one of the most rewarding and most challenging parts of Social Responsibility.
- ❑ Start to communicate respect and willingness to engage **before** a crisis emerges.
- ❑ The goal is to build trust and credibility for the long term, not to find “quick fixes” for problems.

ISO 26000 defines a “stakeholder” as **“an individual or group that has an interest in any decision or activity of an organization.”**

“Stakeholder engagement” is defined as **“activity undertaken to create opportunities for dialogue between an organization and one or more of its stakeholders, with the aim of providing an informed basis for the organization’s decisions.”**



Complete list of Issues for all of the 7 Core Subjects

Each issue has a definition and description, followed by a list of related actions and expectations

Organizational governance

- Issue 1: Decision-making processes and structure

Human rights

- Issue 1: Due diligence
- Issue 2: Human rights risk situations
- Issue 3: Avoidance of complicity
- Issue 4: Resolving grievances
- Issue 5: Discrimination and vulnerable groups
- Issue 6: Civil and political rights
- Issue 7: Economic, social and cultural rights
- Issue 8: Fundamental principles and rights at work

Labour practices

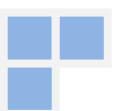
- Issue 1: Employment and employment relationships
- Issue 2: Conditions of work and social protection
- Issue 3: Social dialogue
- Issue 4: Health and safety at work
- Issue 5: Human development and training in the workplace

The environment

- Issue 1: Prevention of pollution
- Issue 2: Sustainable resource use
- Issue 3: Climate change mitigation and adaptation
- Issue 4: Protection of the environment, biodiversity and restoration of natural habitats

Fair operating practices

- Issue 1: Anti-corruption
- Issue 2: Responsible political involvement
- Issue 3: Fair competition
- Issue 4: Promoting social responsibility in the value chain
- Issue 5: Respect for property rights

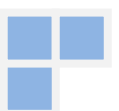


Consumer issues

- Issue 1: Fair marketing, factual and unbiased information and fair contractual practices
- Issue 2: Protecting consumers' health and safety
- Issue 3: Sustainable consumption
- Issue 4: Consumer service, support, and complaint and dispute resolution
- Issue 5: Consumer data protection and privacy
- Issue 6: Access to essential services
- Issue 7: Education and awareness

Community involvement and development

- Issue 1: Community involvement
- Issue 2: Education and culture
- Issue 3: Employment creation and skills development
- Issue 4: Technology development and access
- Issue 5: Wealth and income creation
- Issue 6: Health
- Issue 7: Social investment



4. Framework phases

StayMobil framework has been structured in 4 main phases of the transnational mobility and each of them correspond to the four phases of EQAVET Quality cycle⁵.



Figure 4. Transnational VET mobility phases for StayMobil Framework

The **Mobility Planning** phase comprehends all actions related to before transnational mobility covering all items and actions involved preparation for the VET mobility.

The **Mobility Implementation** phase corresponds to during mobility period and actions which take place amongst all actors in VET mobility (participants, sending organisations, intermediary organisations and hosting organisations).

On the **Mobility Evaluation** phase, corresponds to the after mobility stage covering all aspects related with the certification, recognition of competences and evaluation of satisfaction and achieved results against the learning agreements.

The **Mobility Review** phase takes place after implementation and evaluation of the mobility project and assesses the impact on mobility ensuring continuous improvement of sustainable transnational VET Mobility.

⁵ <https://www.eqavet.eu/Equavet2017/media/Materials-Cycle-poster/Quality-Cycle-Poster-English.pdf?ext=.pdf>



Core Activities for each phase of the transnational VET mobility for StayMobil reference framework:



Figure 5. Core activities for each phase of mobility

We have to decide: to leave information about phases in table or as the text.

Phase 1 – Mobility Planning	
Information, Guidance, Commitment & Responsibilities	Learning Plan & Personalization & General Preparation
Provision of clear and reliable information, assistance on travel arrangements, insurance, participants’ selection procedures, mobility and other practical aspects. Quality Commitments between all mobility actors (sending, intermediary and/or receiving organizations) to assign rights and obligations are set up before mobility.	Signing contracts, Learning Agreements and Quality Commitments between all mobility actors, having as an integral part the Learning Plan initially drawn up as per the personal learning pathways of mobility participants. Pre-departure preparation tailored to participants’ specific needs such as linguistic, pedagogical, legal, cultural or financial are made.
Phase 2 – Mobility Implementation	
Implementation of Learning Plan	Mentoring & Monitoring
Implementation of mobility participants’ individual learning plan (theoretical, practical or work based, etc.) originally compliant with	Mentoring by receiving organisation to advise and help participants throughout their stay (accommodation, food, local transport, etc.) and ensure their integration along with constant



personal learning pathways and supplementing their skills.	control/ monitoring over the successful implementation of the learning plan.
Phase 3 – Mobility Evaluation	
Evaluation of Achieved Learning Outcomes	Certification & Recognition
Evaluation of the work and progress of the participants during learning/training period/work placements and measure of the achieved results/learning outcomes in terms of knowledge, skills and competences.	Certification of learning outcomes specified in the Learning Agreement and earned during mobility period with Europass, ECVET credits, Attendance certificate by host institution, Work certificate, etc., and further recognition by sending institution without the need to take any further courses or exams.
Phase 4 – Mobility Review	
Impact Assessment	Development of Improvement Strategies
Impact assessment as a process of examining the effect of transnational VET mobility activities on individuals, sending, receiving and intermediary organisations and society.	Development of strategies for implementing improvement actions based on the outputs provided by the mobility implementation, learning assessment, satisfaction evaluation, impact evaluation and self- evaluation.

Phase: **Mobility Planning**

Core activity 1:

- ***Information, Guidance and Commitment and Responsibilities*** – before mobility every participant shall be provided with clear and reliable information and guidance on mobility, selection procedures and the conditions in which it can be taken up; assistance on travel arrangements, insurances, medical checks, residence or work permits, accommodation, safety and protection of participants, visa, social security and any other logistic and practical support. To ensure high quality of mobility implementation while respecting the principles of the European Quality Charter for Mobility⁶, all aspects of mobility, including the rights and responsibilities of the sending, receiving and/or intermediary organizations, shall be determined and negotiated through the conclusion of partnership agreements between the parties.
- ***Learning Plan, Personalization and General Preparation*** – before mobility sending organizations shall sign contracts with the intermediary and / or receiving organizations

⁶ Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility [Official Journal L 394 of 30.12.2006].



and the participants. Each individual contract with the mobility participants shall contain a Quality Commitment and a Learning Plan / Training programme initially drawn up as per the personal learning pathways of mobility participants. Project objectives and forthcoming activities, mobility implementation period, expected outcomes, the means of achieving them, monitoring and evaluation shall be also regulated in the contracts with the partners. Participants shall receive also pre-departure preparation tailored to their specific needs, including linguistic, pedagogical/ task-related, risk-prevention, legal or cultural preparatory activities, subsequently contributing to more effective learning, intercultural communication and a better understanding of the host country's culture.

Core activity 2:

Phase: **Mobility Implementation**

Core activity 3:

- ❑ **Implementation of Learning Plan** – during mobility, the receiving organizations shall ensure the successful implementation of the mobility learning plan/ training programme. Tutors from the receiving organizations shall take care of the introduction of participants to the work/ training process, working time, safety rules, practical activities that are to be undertaken and the way one's performance will be measured. At the same time supervisors shall provide the training ensuring the smooth running of the learning plan/ training programme initially draw up as per personal learning pathways, skills and competences of mobility participants.

Core activity 4:

- ❑ **Mentoring & Monitoring** – during mobility, the receiving organization shall provide mentoring to advise and help participants throughout their stay and ensure their integration. Additionally, to ensure that the learning plan of each participant is coherent with the objective of the mobility, representatives from the sending, intermediary and/ or receiving organizations shall monitor the overall learning/ training process and the progress of the participants. Monitoring tools could be various (feedback and satisfaction questionnaires by participants, performance and presence checks, feedback and assessment questionnaires by supervisors, etc.). Based on the monitoring results, corrective measures can be applied if necessary to ensure the quality of the learning/ training.



Phase: Mobility Evaluation**Core activity 5:**

- ❑ *Evaluation of Achieved Learning Outcomes* – after mobility, evaluation of the experience, acquired knowledge, competencies and skills abroad shall make it possible to assess whether the aims of the learning plan have been achieved. The learning outcomes can be assessed through practical exams at the end of the learning/ training/ work placements; performance checks, self-assessment, etc.

Core activity 6:

- ❑ *Certification and Recognition* – after mobility, acquired and upgraded skills and competences by participants during mobility period shall be certified by the receiving organizations with Europass, ECVET credits, Attendance certificate by host institution, Work certificate, etc. The sending organizations then can recognize these instruments as formal ones without the need participants to take any further courses or exams when coming back to their home country.

Phase: Mobility Review**Core activity 7:**

- ❑ *Impact Assessment* - after implementation and evaluation of the mobility activities the sending, intermediary and/ or receiving organizations shall assess the impact of mobility on individuals, sending, receiving and intermediary organisations and society. The impact effects of the mobility on individuals and organisations could be positive or negative, successful or not, short or long-term as well as foreseen or unforeseen. The impact assessment can be done using various assessment tools (e.g. evaluation reports and feedback forms about the mobility programme, satisfactory questionnaires, etc.).

Core activity 8:

- ❑ *Development of Improvement Strategies* – once assessing the impact of mobility, sending, intermediary and/ or receiving organizations shall proceed with the development of strategies for implementing improvement actions on mobility, thus ensuring continuous improvement of sustainable transnational VET Mobility.



5. Correspondence between StayMobil Framework and EQAVET indicators

STAYMOBIL Framework Indicators Matrix		SEVEN CORE SUBJECTS OF SOCIAL RESPONSIBILITIES						
Phases	Core Activities	1. Organizational governance	2. Human rights	3. Labour practices	4. The Environment	5. Fair operation practices	6. Consumer issues	7. Community involvement & development
Mobility Planning	Information and Guidance Commitment & Responsibilities	+	+	+	+	+	+	+
	Learning Plan; Personalization; General Preparation	+	+	+	+	-	+	+
Mobility	Implementation of Learning Plan	+	+	+	+	+	+	+
	Mentoring & Monitoring	+	+	+	+	+	+	-
Mobility	Evaluation of Achieved Learning Outcomes	+	+	+	-	+	+	+
	Certification and Recognition	+	-	-	-	+	-	+
Mobility	Impact Assessment	+	+	-	+	+	-	+
	Development of Improvement Strategies	+	+	+	+	+	+	+

6. StayMobil Framework Indicators

The list of indicators is presented in a table A according to each phase and respective core activity – this is fully completed “StayMobil Indicators Matrix”.



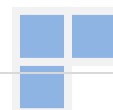
Table A

STAYMOBIL Framework Indicators Matrix		SEVEN CORE SUBJECTS OF SOCIAL RESPONSIBILITIES						
Phases	Core Activities	1. Organizational governance	2. Human rights	3. Labour practices	4. Environment	5. Fair operating practices	6. Consumer issues	7. Community involvement & development
Mobility Planning	A. Information and Guidance Commitment & Responsibilities	A.1. Tailored individual linguistic, pedagogical, legal, cultural and financial preparation of participants	A.2. Equal opportunities of participation	A.3. Respecting/being aware of the relevant policy and practices, rights and benefits	A.4. Energy and paper cut while setting up documentation	A.5.1. Code of ethics A.5.2. Fair and open competition in selection process	A.6.1. Clear and reliable sources of information A.6.2. Protection of personal data and privacy	A.7. Setting rules governing the Mobility with respect to the local context
	B. Learning Plan; Personalization; General Preparation.	B.1.1. Clearly-stated responsibilities for all actors involved in the preparation process B.1.2. Preparation of Individual Learning Plan / Training Programme	B.2. Same quality level of preparation and respect of diversity in the personalization of the mobility	B.3. Responsibilities and Commitments to learning outcomes of all relevant parties are clearly stated in a legal form	B.4. Preparation is done electronically or in person	-	B.6.1. The content of preparation and training is orientated to the learning needs of participant B.6.2. Risk assessment	B.7. Preparation of participants is done in close cooperation with relevant local institutions/ organisations etc. community

Mobility Implementation	C. Implementation of Learning Plan	C.1. Training programme implementation aligned with LP	C.2. Adherence to human rights and of 'equity not equality principle'	C.3. Ensuring the implementation of the Learning Plan/Training Programme	C.4. Following energy saving measures; Creating environmental friendly environment; Use of environmental friendly tools and strategies	C.5. Ethical behaviour practices	C.6. Usability of acquired competences	C.7. LP is implemented in a local organisation/company/community
	D. Mentoring & Monitoring	D.1. Development of Mentoring and Monitoring Tools	D.2. Constant and professional check of respect for human rights	D.3.1. Mentoring and Monitoring Tools are applied by all and for all involved parties D.3.2. Collection of tutors feedback	D.4. Environmental friendly behaviour: energy and paper cut	D.5. Transparency of monitoring practices	D.6.1. Protecting participants' health and safety D.6.2. Collection of participants feedback	-
Mobility Evaluation	E. Evaluation of Achieved Learning Outcomes	E.1. Learning outcomes meet the objectives stated in the Learning Plan/Training Programme	E.2. Impartiality in the evaluation criteria procedures	E.3. Degree of tutors/mentors/trainers satisfaction	-	E.5. Transparent and unbiased evaluation practices	E.6. Degree of participants satisfaction	E.7. Participation of community in the evaluation of achieved outputs
	F. Certification	F.1. Implementation of formal &	-	-	-	F.5. Transparency of certification	-	F.7. Formal recognition is granted by local



	n and Recognition	informal recognition and certification measures				and recognition practices		authorities and it is respected on local, National and EU level
Mobility Review	G. Impact Assessment	G.1. Tools for assessing the impact of the mobility on individual, organisational and society level are in place	G.2. Improved access to work/further education	-	G.4. Mechanisms to monitor Energy consumption and Waste	G.5. Long-term mobility partnerships	-	G.7. The impact of the Mobility on the local community – positive and negative
	H. Development of Improvement Strategies	H.1. Development of Improvement Strategies based on the outputs of the mobilities	H.2. Development of systematized procedures to prevent discrimination in all the stages of mobility	H.3. Labour Practices are relevant for the improvement strategies	H.4. Strategy plan for next steps in order to reach better results	H.5. Acknowledgement and reputation strengthening	H.6. Strategic vision developed in consultation with all actors involved.	H.7. Strategies for protection of local community and environment – protecting small local business from exploitation



Each indicator is presented in a tables with a clear description and indicate what kind of type & formula this indicator it is. The type of indicator is marked as: Qualitative or/and Quantitative. If the indicator is marked as Quantitative, a short note is written on what the measure is based on.

Table B

1. Organizational governance		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
A.1. Tailored individual linguistic, pedagogical, legal, cultural and financial preparation of participants	The organization should provide clear and reliable information and guidance on all aspects of the mobility, including: assistance on travel arrangements, insurance, medical checks, residence/work permits, accommodation, safety, social security. Also practical aspects which are relevant for the pre-departure preparation and must be tailored to mobility participants' specific needs will be provided, such as: adequate support for the intercultural and linguistic training, pedagogical, legal, and financial preparation.	<i>Qualitative</i>
B.1.1. Clearly-stated responsibilities for all actors involved in the preparation process	The organization should assure a high quality of mobility implementation while respecting the principles of the European Quality Charter for Mobility. All aspects of mobility, including the rights and clear responsibilities of the sending, receiving and/or intermediary organizations shall be determined and negotiated through the conclusion of partnership agreements between the parties. Before mobility sending organizations shall sign contracts with the intermediary and / or receiving organizations and the participants. An individual contract with the mobility participants shall contain a Quality Commitment and a Learning Plan / Training programme initially drawn up as per the personal learning pathways, skills and motivation of the participants. Project objectives and forthcoming activities, mobility implementation period, expected outcomes, monitoring and evaluation shall be also regulated in the contracts.	<i>Qualitative</i>

1. Organizational governance		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
B.1.2. Preparation of Individual Learning Plan / Training Programme	<p>The organization should ensure that the individual mobility learning plan / training programme for participants is in place in order to ensure the successful implementation of the mobility.</p> <p>The learning plan should be drawn up and signed by the sending and hosting organizations and participants before mobility takes place. It should outline the objectives and expected learning outcomes, as well as how these should be achieved, implemented and evaluated, and must also take in account reintegration issues.</p> <p>The Individual Learning Plan is a planning and monitoring tool tailored to the needs of the learner that customizes learning opportunities throughout each mobility experience, while broadening perspectives and supporting attainment of goals.</p>	<i>Qualitative</i>
C.1. Training programme implementation aligned with LP		
D.1. Development of Mentoring and Monitoring Tools	<p>The organization should identify effective mentoring to advise and help participants throughout their mobility and ensure integration. The supporting tools should be tailored, developed and used for regular and efficient mentoring and monitoring processes for each individual mobility implementation. Based on the monitoring results, corrective measures should be applied to ensure a high quality in the learning and training.</p> <p>The participants should be provided with support in the whole learning process by tutors and mentors.</p>	<i>Qualitative or/and Quantitative Surveys Meetings of all actors involved</i>



1. Organizational governance		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
E.1. Learning outcomes meet the objectives stated in the Learning Plan/Training Programme	The organization should ensure evaluation of the experience, acquired knowledge, competencies and skills. The learning outcomes accrued abroad should be assessed against the learning plan in order to determine whether the aims targeted during the preparation stage have been achieved. The learning outcomes should be assessed and measured through practical exams at the end of the learning/training/ work placements, using tools such as: performance checks, self-assessment, etc.	<i>Qualitative</i>
F.1. Implementation of formal & informal recognition and certification measures	The organization should provide assistance for recognition, validation and certification of the participants' acquired skills and competences, especially in the context(s) of non-formal education and training activities. The common European certification instruments should be used for transparent and comprehensive recognition of achieved learning outcomes.	<i>Qualitative</i>
G.1. Tools for assessing the impact of the mobility on individual, organisational and society level are in place	The organization should ensure that the impact of the mobility is measurable, and whether the mobility has achieved the expected impacts. The assessment tools and indicators of achievement should be identified and used at all mobility stages to measure effectively the impact of mobility on participant, sending, intermediary and/or receiving organization, as well as on other stakeholders and society. The organization should consider the likely scope of the desired impact at the local, regional, national and European and/or international levels.	<i>Qualitative or/and Quantitative Surveys Meetings of all actors involved</i>
H.1. Development of Improvement Strategies based on the outputs of the mobilities	The sending, intermediary and/or receiving organizations should proceed with the development of strategies for implementing improvement actions on mobility, thus ensuring continuous improvement of sustainable transnational VET Mobility. A clear guide for improvements should be in place after assessing the impact of mobility on all actors involved.	<i>Qualitative Feedback from participants</i>



2. Human rights		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
A.2. Equal opportunities of participation	The organization should assure that human rights are respected throughout the information and selection process of the participants, encouraging the participation of all individuals who meet the established program requirements, without any discrimination based on: gender, race, beliefs, religion, political or other conviction, national or social origin, sexual orientation, etc.	Qualitative
B.2. Same quality level of preparation and respect of diversity in the personalization of the mobility	The organization should assure that all the participants in the mobility program are provided the same qualitative level of preparation and that - in the personalization of the mobility experience (Learning plan drafting, Selection of hosting company, Identification of Accommodation) - human rights and individual differences (gender, religion, etc.) are both respected.	Qualitative
C.2. Adherence to human rights and of 'equity not equality principle'	The organization should assure that all the aspects of the mobility are managed and carried out respecting the human rights and the funding values of the European Union. The training experience should be carried out in a professional, healthy and safe working environment. The number of working hours and the working conditions should comply with laws and regulations. The implementation of the learning plan and the acquisition of the learning outcomes should be carried out taking into account the professional profile and personal background of the learner. The learner should be provided with support in the whole learning process by professional tutors and mentors, who must create the conditions to promote his/her personal and professional development.	Qualitative
D.2. Constant and professional check of respect for human rights	The organization should assure that the living and working conditions of the participants in mobility adhere to quality standards during the whole stay abroad. The respect of such conditions should be guaranteed by a constant and professional monitoring undertaken/performed/taken on/implemented by professional and qualified tutors/mentors. It should also: pay attention to participants' feedback, implement problem-solving strategies and assure that the learning process takes place respecting human rights and the learning pace of each participant.	Qualitative



2. Human rights		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
E.2. Impartiality in the evaluation criteria procedures	The organization should assure that evaluation procedures are carried out in an impartial way, that the procedure for assessing the acquisition of sectorial and personal learning outcomes is based on objective criteria and is not affected by any personal prejudice concerning aspects such as gender, race, beliefs, religion, political or other conviction, national or social origin, sexual orientation, etc.	Qualitative
G.2. Improved access to work/further education		
H.2. Development of systematized procedures to prevent discrimination in all the stages of mobility	The organization should improve the quality of its mobility programs increasing the number of systematized successful procedures that have contributed to prevent discrimination at all stages of mobility.	Qualitative/Quantitative No. of successful procedures tested and systematized.

3. Labour practices		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
A.3. Respecting/being aware of the relevant policy and practices, rights and benefits	The organisation should assure that there is complete and detailed knowledge of the requirements of labour practices and policies, that rights and duties have been fully understood by all relevant staff and participants, and there is a trustful source of information available to organisation personnel and participants who can be relied upon in any moment in order to clarify doubts and deliver informed suggestions and opinions.	Qualitative



3. Labour practices		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
B.3. Responsibilities and Commitments to learning outcomes of all relevant parties are clearly stated in a legal form	The organisation should arrange a legally binding document assuring that there is a clear agreement between parties on which responsibilities and commitments are entailed by the mobility plan when it comes to the learning outcomes. This document must be detailed but short and readable without ambiguity or incoherence; rights and duties should be clearly separated one from the other and the participants should be thought as the party to be mostly protected.	Qualitative
C.3. Ensuring the implementation of the Learning Plan/Training Programme	The organisation should deliver solid proof that it is able to implement all the foreseen activities for training and/or learning purposes. This can take the form of a statement about previous experience, a list of previous project, a recognised declaration from previous participants, or any other mutually acknowledged demonstration of expertise and knowledge in the selected field.	Qualitative
D.3. 1. Mentoring and Monitoring Tools are applied for all involved parties	The organisation should assure that all involved parties are mentored in an appropriate way according to the selected tools. The tools should present a set of easily understandable control measures that allow for a quick and precise assessment of equal treatments among people.	Qualitative
D.3.2. Collection of tutors feedback		
E.3. Degree of tutors/mentors/trainers satisfaction		
H.3. Labour Practices are relevant for the improvement strategies	The organisation should implement good labour practices into any improvement strategy aimed at increasing the efficiency and efficacy of mobility.	Qualitative



4. Environment		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
A.4. Energy and paper cut while setting up documentation	The organization should ensure that the process of the preparation of the mobility is environmentally friendly, taking into consideration the use of the office materials such as paper as well as the energy (switching off the lights when not necessary and other measures). The improvement/changes should be followed on regular basis (each month, every 3 months...), depending on the capacity of each organization.	<i>Quantitative</i>
B.4. Preparation is done electronically or in person	One of the measures each organization could take is conducting the preparations in person or via electronic, social media, resulting in significant material and energy reduction.	<i>Qualitative & Quantitative</i>
C.4. Following energy saving measures; Creating environmentally friendly environment; Use of environmentally friendly tools and strategies	The organization should ensure that the process of the implementation of the Learning Plan follows environmental rules and/or guidelines: choosing natural materials, recycling, renewable sources of energy, smart use of materials etc. However, the reduction of those should not have an impact on the safety of the Participants.	<i>Qualitative & Quantitative</i>
D.4. Environmentally friendly behaviour: energy and paper cut	Mentoring and Monitoring should follow the same guidelines as the Preparation and Implementation process: paperwork should be done electronically (including electronic signatures), reducing printing and paper use in general, using environmentally friendly materials, recycling (especially paper). Such measures should result in significant reduction of carbon footprint of each participating party.	<i>Qualitative & Quantitative</i>
G.4. Mechanisms to monitor Energy consumption and Waste	The organization should perform assessment of the energy use/cut on a regular basis. The frequency of such assessment should be adjusted to the capacity of each organization.	<i>Quantitative</i>
H.4. Strategy plan for next steps in order to reach better results	The organization should develop clear and precise plan how to reduce its carbon footprint, investing in new tools, recycling, natural materials, machines and renewable energies. Each participating party should aim to improve the results from year to year, including the investment in this field.	<i>Qualitative & Quantitative</i>



5. Fair operating practices

INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
A.5.1. Code of ethics	The organization should have a Code of ethics that: <ol style="list-style-type: none"> 1. Communicates the organization's mission, values and principles; 2. Promotes honest and ethical conduct, including the ethical handling of actual or apparent conflicts of interest between parties involved in mobilities; 3. Promotes the principles of corporate social responsibility. 	<i>Qualitative</i>
A.5. 2. Fair and open competition in selection process	The organization should ensure that mobility participants are selected solely on merit through fair and open competition. This implies that selection criteria are communicated to all parties involved in the mobility, so as to ensure equality, as well as fair, honest, courteous and professional selection procedure.	<i>Qualitative</i>
C.5. Ethical behaviour practices	The organization should ensure that the highest legal and moral standards are observed in its relationships with all parties involved in the mobility.	<i>Qualitative</i>
D.5. Transparency of monitoring practices	The organization should communicate the monitoring principles and methods, as well as the frequency and timing of monitoring activities to all involved parties. These principles, methods and schedule should be followed during the implementation of the learning plan.	<i>Qualitative</i>
E.5. Transparent and unbiased evaluation practices	The organization should communicate the criteria for assessment of learning outcomes, assessment activities and results, as well as evidence proving the achievement of the learning outcomes by the mobility participants to all involved parties. Measures ensuring unbiased assessment of learning outcomes should be put in place. Evaluation practices should be guided by the principles of transparency and accountability.	Qualitative
F.5. Transparency of certification and recognition practices	The organization should use Common European certification instruments (such as Europass Mobility). It should ensure that the achieved learning outcomes are clearly stated in the certification documents, and that the certification and/or recognition results are communicated within the organization.	<i>Qualitative</i>
G.5. Long-term mobility partnerships	The organization should measure and evaluate the impact of mobilities on individuals, sending, receiving and intermediary organizations. Long-term relationships with all involved parties should be monitored.	<i>Qualitative & Quantitative</i> <i>No. of partnership contracts</i>



H.5. Acknowledgement and reputation strengthening	The organization should analyze the feedback of mobility participants and other stakeholders and plan actions for further strengthening of its reputation.	<i>Qualitative & Quantitative No. of positive v/s negative reviews received per year</i>
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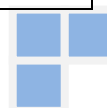
6. Consumer issues		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
A.6.1. Clear and reliable sources of information	It is clear where to find information about mobility opportunities, the purpose and results to be achieved, the requirements for candidates and the conditions for participation in mobility. Related activities: <ul style="list-style-type: none"> • Setting and drafting procedures finding and evaluating candidates. • Documents for candidate’s preparation. • Description: where to apply and what documents has to be submitted during the application procedures. • Confirmation of the selection criteria and methods, documents selection, responsible persons, evaluation committee and deadlines. • Creating an advertisement for students about mobility opportunities and participation conditions. • Select the bests methods to reach the participants. • Sending information, in particular those concerning the accessibility services and facilitations for vulnerable groups. • Determining what criteria will be carried out on the basis of selection. • Who, when and by what methods (questionnaire, interview, etc.) will evaluate the candidates. • Clearly identified selection, mobility and other terms, also contacts. 	<i>Qualitative Feedback from participants</i>
A.6.2. Protection of personal data and privacy	Personal data must be fairly processed, respecting the applicable national legislation as well as the rights and freedoms of individuals. The processing of personal data should be limited to the fulfilment of the specific, explicit and legitimate purposes of the responsible person. Only responsible people work and have access to personal documents. Mechanisms to protect personal data and privacy are described in agreements.	<i>Quantitative Qualitative</i>



6. Consumer issues		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
B.6.1. The content of preparation and training is orientated to the learning needs of participant	<p>Created content of learning plan responds to personal needs and expectations for professional and personal development; organizational aspects of technical, pedagogical, logistical, financial support for participant and for participants pedagogical, linguistic and cultural preparation needs. The learning program preparation.</p> <p>Preparation of the contracts. Meetings with the participants. Organization of practical aspects: travel, local travel, insurance, accommodation, catering, etc. Financial aspects clarification.</p>	<i>Qualitative Feedback from participants</i>
B.6.2. Risk assessment	<p>Identification of associated risks and corresponding mitigation actions.</p> <p>Identification of risks (cases such as aircraft delays, loss of documents, etc.). Preparation of risk management plan.</p> <p>Information and agreement about the risks and actions for their management participants and partners abroad.</p>	<i>Qualitative List of risks and actions for its management</i>
C.6. Usability of acquired competences	<p>Demonstration of learning outcomes in a satisfactory and credible way.</p> <p>Monitoring of participants skills and competencies development according to the training agreement.</p> <p>Permanent assessment of the success and effectiveness of the results gained.</p>	<i>Qualitative Reports Meetings Tracking the results</i>
D.6.1. Protecting participants' health and safety	<p>Arranging the health and safety insurance and support required for the implementation of the learning program and all visit period.</p> <p>Care for personal hygiene and appearance.</p> <p>Providing personal support to the participants in all kinds of crisis situations.</p> <p>Participants are familiarized with security rules.</p> <p>Participants can safely reach their practice place.</p> <p>The safety of personal belongings in accommodation are ensured.</p> <p>The general security of the premises is ensured - strangers cannot enter the premises.</p>	<i>Qualitative</i>
D.6.2. Collection of participants feedback	<p>Constant collection of participants' opinions and making amendments according to it. Feedback collection on:</p> <ul style="list-style-type: none"> • Organization of participants' meeting, organization of acquaintance and clarification of expectations. • Presentation of the mentor, his contacts. • Equal opportunities to participate in all mobility processes. • Explanation of what is expected from participants. 	<i>Qualitative</i>

6. Consumer issues		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
	<ul style="list-style-type: none"> All necessary working tools. Permanent monitoring and stimulation Maintaining continuous mentorship and monitoring and feedback processes and ensuring communication among all parties involved.	
E.6. Degree of participants satisfaction	Ensuring that full advantage of the experience is taken. Summarizing of collected feedback and degree of satisfaction specified, being the link between all the parties involved (the receiving, sending organization and the participant).	<i>Quantitative</i>
H.6. Strategic vision developed in consultation with all actors involved	Describing the different activities and ways that can be improved in future mobility: quality of management, aspects of innovation, results and benefits, sustainability by sending and /or intermediary, etc. Preparation Questionnaire. Collection of feedback from all related persons. Setting the Impact on/for all involved parties. Mobility improvement plan preparation. Investment in mobility quality assurance activities.	<i>Qualitative or/and Quantitative Surveys Meetings of all actors involved</i>

7. Community involvement and development		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
A.7. Setting rules governing the Mobility with respect to the local context	When setting up the LP, participating parties should always take into consideration the behaviour, needs and the trends in the local community in order not to influence it in a negative way. They should aim at protecting and helping the local community to grow, develop and to improve.	<i>Qualitative & Quantitative</i>
B.7. Preparation of participants is done in close cooperation with relevant local institutions/ organisations etc. community	The organization should conduct the preparation process in close cooperation with local community, including local experts, teachers and/or companies/organisations in the all stages of the preparation. This way of work would help to learn and improve both participants and local community.	<i>Qualitative</i>
C.7. LP is implemented in a local organisation/co	When choosing the place of implementation of the Learning Plan, the organization should always reach first to the local companies, associations, organisations and experts. Such	<i>Qualitative & Quantitative</i>



7. Community involvement and development		
INDICATOR	DESCRIPTION	TYPE OF INDICATOR & FORMULA
Company/community	cooperation would result in exchange of good practices, knowledge, experience as well as in higher productivity.	
E.7. Participation of community in the evaluation of achieved outputs	The community should be actively involved in the whole process of the evaluation of achieved outputs.	<i>Qualitative & Quantitative</i>
F.7. Formal recognition is done by local authorities and it is respected on local, National and EU level	The organization should establish the agreement and protocol with local and national authorities in order to develop the system for recognition of acquired skills, knowledge and qualifications, that would be certified and recognized on local, national and EU level.	<i>Qualitative & Quantitative</i>
G.7. The impact of the Mobility on the local community – positive and negative	The organization should perform regular assessments of the impact its work has on local community, including the meeting with its representatives in order to follow the trends and the direction in which things are progressing. In order of negative impact(s), immediate measures should be taken. The impact should be assessed in qualitative and quantitative way.	<i>Qualitative & Quantitative</i>
H.7. Strategies for protection of local community and environment – protecting small local business from exploitation	Following the trends and the impact mobilities have on the local community, each party should develop clear and concise strategy for protection of local business, small companies/producers and preventing any kind of exploitation. Strategies should also include legal measures to assure such protection and actions for their violation.	<i>Qualitative</i>

A set of optional questions corresponding to each identified indicator are presented in the table C.

Table C



1. Organizational governance	
INDICATOR	GUIDING QUESTIONS
A.1. Tailored individual linguistic, pedagogical, legal, cultural and financial preparation of participants	<p>Q1. Do you provide clear assistance with travel arrangements, insurance, medical checks, residence/work permits, accommodation, safety and social security arrangements for mobilities?</p> <p>Q2. Do you regularly monitor the accuracy of the assistance (travel arrangements, insurance, medical checks, etc.) you provide?</p> <p>Q3. Do you assess the individual needs of actors in relation to pre-departure preparation such as linguistic training, pedagogical, legal, and financial preparation?</p> <p>Q4. Do you organize such pre-departure preparation training based on individual needs assessment?</p>
B.1.1. Clearly stated responsibilities for all actors involved in the preparation process	<p>Q1. Do you regularly refer to the European Quality Charter for Mobility to ensure continued high quality of mobility implementation?</p> <p>Q2. Do you produce partnership agreements that includes all aspects of the mobility, including the rights and clear responsibilities of sending, receiving and/or intermediary organizations?</p> <p>Q3. Before mobility do you sign contracts with the intermediary and / or receiving organizations and the participants?</p> <p>Q4. Do you create an individual contract with the mobility participants that contains a Quality Commitment and a Learning Plan / Training programme?</p>
B.1.2. Preparation of Individual Learning Plan / Training Programme	<p>Q1. Are there tools in place to ensure that the individual mobility learning plan / training programme for participants is created to enable the successful implementation of the mobility?</p> <p>Q2. Do you check to ensure the learning plan is signed by the sending and hosting organizations and participants before mobility takes place?</p> <p>Q3. Do you include details on potential reintegration issues in the learning plan?</p>
C.1. Training programme implementation aligned with LP	
D.1. Development of Mentoring and Monitoring Tools	<p>Q1. Are there tools in place to identify effective mentoring policies and practices to advise and help participants throughout their mobility and ensure integration?</p> <p>Q2. Are corrective measures and monitoring results recorded and documented?</p> <p>Q3. Does your organization provide support to participants in the form of tutoring and mentoring during the whole learning process?</p>



1. Organizational governance	
INDICATOR	GUIDING QUESTIONS
E.1. Learning outcomes meet the objectives stated in the Learning Plan/Training Programme	<p>Q1. Are processes in place to assess whether the aims of the learning plan have been achieved?</p> <p>Q2. Are practical tools, such as self-assessment tests, used to assess and measure the learning outcomes?</p>
F.1. Implementation of formal & informal recognition and certification measures	<p>Q1. Do you provide assistance with recognition, validation and certification of the participants' of formal and particularly those in the context of non-formal education and training activities?</p> <p>Q2. Are European certification instruments used for recognition of achieved learning outcomes?</p>
G.1. Tools for assessing the impact of the mobility on individual, organisational and society level are in place	<p>Q1. Are tools/policies in place ensure the impact of the mobility is measurable?</p> <p>Q2. Do you use surveys / evaluation criteria to assess the impact during the whole mobility lifespan/life cycle?</p> <p>Q3. When measuring impact do you consider the likely scope of the desired impact at the local, regional, national and European and/or international levels?</p>
H.1. Development of Improvement Strategies based on the outputs of the mobilities	<p>Q1. Do you strive to continuously improve transnational VET Mobility by the development of strategies for implementing improvement?</p> <p>Q2. Do you regularly communicate with all actors to seek feedback and advice to devise potential improvement actions?</p> <p>Q3. After assessing the impact of mobility on all actors involved, if needed, do you produce a clear guide for improvements?</p>

2. Human rights	
INDICATOR	GUIDING QUESTIONS
A.2 Equal opportunities of participation	<p>Q1 - Do you assure that the criteria for the participation in the Programme are not discriminatory?</p> <p>Q2 - Do you guarantee that the selection procedure is conducted basing on equal opportunities?</p> <p>Q3 - Are people in charge of recruiting participants aware of the principles of non-discrimination and instructed to respect them during the selection procedures?</p>



2. Human rights	
INDICATOR	GUIDING QUESTIONS
B.2 Same quality level of preparation and respect of diversity in the personalization of the mobility	<p>Q1 - Do you establish procedures and define standards (internally and with partners) to assure that all participants are provided the same quality level of preparation regardless of their personal profile and background?</p> <p>Q2 - Do you adopt a participative approach when preparing the participants for the mobility, to assure that no one is excluded from the learning process?</p> <p>Q3 - Do you include in the participants' preparation topics like human rights, civics, interculturality and respect of others?</p> <p>Q4 - When personalizing the mobility experience, do you take in account the personal background of the participants to assure that human rights and individual differences are respected?</p>
C.2 Adherence to human rights and of 'equity not equality' principle	<p>Q1 - Do you select hosting companies on the basis of their professionalism, respect of law and regulations, reliability?</p> <p>Q2 - Do you inform hosting companies about the human rights and conditions to respect during the implementation of the learning plan?</p> <p>Q3 - Do you make aware tutor and mentors of the need for supporting the learners in the acquisition of learning outcomes taking into account their personal and professional background and the specific needs without any discrimination?</p>
D.2 Constant and professional checking of respect of human rights	<p>Q1 - Do you inform tutors, mentors, host families, accommodation providers about all the aspects related to human rights and equal treatment principles to be respected?</p> <p>Q2 - Do you plan periodic checks of the working and living conditions of your students, done by professional tutors/mentors?</p>
E.2 Impartiality of the evaluation criteria procedures	<p>Q1 - Do you inform tutors and mentors about the criteria and standards to refer to when evaluating and the achievement of learning outcomes of participants?</p> <p>Q2 - Do you design evaluation tools and questionnaires based on clear, transparent and objective criteria to assess the performances and the achievement of learning outcomes of participants?</p> <p>Q3 - Do you provide tutors/mentors with intercultural elements/information that can prevent them have prejudices that can affect negatively the evaluation of the participant's performances and behaviours?</p>
G.2. Improved access to work/further education	



2. Human rights	
INDICATOR	GUIDING QUESTIONS
H.2 Development of systematized procedures to prevent discrimination at all stages of mobility	<p>Q1 - Do you evaluate the effectiveness of the procedures implemented to prevent any kind of discrimination and any violation of the human rights?</p> <p>Q2 - Do you valorize the successful procedures implemented to test the respect of human rights by systematizing them and making them part of your good practices in mobility implementation?</p>

3. Labour practices	
INDICATOR	GUIDING QUESTIONS
A.3. Respecting/being aware of the relevant policy and practices, rights and benefits	<p>Q1 - Have all participants been informed of all their rights and benefits, as well as of the policies and practices which might be relevant for being able to make the most out of the mobility experience? (If)</p> <p>Q2 - Are there systematic tools in place to inform all participants about policy and practices, rights and benefits? (How)</p> <p>Q3 - Are all participants aware of the relevant policies, practices, rights and benefits? (Impact)</p>
B.3. Responsibilities and Commitments to learning outcomes of all relevant parties are clearly stated in a legal form	<p>Q1 - Have the principles of the European Quality Charta for Mobility been respected?</p> <p>Q2 - Have contracts between the sending organization and the intermediary and/or receiving organization been stipulated stating the project objectives, learning outcomes, activities, timeline and general evaluation criteria?</p> <p>Q3 - Did all participants sign an individual contract stating Learning Plan /Training Programme?</p>
C.3. Ensuring the implementation of the Learning Plan/Training Programme	<p>Q1 - Is Learning Plan/Training Programme of each individual participant known to the intermediary and/or receiving organization?</p> <p>Q2 - Are all the activities foreseen in the Learning Plan/Training Programme being implemented?</p> <p>Q3 - Is the agreed timeline of the mobility respected by all partners?</p> <p>Q4 - Has the intermediary and/or receiving organization implemented measures to achieve the individual objectives of each participant stated in the Learning Plan/Training Programme?</p>



3. Labour practices	
INDICATOR	GUIDING QUESTIONS
D.3.1. Mentoring and Monitoring Tools are applied for all involved parties	<p>Q1 - Is there a mentoring system in place at the intermediary and/or receiving organization to advise and help participants during the mobility? If yes, are there corrective measures provided?</p> <p>Q2 - Are representatives from all parties involved in the monitoring of the overall learning/training process of the participants?</p> <p>Q3 - Are representatives of all parties involved monitoring the progress of the learning outcomes of the participants?</p>
D.3.2. Collection of tutors feedback	
E.3. Degree of tutors/mentors/trainers satisfaction	
H.3. Labour Practices are relevant for the improvement strategies	<p>Q1 - Does the Self-Assessment aimed at improvement strategies adequately cover all relevant Labour Practices-related issues?</p> <p>Q2 - Have all Labour Practices-related issues - detected during the self-assessment - been addressed in the Action Plan?</p> <p>Q3 - Are the improvement strategies based on the self-assessment covering Labour Practices-related issues? / Do measures in the Action Plan drawn from the self-assessment address issues of Labour Practices?</p>

4. Environment	
INDICATOR	GUIDING QUESTIONS
A.4. Energy and paper cut while setting up documentation	Q1 - How was the preparation done (online, in person, providing Participants with prepared literature/papers/books etc.)?
B.4. Preparation is done electronically or in person	Q1 - Did you minimize paper (and energy use) at that stage of the mobility?
C.4. Following energy saving measures; Creating environmentally	<p>Q1 - Did you take any energy saving measures?</p> <p>Q2 – How do you use energy saving measures?</p> <p>Q3 - What measures did you take in order to create environmentally friendly working environment?</p>



4. Environment	
INDICATOR	GUIDING QUESTIONS
friendly environment; Use of environmentally friendly tools and strategies	
D.4. Environmentally friendly behaviour: energy and paper cut	Q1 - Were the same energy saving measures respected while monitoring?
G.4. Mechanisms to monitor Energy consumption and Waste	Q1 - Did you perform the assessment of the energy and paper cut? Q2 - Were the results positive? Q3 - How big was the reduction?
H.4. Strategy plan for next steps in order to reach better results	Q1 - Did you prepare strategy plan for next steps in order to reach better results? Q2 - How will you reduce your carbon footprint next year? Q3 - Do you have long-term plan for green management and environmentally-friendly mobility?

5. Fair operating practices	
INDICATOR	GUIDING QUESTIONS
A.5.1. Code of ethics	Q1 - Do you have a Code of ethics or any other internal document addressing ethical business practices in your organization? Q2 - Are there any provisions that instruct your employees how to proceed in situations where they find themselves subject to a conflict of interests? Q3 - Have you established procedures for communicating the main principles of the Code of ethics to mobility participants and other stakeholders (sending, receiving and/or intermediary organizations)?
A.5.2. Fair and open competition in selection process	Q1 - Do you communicate the procedure and the criteria for selecting mobility participants to all involved parties? Q2 - How do you ensure open-for-all and fair competition among prospective mobility participants? Q3 - How do you ensure that the selection procedure is merit-based?
C.5. Ethical behaviour practices	Q1 - Have you established procedures for monitoring the relationship with partner organizations involved in the mobility? Q2 - Have you established procedures for ensuring that the Code of ethics is followed by your employees during all mobility phases?
D.5. Transparency of monitoring practices	Q1 - Do you inform mobility participants and other stakeholders about principles, methods, frequency and timing of the monitoring activities?



5. Fair operating practices	
INDICATOR	GUIDING QUESTIONS
E.5. Transparent and unbiased evaluation practices	<p>Q1 - Do mentors familiarize trainees with the rules and criteria used in the assessment of the learning outcomes?</p> <p>Q2 - Who is responsible for the assessment of the trainees' learning outcomes /internal or external evaluation committees/?</p> <p>Q3 - Do you have a learning outcomes evaluation strategy/policy established in your organization, which systematize the evaluation function and requirements?</p>
F.5. Transparency of certification and recognition practices	<p>Q1 - Do you use Common European instruments for certification and recognition of learning outcomes achieved? If yes, please, specify which instruments you use.</p> <p>Q2 - How do you communicate certification and/or recognition results within your organization?</p>
G.5. Long-term mobility partnerships	<p>Q1 - Does your organization have continuous and lasting relations with VET providers, placement companies, staff and trainees for transnational VET mobility provision?</p> <p>Q2 - If yes, how many partnership contracts does your organization have for now?</p>
H.5. Acknowledgement and reputation strengthening	<p>Q1 - Does your organization have feedback section on its website or other sources for receiving mobility participants' views?</p> <p>Q2 - What is the number of positive versus negative reviews received per year?</p> <p>Q3 - How does your organization deals with the negative reviews given? (Does the organization follow up with them and work out the problem or just respond to negative reviews without solving the problem?)</p>

6. Consumer issues	
INDICATOR	GUIDING QUESTIONS
A.6.1. Clear and reliable sources of information	<p>Q1 - Is the project, its purpose, benefits and expected results clearly presented?</p> <p>Q2 - Are the requirements for participants, wishing to take part in the selection clear?</p> <p>Q3 - Are the documents to be filled in by the candidate clearly described?</p> <p>Q4 - Is there a clear plan for the selection of participants?</p> <p>Q5 - Are all potential participants reached and informed?</p> <p>Q6 - Are the terms, contacts, responsible persons clear?</p>
A.6.2. Protection of personal data and privacy	<p>Q1 - Do you have the necessary internal mechanisms to protect personal data and privacy?</p> <p>Q2 - Do you inform participants about protection of personal data and privacy?</p> <p>Q3 - Is the protection entered into contracts?</p>

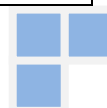


6. Consumer issues	
INDICATOR	GUIDING QUESTIONS
	<p>Q4 - Do the responsible persons and those involved at any stage of the processing maintain the confidentiality of personal data?</p>
<p>B.6.1. The content of preparation and training is orientated to the learning needs of participant</p>	<p>Q1- Is there a clear description of the participants needs and their expectations for their education/training? Q2 - Do the activities described in the learning plan meet the participants' needs and provide added value in their education/training? Q3 - Do the length and tasks of the mobility corresponds to the learning outcomes? Q4 - Is the training content described satisfactorily for participants? Q5 – Are the plans of preparation of the participants well elaborated, in order to give good bases for a good quality transnational training period? Q6 - Do participants have an opportunity to follow courses in the language of the host country and/or the language of instruction, if different? Q7 - Is the planned pedagogical, cultural and linguistic preparation adequate and of satisfactory quality? Q8 - Does the training content has been agreed with the receiving partners? Q9 - Do you continually evaluate the quality of practical support given for each participant (information, arrangements for travel, insurance, visa, accommodation, etc.)? Q10 - Are the methods for tutoring and mentoring (supervision) and/or accompanying during the mobility period clearly explained for participants and agreed with all actors involved? Q11 - Are the methods for evaluating and validating the learning results clearly explained for participants and agreed with all actors involved? Q12 - Do you give to participants a clear picture of all possible costs? Q13 - Do you checked that all participant would have all required and valid documents?</p>
<p>B.6.2. Risk assessment</p>	<p>Q1 - Do the learning plan and activities timetable are adequate and feasible to participants. Q2 – Are all possible risks identified? Q3 - Do you decided where are the biggest vulnerabilities in the organizations mobility organizing processes? Q4 - How do you measure all possible consequences to participants? Q5 - Do you foreseen different options to avoid the risks? Q6 - Do you clearly explain to the participants the possible and most reasonable solutions?</p>
<p>C.6. Usability of acquired competences</p>	<p>Q1 - Do you identified all aspects that need to be checked, monitored and assessed regularly? Q2 - Do you select the person(s) in charge of acquired competences monitoring, assessment, etc.? Q3 - Have you set the frequency and dates of the monitoring? Q4 - Have you selected the most appropriate way in which monitoring will be done?</p>



6. Consumer issues	
INDICATOR	GUIDING QUESTIONS
D.6.1. Protecting consumers' health and safety	<p>Q1 - Are the participants informed about the contacts where to apply in case of accident and what documents they have to present there?</p> <p>Q2 - Is always available the person responsible for security?</p> <p>Q3 - Do you ensure safety and security of the participants in the workplace?</p> <p>Q4 - Do you ensure safety and security of the participants in their living place?</p> <p>Q5 - Do participants worked with safe working tools and devices?</p> <p>Q6 - Have the participants been introduced to the security rules?</p> <p>Q7 - Are the participants informed about the requirements and procedures for compliance with personal hygiene?</p>
D.6.2. Collection of participants feedback	<p>Q1 – Has the expectations of the participants been clarified?</p> <p>Q2 – Do the participants have the freedom to express their opinion?</p> <p>Q3 – Do the participants feedback was collected initially, continually and at the end of mobility?</p>
E.6. Degree of participants satisfaction	<p>Q1 – Was the collected feedback summarized and degree of satisfaction specified?</p> <p>Q2 – Do the mobility satisfy all the participants expectations?</p>
H.6. Strategic vision developed in consultation with all actors involved	<p>Q1 – Is the questionnaire complete, covering all aspects of mobility?</p> <p>Q2 – Are summarized questionnaires results available to all parties involved?</p> <p>Q3 – Is there enough stakeholders involved in the development of the activity?</p> <p>Q4 – Is there an impact foreseen?</p> <p>Q5 – Do the collected information will be used in the future?</p>

7. Community involvement and development	
INDICATOR	GUIDING QUESTIONS
A.7. Setting rules governing the Mobility with respect to the local context	<p>Q1 – Was the preparation of participants is done in close cooperation with relevant local institutions/organisations etc.?</p> <p>Q2 – In which way did you involve them?</p>
B.7. Preparation of participants is done in close cooperation with relevant local institutions/organisations etc.	<p>Q1 – While setting up the LP and other rules governing the Mobility, did you protect and respect the local community?</p>
C.7. LP is implemented in a local organisation/company/community	<p>Q1 – Where was LP implemented? Was it in a local organisation/company/community?</p>
E.7. Participation of community in the evaluation of achieved outputs	<p>Q1 – Did you involve the community in the evaluation process?</p> <p>Q2 – Was the evaluation done on qualitative level?</p> <p>Q3 – Was the evaluation done on quantitative level?</p>



7. Community involvement and development	
INDICATOR	GUIDING QUESTIONS
F.7. Formal recognition is done by local authorities and it is respected on local, National and EU level	Q1 – On which level formal recognition is done? On local, regional, national, EU?
F.7. The impact of the Mobility on the local community – positive and negative	Q1 – How big was the impact of the Mobility on the local community? Q2 – Was it positive and/or negative?
H.7. Strategies for protection of local community and environment – protecting small local business from exploitation	Q1 – How do you plan to protect local community and environment in the future?

Glossary⁷:

- ❑ **Sending organization:** in charge of selecting VET learners/staff and sending them abroad.
- ❑ **Receiving/ hosting organization:** in charge of receiving foreign VET learners/staff and offering them a programme of activities, or benefiting from a training activity provided by VET staff.
- ❑ **Intermediary organization:** this is an organization active in the labour market or in the fields of education, training and youth which is not a sending organization, but whose expertise allows it to assist the sending VET providers with administrative procedures, practical arrangements, matching apprentice/learner profiles with the needs of companies in case of traineeships, and preparing the participants.

⁷ Erasmus + Programme Guide, Version 2 (2018): 15/12/2017

