

Practical Guide **AllinErasmus**



ALLinErasmus

Promoting participation in Erasmus for
students at risk of social exclusion



ALLinErasmus Project
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Introduction: AllinErasmus

Project presentation

ALLinErasmus is a project funded by the **Erasmus+ program** of the European Union, which aims to increase the participation of VET students at risk of social exclusion in Erasmus+ mobilities, by providing training content and tools to the VET professionals managing Erasmus+ mobilities.

The project targets VET educators in charge of managing Erasmus+ mobilities, helping them learn how to reach and integrate students at risk of social exclusion in the different stages of Erasmus+ mobilities.

ALLinErasmus has, therefore, the following **objectives**:

1. Providing VET professionals with training on “social exclusion”
2. Increasing the interest in Erasmus+ mobilities of students at risk of social exclusion
3. Facilitating the access to mobility opportunities among students at risk of social exclusion
4. Increasing participation of students at risk of social exclusion in Erasmus+ mobilities
5. Assisting VET professionals in charge of managing Erasmus+ mobilities in their centres

The AllinErasmus Consortium



Mediterraneo Erasmus International Center, from Spain.



KULDIGAS TEHNOLOGIJU UN TURISMA TEHNIKUMS, from Latvia.



AKMI ANONIMI EKPAIDEFTIKI ETAIRIA, from Greece.

Introduction: AllinErasmus

The AllinErasmus Toolkit

The ALLinErasmus Toolkit is a product created by the ALLinErasmus consortium, providing the necessary knowledge for VET educators to work in the integration of students at risk of social exclusion in Erasmus+ mobilities. The Toolkit has three parts:

- **Part 1** covers the theoretical content regarding the meaning of social exclusion, giving VET educators background and a base.
- **Part 2** encloses a series of practical tools and tricks to reach students at risk of social exclusion and trigger their interest in Erasmus+ mobilities.
- **Part 3** covers real-life Success Stories and Best Practices from all over Europe, either showing the experience of VET students at risk of social exclusion participating in Erasmus+, or the experience of VET educators involving students at risk of social exclusion in mobilities.

**Part 1:
Theory**

**Part 2:
Practical
tools**

**Part 3:
Success
Stories**

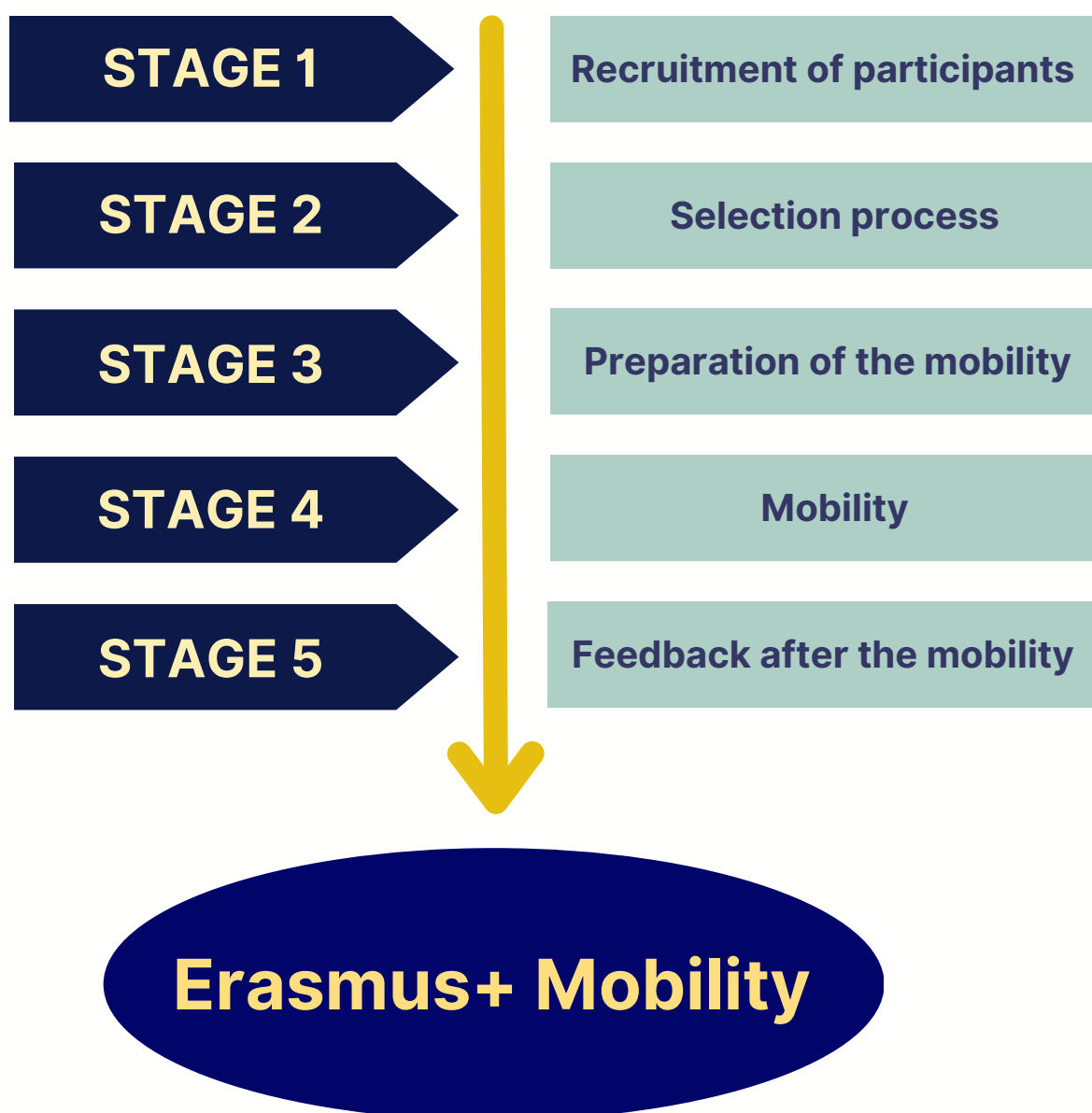
PART 2

Practical Guide

Part 2: Practical Guide

In the second part of this Toolkit, you will have the possibility of looking at practical information useful in each step of the Erasmus+ mobility to acknowledge social exclusion, and work to ensure that the Erasmus+ mobilities in your VET centre are more inclusive.

Each category will also include tips to reach inclusion in your mobilities.



Part 2: Practical Guide

2.1. Recruitment of participants

Recruitment is the first step in the mobility process (once the funding for the mobility has been achieved). It refers to the actions carried out in the VET centre to:

- Disseminate the opportunities available for students and staff to participate in Erasmus+ mobilities.
- Establish procedures for collecting potential candidates for the mobilities.
- Collecting the candidatures.

It is an essential step in the mobility, as it sets whether there will be available candidates or not. Coordinating an Erasmus+ mobility is not possible without Erasmus+ participants!

Recruitment relies deeply on the dissemination, advertising and attractiveness imprinted on the Erasmus+ mobility. Recruitment actions should emphasize the benefits of Erasmus+ mobilities, catch the eye of potential participants, and reassure them of their capacity to participate.

Recruitment is essential in promoting inclusion in Erasmus+ mobilities. It is the starting point for Erasmus+; if no students at risk of social exclusion apply, it is impossible to have an inclusive mobility.

For this reason, when going through the recruitment process it is important to plan actions that will encourage the participation of students at risk of social exclusion. In the following pages, a series of tips for recruitment in general, and for recruiting students at risk of social exclusion, have been collected.

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Steps in recruitment

Communication of approval

Once the funding has been approved, share the news on social media, centre's website and other relevant platforms.

Establishment of criteria

Establishment of compulsory criteria for participation
Establishment of criteria for evaluating the adequate candidates

Information notice

Publishing a document specifying the requirements of participation, the functioning of the Erasmus+ scholarship and the deadline for application.

Dissemination of opportunity

Use of social media, website of the centre
Presentation of opportunity in each class
Adding the information in the centre's newsboard/newspaper/newsletter

Formal meetings

Meetings with students
Meetings with parents

Part 2: Practical Guide

RECRUITMENT OF PARTICIPANTS

TIPS FOR ERASMUS+ COORDINATORS



Establish adequate criteria



Promote the program in the right classes



Provide space and time for questions



Provide very clear and complete information



Meetings with parents and legal guardians

Part 2: Practical Guide

| Establish adequate criteria | |
|---|---|
| Stage of the mobility to which the tip refers | Recruitment process |
| Does it relate to a specific group at risk of social exclusion? | Low socio-economic background Not studying in one's mother tongue Rural areas |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET centre, responsible staff for recruitment |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | No |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | 1 month |

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Establish adequate criteria

Expected results

The criteria included in the recruitment process serve as filter for the candidates who match the requirements in case there are more candidates than mobilities.

Each criteria awards a specific number of points to the student's candidature, and those students with the highest ranking are the ones set to participate in the mobilities. Some general examples are languages (English C1 – 5 points; English B2 – 3 points...).

These criteria can be used to prioritise students at risk of social exclusion without discriminating other students. For example, a criterion can be to prove that due to economic or geographical reasons, it is not possible for a student to have an international experience without the grant.

The language criteria can also benefit those students at risk because they are not studying in their mother tongue, since they will receive points for their own language.

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Promote the program in the right classes

| | |
|---|---|
| Stage of the mobility to which the tip refers | Recruitment process |
| Does it relate to a specific group at risk of social exclusion? | All groups at risk |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET teachers, responsible staff for recruitment |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Teachers, students |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | 2 weeks |

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Promote the program in the right classes

Expected results

It is essential in recruitment to ensure the possibility of Erasmus+ reaches the students. To achieve so, the responsible person can visit different classes and present the mobilities.

When choosing the classes to do so, it is important to consider the number of students attending. Either avoid small, optional classes, or use all optional classes to talk to fewer people at once, but still ensure all students hear it. Also, it can be studied which classes have the higher rate of students at risk and target them.

When selecting the times for visiting, look for hours and days with expected fewer absenteeism.

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Provide very clear and complete information

| | |
|---|---|
| Stage of the mobility to which the tip refers | Recruitment process |
| Does it relate to a specific group at risk of social exclusion? | Low socio-economic background Migrant background Ethnic minorities Students not studying in their mother tongue Students with special needs Refugees |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET students, VET teachers |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | No |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | 15 days |

Part 2: Practical Guide

Provide very clear and complete information

Expected results

A formal document with all the information about the opportunity needs to be available to all potential participants. This document includes information about the program, the mobility, and requirements for candidates.

This document can be used to facilitate the recruitment process among several groups at risk. By having the complete information written, it is easier for groups who may find challenging understanding the mother tongue of the VET centre (migrants, ethnic minorities), or may have issues with complex information (students with special needs), to read it thoroughly in their own time and make sure they understand everything.

Having all information well explained in a document will also ease the tension in groups with fear of participating. It will convince groups at risk due to low socio-economic backgrounds that the grant covers the mobility. It will convince groups living in rural areas that they will be assisted in the travel procedure.

Part 2: Practical Guide

Provide space and time for questions

| | |
|--|---|
| Stage of the mobility to which the tip refers | Recruitment process |
| Does it relate to a specific group at risk of social exclusion? | All groups |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET students |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Pedagogical adviser (if the school has any) Financial department (in specific cases) |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | The entire time of the recruitment process |

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Provide space and time for questions

Expected results

Provide certain times and spaces for students to ask questions. These can be one-to-one tutoring chats, or small groups that have similar questions. By doing so, students will be able to ask without fear, and they will have the option of solving their doubts for specific cases.

For example, LGTBIQ+ students may have questions regarding the host country; students with social needs may have questions regarding the possibilities of internships in the host country; students from low socio-economic backgrounds may have questions regarding the monetary coverage... and many times, they will not feel comfortable asking away in the common events and seminars.

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Meetings with parents and legal guardians

| | |
|--|---|
| Stage of the mobility to which the tip refers | Recruitment process |
| Does it relate to a specific group at risk of social exclusion? | Low socio-economic background Migrant background Women LGBTQBIQ+ Rural areas Special needs Refugees |
| Target group of the tip (VET teacher, VET student, VET centre...) | Parents and legal guardians of students |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Director, relevant teachers and management staff, pedagogic staff if available in the centre |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | 15 days |

Part 2: Practical Guide

Provide space and time for questions

Expected results

Organising meetings to explain parents how Erasmus+ mobilities work is very useful to ease potential doubts they may have.

Giving them the specific information first-hand will decrease potential distortion of the message, and it will ensure they have all information.

Make sure to provide enough information prior to the meeting, and to leave some time for doubts, either in group or in individual chats if necessary.

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2.2. Selection process

The second phase involves the selection of students qualified to participate in an Erasmus+ mobility programme. This process should be carefully organised and structured to ensure equal opportunities for all applicants, regardless of their background or individual characteristics. It should also emphasise the promotion of anti-discrimination policies, stating clearly that no form of discrimination will be accepted either in the selection process or in the mobility programme itself. In addition, a diverse selection committee should be established to minimise bias by ensuring that it is made up of members with different perspectives and backgrounds.

More specifically:

1. Equal Opportunity:

- Emphasizing equal opportunity means ensuring that every applicant, regardless of their background, socio-economic status, gender, sexual orientation, or any other characteristic, has an equal chance to participate in the mobility program. This principle recognizes that everyone should be evaluated based on their merit and qualifications rather than personal attributes.
- In practical terms, this involves designing the selection process in a way that does not inherently advantage or disadvantage any group. It also means creating an environment where applicants feel confident that their backgrounds will not unfairly affect their chances.

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2. Anti-Discrimination Policies:

- Communicating anti-discrimination policies is a crucial step to prevent and address discrimination. It involves making it clear from the outset that any form of discrimination, including but not limited to discrimination based on race, ethnicity, gender, sexual orientation, disability, or any other characteristic, is strictly prohibited during the selection process and throughout the mobility program.
- VET professionals should establish a code of conduct or guidelines that explicitly outline what constitutes discrimination and the consequences for engaging in discriminatory behavior. This information should be readily accessible to all participants, and they should be encouraged to report any incidents of discrimination.

3. Diverse Selection Panel:

- Ensuring a diverse selection panel means assembling a group of individuals who come from different backgrounds, have varied experiences, and represent various perspectives. The goal is to minimize biases that may arise from a homogenous group.
- A diverse panel can provide a more comprehensive and fair evaluation of applicants, as different panel members may have unique insights and considerations. For example, having individuals who have experienced social exclusion themselves or who are familiar with the challenges faced by marginalized groups can bring valuable perspectives to the selection process.



Part 2: Practical Guide

Steps in the selection process

Review Selection Criteria

Review and revise selection criteria to be inclusive and relevant to the specific mobility program.
Ensure criteria do not inadvertently exclude any group or create unnecessary barriers.

Application Assistance

Provide support and guidance to applicants who may need assistance with the application process, such as those with language barriers or disabilities.
Offer assistance with documentation and paperwork.

Clear Communication

Clearly communicate the selection process, including timelines and expectations, to all applicants.
Provide information on the skills and qualities sought in participants.

Accessibility

Ensure that the application process is accessible to individuals with disabilities. This includes accessible application forms and digital materials.
Provide alternative formats for information, such as Braille or audio formats.

Part 2: Practical Guide

Steps in the selection process

Inclusivity Training

Train selection panel members and VET staff in inclusivity and diversity awareness.

Equip them with the skills to recognize and mitigate bias.

Monitoring and Reporting

Establish a system for monitoring the selection process to detect any potential biases or issues.

Encourage applicants to report any discrimination or concerns they may have.

Appeals Process

Implement an appeals process that allows applicants to challenge decisions they believe were unfair.

Ensure transparency and fairness in the appeals process.

Feedback and Improvement

Collect feedback from both selected and non-selected applicants to continuously improve the selection process.

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SELECTION PROCESS OF PARTICIPANTS

TIPS FOR ERASMUS+ COORDINATORS



Review Selection Criteria for Inclusivity



Accessible Application Process



Support in the application for an easier selection



Applying for additional funding for people at risk of social exclusion

Part 2: Practical Guide

Review Selection Criteria for Inclusivity

| | |
|--|--|
| Stage of the mobility to which the tip refers | Pre-application and Application Process |
| Does it relate to a specific group at risk of social exclusion? | No, it benefits all potential applicants. |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET Center Staff responsible for designing and reviewing selection criteria. |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Collaboration among VET centre leadership, program coordinators, and potentially external stakeholders for input. |
| Does it require external resources/equipment? | While no external resources are required, the tip suggests reviewing and revising existing selection criteria to make them more inclusive, which may involve internal resources and expertise. |
| Does it require budgetary expenses? | The tip indicates minimal expenses, primarily associated with meetings and discussions aimed at revising and aligning the criteria with inclusivity goals. |

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Review Selection Criteria for Inclusivity

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| Necessary time for implementation | Several weeks are necessary to assess, discuss, and potentially revise the selection criteria as needed to ensure they are inclusive. |
| Expected results | By reviewing and updating selection criteria, you ensure they are fair, relevant, and inclusive. This benefits all applicants by making the criteria clearer and more aligned with the goals of the mobility program. Inclusivity becomes a central aspect of the selection process, promoting a more diverse and equitable participant pool. |

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Accessible Application Process

| | |
|--|---|
| Stage of the mobility to which the tip refers | This tip addresses the application and selection stage, emphasizing the importance of ensuring accessibility from the outset of the process. It recognizes that this stage directly impacts the inclusivity of the program. |
| Does it relate to a specific group at risk of social exclusion? | It specifically benefits students with disabilities, acknowledging their potential exclusion from the application process due to accessibility barriers. |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET Students, VET Center Staff involved in application processing, IT department (for digital accessibility). |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Collaboration between VET centre staff and IT department to ensure digital accessibility. |
| Does it require external resources/equipment? | The tip suggests that it may require software or tools for digital accessibility, which can be considered external resources to ensure that all application materials are accessible. |
| Does it require budgetary expenses? | While minimal expenses are mentioned for software/tools if they are not already available, the investment in ensuring accessibility is essential to promote inclusivity. |

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Accessible Application Process

Necessary time for implementation

Time needed to ensure that all application materials are accessible digitally and in alternative formats.

Expected results

An accessible application process ensures that students with disabilities can easily apply for the mobility program. This promotes inclusivity by removing barriers and allows a wider range of applicants to participate.

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Support in the application for an easier selection

| | |
|--|--|
| Stage of the mobility to which the tip refers | Application and selection process |
| Does it relate to a specific group at risk of social exclusion? | Any group at risk of exclusion |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET centre, Erasmus+ manager |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Students |
| Does it require external resources/equipment? | It may require the computer room of the centre |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | 2-4 weeks |

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Support in the application for an easier selection

Expected results

The selection process needs to be fair, therefore, it will consider all students equally. However, many students at risk of social exclusion may have difficulties in providing adequate answers to the different phases of the selection process. By assisting them in this process, you give them a chance in being selected, since they will correctly apply and gather the “necessary” points for selection.

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Applying for additional funding for people at risk of social exclusion

| | |
|--|--|
| Stage of the mobility to which the tip refers | Application and selection process |
| Does it relate to a specific group at risk of social exclusion? | Any group at risk of exclusion |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET centre, Erasmus+ manager |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Director |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | It needs to be implemented since the centre applies for mobilities in the Erasmus+ program |

Part 2: Practical Guide

Applying for additional funding for people at risk of social exclusion

Expected results

By applying to additional budget for involving students at risk of social exclusion, you establish a series of vacancies that will be exclusively for this group. This facilitates the selection process, as they will not compete with other students who may have had “easier” ways of accessing to a better language education, for example.

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2.3. Preparation of the mobility

To prepare and create an inclusive and supportive Erasmus+ mobility program, several essential steps should be taken. First, comprehensive pre-departure orientation sessions should be organized to equip participants with crucial information about the program, including cultural awareness, code of conduct, safety guidelines, and available support services.

Language support, such as language courses or language exchange opportunities, should be offered, particularly for those not studying in their native tongue. Cultural sensitivity training should be provided to all participants to promote understanding and respect among diverse groups. Accessibility considerations should be a priority, ensuring that all facilities and accommodations are accessible to participants with disabilities.

To foster a sense of community and assistance, peer support networks connecting participants and alumni or mentors from similar backgrounds should be established.

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Steps in the preparation of the mobility

Orientation Sessions

Organize comprehensive pre-departure orientation sessions for all participants.

Cover program details, cultural awareness, safety, and support services.

Make these sessions accessible in terms of location and content.

Multilingual Support

Offer language assistance and translation services for participants who are not proficient in the program's primary language.

Ensure that written materials are available in multiple languages, if needed.

Cultural Sensitivity Workshops

Conduct cultural sensitivity workshops that are mandatory for all participants.

Encourage open discussions on cultural differences and stereotypes.

Promote a sense of cultural awareness and appreciation.

Peer Support and Networking

Encourage participants to connect with each other before departure.

Facilitate online or in-person meet-ups, especially for those from underrepresented backgrounds.

Assign mentors or support buddies if possible.

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Steps in the preparation of the mobility

Individualized Support Plans

Develop individual support plans for participants based on their unique needs and challenges.

Include emergency contacts, medical information, and accessibility requirements.

Accessible Communication

Use accessible communication tools and platforms for all program-related communication.

Ensure that participants with disabilities have access to communication aids or interpreters as needed.

Financial Planning Resources

Provide resources and guidance on financial planning, budgeting, and accessing financial support.

Offer workshops or consultations for participants to discuss their financial concerns.

Health and Well-being Information

Share information on healthcare services available at the destination.
Provide guidance on health insurance and access to medical support.

Part 2: Practical Guide

RECRUITMENT OF PARTICIPANTS

TIPS FOR ERASMUS+ COORDINATORS



Community Building Activities



Establish a Mentorship Program for Incoming and Outgoing Students



Contact with families and guardians

Part 2: Practical Guide

| Community Building Activities | |
|---|--|
| Stage of the mobility to which the tip refers | Pre-Departure and During Mobility |
| Does it relate to a specific group at risk of social exclusion? | No, it benefits all participants by fostering connections. |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET Students, VET Center Staff involved in orientation and event planning. |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Collaboration with local communities, cultural organizations, or student groups to organize activities. |
| Does it require external resources/equipment? | Resources for organizing community events and cultural activities. |
| Does it require budgetary expenses? | Budget allocation is necessary to fund community-building events and activities, ensuring their successful implementation and inclusivity. |

Part 2: Practical Guide

Community Building Activities

Necessary time for implementation

Community-building activities should be planned before departure to set a positive tone. Ongoing events should be scheduled throughout the mobility period to maintain and strengthen the sense of community.

Expected results

Participants will have opportunities to build connections, friendships, and a sense of belonging within the mobility program, enhancing the overall inclusive experience.

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Establish a Mentorship Program for Incoming and Outgoing Students

| | |
|--|---|
| Stage of the mobility to which the tip refers | Preparation for mobility. |
| Does it relate to a specific group at risk of social exclusion? | All participating students, both incoming and outgoing. |
| Target group of the tip (VET teacher, VET student, VET centre...) | VET teachers, coordinators, and experienced students. |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Collaboration is essential among VET teachers, experienced students, and coordinators to establish and run an effective mentorship program. |
| Does it require external resources/equipment? | The mentorship program may require guidelines and materials, which can be developed with minimal budgetary expenses. |
| Does it require budgetary expenses? | The primary expenses associated with this tip are related to the development and printing of mentorship program guidelines and materials, which are generally minimal. An option is for the guidelines to be in a digital form. |

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Establish a Mentorship Program for Incoming and Outgoing Students

| | |
|--|--|
| Necessary time for implementation | The mentorship program should be set up and communicated to students before the start of the mobility to ensure that students have access to support from day one. |
| Expected results | By establishing a mentorship program, the VET professionals aim to create a strong support network, ease the integration process, and reduce feelings of exclusion among incoming and outgoing students. This, in turn, contributes to a more inclusive mobility experience. |

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Contact with families and guardians

| | |
|--|--|
| Stage of the mobility to which the tip refers | Preparation of mobility |
| Does it relate to a specific group at risk of social exclusion? | Any group at risk of social exclusion, especially those with special needs |
| Target group of the tip (VET teacher, VET student, VET centre...) | Responsible of the Erasmus, VET centre |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Teachers, director |
| Does it require external resources/equipment? | Not necessarily |
| Does it require budgetary expenses? | Not necessarily |
| Necessary time for implementation | 1-2 weeks |

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Contact with families and guardians

Expected results

Many times, fears among students come from their families. Especially when working with a student with special needs, families and guardians may fear the student will not have the adequate support in the Erasmus+ experience. By having a one-to-one session with families, and explaining each step of the process and the support provided in the host country, it will be easier for them to ease in the process and therefore, the student will also feel more secure.

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2.4. Mobility

Mobility starts with the trip to the land of mobility. This is often the students' first trip outside their home country; therefore, they view it as very complex and worrying. For this reason, it is recommended to include an accompanying person (teacher or project manager) in the first part of mobility (when arriving at the destination). They help participants get used to their first days in a foreign country, the accommodation, and the internship companies. In some cases, young people with special needs may have a teacher present during the entire period of mobility.

When starting the mobility, young people get to know each other, the representatives of the host organisation, their place of living, their place of work. They learn about the responsibilities of mobility. The student starts working at the internship and gets to know the hosting city. Young people themselves or the host organisation can organise excursions to get to know the culture of the host country.

During the mobility, regular communication with the sending organisation by calling or writing is very important in order to understand how the mobility experience is unfolding (relation with the internship, the accommodation...). The sending organisation needs to ensure that the participant goes to work and does not violate the rules at the place of residence.

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Looking specifically at people at risk of social exclusion, it is very positive for them to participate in mobilities. It allows them to participate in activities in which they may have not had the opportunity before (such as traveling, communicating with other cultures, feeling included...). This, in turn, leads to the following benefits:

Higher self-confidence.

Practising in the profession.

Language skills.

New friendships.

Finding possible future jobs (for persons coming from poorer countries).

Willingness to put more effort in studies in order to qualify for mobility.

Breaking away from an environment that does not promote personal development.

Part 2: Practical Guide

Steps in the mobility

Arriving to the host city

It is important to ensure that all required documents are ready for the travel.
Mobility participants need to be aware of their own responsibility (e.g. bringing the ID/Passport)

Getting to know the host city

The accompanying person will assist the participants in getting to know the place of mobility
If possible, representatives of the host partner will also collaborate
The accompanying teacher can leave after a few days, or they can stay for the duration of the mobility, depending on the project and the mobility needs.

Carry out the internship

This is the most relevant point of the mobility. All participants need to follow the expected schedule and comply with the internship rules.

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Steps in the mobility

Constant monitoring

Both host and sending institution need to provide constant monitoring of the activities carried out.

There should be regular communication with students and the host organisation.

Participate in cultural activities

If interesting, participants can take local language courses (if necessary)

They can participate in excursions and cultural workshops

They can visit entrepreneurs, participate in creative workshops

They can do activities in the nature

Return

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RECRUITMENT OF PARTICIPANTS

TIPS FOR ERASMUS+ COORDINATORS



Financial support for buying products of need



Regular communication during mobility



Accompanying person

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Financial support for buying products of need

| | |
|---|---|
| Stage of the mobility to which the tip refers | Mobility |
| Does it relate to a specific group at risk of social exclusion? | Low socio-economic background Migrant background Ethnic minorities Students with special needs Refugees |
| Target group of the tip (VET teacher, VET student, VET centre...) | Project manager |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Project manager, students |
| Does it require external resources/equipment? | Additional funding |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | Time before going to the mobility |

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Financial support for buying products of need

Expected results

If necessary, it is possible for a young person from the lower social strata to buy necessary things that he cannot afford, for example, a travel bag, work clothes or shoes for the place of practice. As a result, young people from acute social exclusion groups would feel equal to others.

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| Regular communication during mobility | |
|---|-------------------------------------|
| Stage of the mobility to which the tip refers | Mobility |
| Does it relate to a specific group at risk of social exclusion? | All groups |
| Target group of the tip (VET teacher, VET student, VET centre...) | Teachers, project manager, students |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Teachers, project manager, students |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |

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Regular communication during mobility

| | |
|--|--|
| Necessary time for implementation | All mobility time |
| Expected results | By regularly communicating, calling or writing to young people, school representatives can keep up-to-date on what is happening in mobility, as well as help with any confusion or complications that may arise. |

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| Accompanying person | |
|---|--|
| Stage of the mobility to which the tip refers | Mobility |
| Does it relate to a specific group at risk of social exclusion? | All groups |
| Target group of the tip (VET teacher, VET student, VET centre...) | Teacher, project manager |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | No |
| Does it require external resources/equipment? | Erasmus+ Project funding for accompanying person |
| Does it require budgetary expenses? | Yes |
| Necessary time for implementation | All mobility time |

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Accompanying person

Expected results

On the way to mobility, a teacher accompanies students, who visit the places of work and living of the young people to keep up with the situation and ensure that the young people reach their destination safely. For most young people, going on mobility is their first experience of travelling abroad. During the first days in a foreign country, the teacher provides face-to-face support to the students. If necessary and it is possible in the project, a support person/teacher is available for students with special needs throughout the internship.

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2.5. Feedback after the mobility

At the end of the mobility project, each young person must fill out the **electronic report form**. If the student has problems with computer skills, accessibility, or lack of knowledge of the English language, the school project coordinator helps him fill out the questionnaire.

When young people return from foreign mobility, a **project evaluation event** are held, where students show in the form of presentations what kind of practice they have completed abroad. It is a short story and photos from practice and free time. Such a performance in front of schoolmates is not easy, especially for young people from socially excluded groups. However, it is an opportunity to show yourself, to prove your worth in the eyes of other young people as well.

Likewise, group educators ask students who have been on mobility to tell about their experiences in group lessons or professional subject lessons.

Every single experience is different, so we encourage students to all talk about theirs. After their presentation of viewpoints, groupmates get a clearer view of what all of them experienced and that may even bring the socially excluded students to be more socially included. They may gain new friendships in school, get more opportunities to be picked for mobilization and their personality may develop on new levels.

Mobility opens up young people and they are more open to new experiences and practical work. After the travel, they are more motivated than before so they may study better, get better grades and get more creative.

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Since they have seen something else that has not been in their usual lives, they think about developing themselves and even teaching others how to achieve more. They inspire other groupmates and they even inspire themselves. They inspire other young people in their school and maintain contacts (in the social environment) with young people they know abroad.

Very important feedback is also from colleagues (teachers, group leaders) who accompany students on mobility. They evaluate not only the suitability of jobs and residences offered in mobility, but also young people (social skills, professional skills etc).



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Steps in the feedback after the mobility

Submitting the electronic mobility report

The project manager or teacher will help students who need to translate the questions or have issues with the questionnaire

Mobility reporting event at school

Presentation about practice to school members.

Promoting the project

Promotion of the mobility among student schoolmates and friends.

Meetings of educators and people involved in the project

It allows to share experiences and plan future mobilities

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RECRUITMENT OF PARTICIPANTS

TIPS FOR ERASMUS+ COORDINATORS



Sharing the mobility experience



Social media sharing



Testimonial of the accompanying person

Part 2: Practical Guide

Sharing the mobility experience

| | |
|--|---|
| Stage of the mobility to which the tip refers | Feedback after the mobility |
| Does it relate to a specific group at risk of social exclusion? | All groups |
| Target group of the tip (VET teacher, VET student, VET centre...) | Teachers |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Teachers, project manager, students |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | As soon as students are ready to report. |
| Expected results | Students tell about their mobility experience, inspiring others. As a result, other students dare to apply for foreign internships. |

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| Social media sharing | |
|---|-----------------------------|
| Stage of the mobility to which the tip refers | Feedback after the mobility |
| Does it relate to a specific group at risk of social exclusion? | All groups |
| Target group of the tip (VET teacher, VET student, VET centre...) | Teachers, students |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | No |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | After mobility |

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Social media sharing

Expected results

The organization reflects the mobilities on its social network accounts. However, the most networking takes place between young people, who communicate on social networks and pass on information to each other about their experiences in mobility. Young people have made friends in other countries and continue to communicate virtually.

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Testimonial of the accompanying person

| | |
|---|-----------------------------|
| Stage of the mobility to which the tip refers | Feedback after the mobility |
| Does it relate to a specific group at risk of social exclusion? | All groups |
| Target group of the tip (VET teacher, VET student, VET centre...) | Teachers |
| Does it require the collaboration of specific actors? (Director, students, teachers...) | Teachers |
| Does it require external resources/equipment? | No |
| Does it require budgetary expenses? | No |
| Necessary time for implementation | After mobility |

Part 2: Practical Guide

Testimonial of the accompanying person

Expected results

When the accompanying person (teacher, project manager, etc.) returns from accompanying young people on mobility, discussions with colleagues take place. Then it is possible to evaluate not only the working environment and living conditions, but also the student's attitude, work skills and social abilities. This allows teachers to plan further work in training the young person.

GLOSSARY

Glossary

| TERM | DEFINITION |
|-------------------------|---|
| Erasmus+ | Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. |
| Mobility | Erasmus+ opportunity to travel to another EU destination for a period of time to participate in learning and training activities. |
| Social exclusion | Mechanisms whereby individuals and groups are excluded from taking part in social exchanges, It is felt and shown in the fields of housing, education, health, and access to services |
| Social Inclusion | Process by which efforts are made to ensure equal opportunities – that everyone, regardless of their background, can achieve their full potential in life. |
| Success Story | Example of a previous participant telling their story and providing feedback for future participants. |

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