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ADICE



Mobility management system

Tools for constructive mobility projects



Concept and realization - STUDIO ZAZZA



ADICE



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Transfer of administrative and pedagogical tools useful to manage mobility projects - TAPT

Transfer of Innovation - Table of content

I. A project to improve accompaniment to international mobility for young Europeans	3
What mobility brings	3
Description of the project	6
Presentation of the partners	8
II. Outputs of the project	10
Construction and modelling of an accompaniment methodology.....	10
Added values of the methodology	12
Appropriation of the method by the partners	13
Adaptation of the Mobility booklet	13
III. Definition of a good mobility project	14
An individual project with objectives	14
A dynamic partnership	14
A good follow-up and evaluation	15
Anticipating difficulties	15
IV. For more information	16

I. A project to improve accompaniment to international mobility for young Europeans

For more than 25 years now, the European Union has promoted mobility for young people, students, researchers and citizens by making use of complementary programmes such as Leonardo Da Vinci traineeships, European Voluntary Programme, etc., and from 2014, the Erasmus + programme.

Cross-border mobility is defined as the movement of people from one country to another for internships, jobs or volunteering purposes.

The project presented here falls within the Europe2020 strategy, which aims at delivering growth that is smart, sustainable and inclusive and more especially within the framework of the initiatives «Youth On The Move», improving young people’s training, education and employability.

The TAPT partners are four institutions that support the mobility projects of young people within their territories to help them succeed and put this experience to use in their personal and professional lives.

They wanted to pool their skills and tools in order to construct and develop a methodology based on criteria of effectiveness and quality that contribute to the success of the mobility projects of the young people they support.



What mobility brings

Mobility is included in the Europe 2020 strategy, aimed at stimulating intelligent, sustained and inclusive growth. This inclusion is based on the finding that international mobility is an experience that develops values, personal resources, technical and relational know-how, which are skills for social and professional integration and hence for social cohesion and employment within the European Community.

For the participant, international mobility is an opportunity for learning and growing in four main areas of his development.

Gaining perspective on one’s own culture

Mobility invites us to expand our view of things by enabling us to discover other cultures and ways of living, to meet new people and to become familiar with different economic and social contexts. This contributes to developing greater trust in what is different and towards other people. This is an essential building block in social cohesion and European construction.

Regarding citizenship, an experience of international mobility represents the best opportunity to strengthen civic engagement by taking people out of their community. It is the best way to realize how much different humanity is but – at the same time – how similar it is.

Feeling more at ease in relations with others

During their mobility, young people find themselves in situations where they have more opportunities to hear new opinions and to consider different viewpoints. They learn to listen to them, debate them, and express their own opinion. Studies show that young men and women who participate in mobility projects feel changed “for the better” when they return home. That is because they have stood up to the meetings and exchanges they had to deal with, at the very least, and of which they sought to become par and find a place. Young people in international mobility acquire or reinforce their self-confidence and new resources for more open relationships that will be useful when they return to their social and professional life.

Six months after their return 40% of young people find that they are better at expressing their opinions, speaking in front of a group and adapting their behaviour to different situations and groups.

Expanding one's vision of what is possible

When we are young, we are living through a period in life when it is important to question everything and to make choices.

International mobility is an opportunity for cultural and social encounters and discovery of other ways of life that may provide new responses to one's areas of interest, motivations and values. It is a way of clarifying other possibilities that we had not considered and of opening up our personal or professional project to new choices.

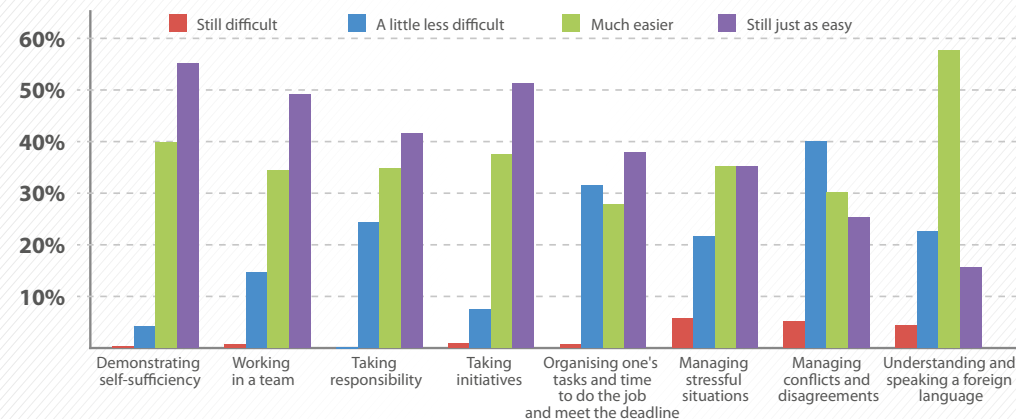
With mobility, it is also possible to reshuffle your cards in order to get rid of the “bad ones”. In fact, in a different environment people look at you in new and different ways. Taken out of your context, you can avoid characterisations that seem to close doors and keep you from getting ahead. You once again feel that things can change, the range of possibilities opens up, and you have greater confidence in yourself and the future.

Six months after they return home, 80% of people feel that they are better able to carry out a project, and they are more self-confident.

Consolidating your professional project

Mobility is a concrete experience or immersion that lets you test out an idea or professional project and at the same time to try your hand at it, in order to confirm your choices or discover other opportunities or new motivations.

Six months after they return home, 82% of participants find that their idea for their professional project is clearer and more concrete after their experience, compared with 40% before their departure.



Mobility also makes it possible to develop or reinforce personal resources that constitute general or multidisciplinary skills that are essential for any professional project and in any employment situation, whatever the industry, trade or position concerned: self-sufficiency, initiative, responsibility, organizational skills and open-mindedness.

Mobility is therefore an opportunity for learning and evolving that leaves one with greater values, resources and skills useful for steering your personal and professional project.

In that respect, mobility is an additional advantage for accessing employment:

Self-sufficiency, initiative, responsibility, organizational skills, open-mindedness, etc. are very important general and multidisciplinary skills in the eyes of employers.

Mobility is also an experience for which values such as commitment, solidarity, trust and cooperation are essential. These values are becoming increasingly important in rapidly developing service economies.

Finally, mobility itself is an advantage on a CV as it demonstrates the person's ability to commit to a project far from his family and social environment, to adapt to a different culture, to become part of an organisation and a context whose codes are poorly understood, and to express themselves and be understood in another language.

Six months after they return home from mobility, only 34% are still job seekers; 78% were job seekers before they left on their mobility project.

These statistics are taken from the brochure “European and International Mobility” published by ADICE-Europe Direct Roubaix and available at <http://www.adice.asso.fr/?p=2950>. The figures are taken from ADICE's 6-month follow-up for 2013 (53 respondents).

Description of the project

The project – Transfer of administrative and pedagogical tools useful to manage mobility projects – started on 1st October 2012 and lasted for 18 months, until the 31st May 2014.

It aims at improving the quality and management of mobility projects with a view of having available an engineering approach that matches the European Commission's ambitions and makes it possible to increase the number of mobility participants for Erasmus +. These mobility projects will apply to any kind of sectors and contexts and towards every type of participants.

The overall objective of the project is thus to create a common infrastructure for managing mobility projects with sharable educational and administrative tools that can be adapted to all types of audiences, sectors and institutions; that-is-to-say, to create a set of European methodological standards that mobility actors can use.

ADICE, the lead partner, has 15 years of experience in the management of mobility projects and has developed tools and a methodology support in the management of mobility projects that it aims at transferring to the other partners. Each partner will integrate the methodology to then create their own tools adapted to their target audience and their field of activity.

Three tools have been transferred by ADICE:

Educational process:

It promotes the consistency of mobility accompaniment. The educational process is divided into eight phases, from information to follow-up six months after person's return. It details these steps (information, identification, definition, construction, confirmation, preparation, realization, evaluation and tracking) and the tools used, but is also intended to identify the place of the young people's outside contacts during this support.

The mobility booklet:

ADICE gives each beneficiary a Mobility Booklet, common to all programmes. This booklet, created in 2008 and constantly added to, describes all phases of the mobility project and makes this experience coherent. As a concrete part of our educational process, it provides beneficiaries with important information, such as the EVS charter, an introduction to each party's rights and duties, an insurance guide, and a roadmap. Information concerning intercultural learning and a quiz that links their project to the European Union raise the volunteer's awareness on these issues, which are then dealt with during training. It summarizes all phases of the educational plan.

The database:

It is a tool for administrative, financial and educational management of all projects run by ADICE. It lists all the target groups that are informed and supported by and have participated in a mobility project. It describes all the support given to target group; it lists ADICE's local and international partners as well as all events that ADICE participates in. Hence this is an innovative tool that promotes the quality of these projects: it optimizes administrative and financial management and also provides a more accurate overview of the support given to the public.

The project was divided into 4 phases or work packages:

1. Phase 1: This was the management of the project piloted by ADICE. To ease communication between the partners, a communication space – an interactive platform- was set up so that each partner could ask questions and publish the tools adapted. A launching seminar was organized by ADICE in January 2013 to present the administrative and pedagogical tools. The evaluation frame of the project, created with an external consultant, was set up during this phase. Each partner tested the tools transferred within their structure. The objective of this launching seminar was to exchange good practices thanks to the former experiences of each partner on mobility projects.

2. Phase 2: this was the phase of test for the consortium. Each partner tested the tools as they were transferred. The platform served as a way to follow the progresses of the partners. Paragon was in charge of this phase and organized videoconferences during this period. A seminar was organized in Malta in July 2013 to analyze the results of this phase and compile the feedbacks and necessary adaptations from each partner.

3. Phase 3: After this first phase of experimentation in each country, adaptations and changes were made to the tools. A second phase of test was then set up: adaptation. The objective was for each partner to check the changes brought to the tools within his structure and see how the tools could then be integrated within the whole work of their structure, to accompany participants to mobility projects. An evaluation seminar set up in February 2014 in Ankara allowed to definitely validate the adjustments and to add new ones. CESIE was in charge of this work package.

4. Phase 4: this phase lasted the whole time of the project and consisted in dissemination and valorization of the project by each partner. This ended up with a Final seminar of dissemination organized in Palermo in May 2014.

During the whole project, the consortium worked thoroughly to integrate the results of the test and enrich the methodology. The objective were at this end to create a methodology adaptable to all kind of mobility projects (volunteering, internships, job shadowing, etc.) and to all kind of participants (young people, seniors, employees, entrepreneurs, etc.).



Presentation of the partners

All the partners of the consortium had previous experience in the accompaniment of participants on mobility projects. Indeed, a key to the project was the exchange of good practices.



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Since its creation in 1999, ADICE has been fighting against discriminations and promoting people with fewer opportunities such as youngsters, job seekers and people with migrant background, both at a social and professional level. ADICE considers international mobility as a way to integrate, mix and promote people, enabling them to develop social, professional and intercultural competences. ADICE fosters everyone to take part into European and international activities of training and mobility, which will constitute significant steps in everyone's personal and professional path. ADICE works with the following programmes: European Voluntary Service, Leonardo Da Vinci, European Voluntary Humanitarian Aid Corps (EVHAC), Interreg 2 Seas, etc.

ADICE is also a Europe Direct Centre and has signed a pluri-annual agreement with the European Parliament in 2012. It holds the consultative status at the United Nations Economic and Social Council since 2013.

Projinal is a professional organization that deals with education, training and European culture. Projinal is specialized in the preparation and the implementation of national and international projects financed from EU resources. We advise institutions, corporations, non-profit organizations and others on European Programs and training modules and courses in formal and non-formal education.

Projinal is located in the capital city of Turkey, in Ankara. Our strategic location is surrounded by many nearby cities like Istanbul, Izmir, etc.

We provide adult education services to corporations, trade chambers and disadvantage groups in fields like;

- Communication
- Occupational Health and Safety
- General abilities
- Entrepreneurship
- Information technology
- Elderly/child care and many other vocational trainings

Projinal also provide project cycle management trainings to public authorities, companies and associations.

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Paragon Europe is a Maltese company founded in 2004, with offices in Malta and in Brussels, working on various aspects of Mobility & Internships and Project Management.

Mobility and Internships

The company has been managing a successful internship programme through participation in various EU projects under the Leonard da Vinci and Erasmus Programmes since 2006 and acts primarily as a receiving/intermediary organisation in the framework of the Lifelong Learning Programme. Over the past seven years, Paragon has found unpaid placements for interns from all European countries.

Paragon Europe offers the following advantages:

- A well-established network of contacts in public and private organisations available for placement
- Matching of intern expertise with placement organisation
- Continuous monitoring of apprentices during work placement
- Assistance with accommodation
- Language programme
- Social & Cultural programme

Project Management

In this department Paragon Europe is focused on Research, Project Management and Technology Transfer and since 2004 it has been successful in sourcing funds for EU projects submitted under a number of funding programmes. The company has been participating in various programmes of which the distinguished ones are FP7, ERDF (INTERREG IIIA, IIIB and IIIC), IEE, ICT PSP, and LLP which has allowed us to enrich our experience and acquire a thorough understanding of the regulations and other specific procedures of EU programmes. Paragon Europe participates in such projects both as partner and as coordinator in the consortia submitting proposals. The areas of expertise of Paragon Europe include Project Management support, Dissemination and Exploitation, Pilot testing, Research and Social Impact Assessment.



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CESIE – European Centre of Studies and Initiatives www.cesie.org – is a non-profit, apolitical, and secular non-governmental organization with member organizations in more than eight European countries. It was established in 2001, inspired by the work and theories of the pacifist Danilo Dolci (1924-1997).

CESIE contributes, through the active participation of people, civic society and institutions, towards the promotion of growth and development, always valuing diversity. CESIE's status as a European NGO is recognized at the European level.

CESIE links local, national and international contexts and is committed to stimulating development and change in cultural, educational and economic spheres through the creation and use of innovative tools and methods.

The organisation is divided into five departments which work together and manage activities in their specific fields: European Cooperation, International Cooperation, Mobility, Socio-cultural Promotion and Vocational Training.

The head office can be found in the city centre of Palermo with other offices in India, Nepal and Senegal.

CESIE coordinates the CESIE Federation which is composed of over 70 organizations throughout the world who share our mission and collaborate with us.

II. Outputs of the project

Construction and modelling of an accompaniment methodology

The TAPT Consortium adapted tools to create a European frame of reference with the aims of:

- Make mobility more attractive not only for participants but also for hosting structures
- Increase the volume of mobility
- Put mobility at the centre of the participant's career
- Promote his/her experience in his/her professional and personal development.


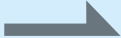



ADICE's educational process was improved to build a simplified methodology of accompaniment which is structured through 5 modules.

Philosophy is to bring to each one an accompaniment adapted to his/her needs and project.

Objectives step-by-step of the methodology are:

- Module 1: To define a mobility project based on the profile and on the personal and professional pathway of the participant; to organize support and "make contract" (content and steps of the educational process, roles and mutual engagements).
- Module 2: To bring all the competences the participant will need to succeed his-her project, especially to deal with intercultural contexts; to give advices and methods on how to manage a mobility project; to prepare the return from mobility.
- Module 3: To settle the last details before departure; to reinforce the training if necessary
- Module 4: To ensure a continuing follow-up of the mobility period and to transfer tools for self-evaluation.
- Module 5: To identify competences acquired; to capitalize them to reinforce the professional project of the participant.

Pedagogical process of the accompaniment

Construction of the project	Preparation to international mobility	Validation of the project	International experience	Capitalization / Valorization
 Pedagogical objectives: - help the participant identify mobility issues in keeping with his background and project	 Pedagogical objectives: - prepare for new cultural contexts, anticipate problems, give keys for adapting	 Pedagogical objectives : - project the young person as specifically as possible into his mobility	 Pedagogical objectives: - develop/reinforce the participant's skills - fine-tune or enhance his professional project	 Pedagogical objectives: - help the participant draw up a summary of his mobility and determine what comes next in order to valorise what he learned
Validation: - mobility passport - mobility agreement	Validation: - portfolio of competencies for the participant (competencies to mobilize and develop during their mobility)	Validation: - evaluation framework of the project - signature of the contract	Validation: - certification of the mobility experience	Validation: - action plan



Construction of the project

Modules	Operational objectives	Actions / How	Results
Construction of the project	<ul style="list-style-type: none"> • To define a mobility project adapted to the profile and to the objectives of the person • To look for the host structure 	<ul style="list-style-type: none"> • Individualized working times to create the participant profile, list competences and ask motivations • Online training • Discovery day • Contacts with partners 	Participants are in a dynamic of active mobilization so that they can concretely project themselves in their mobility
Preparation to international mobility	<ul style="list-style-type: none"> • To bring all the competences the participant will need to succeed his project • Training to locate his/her mobility project in EU politics • To address skills and adaptability of participants to intervene in intercultural contexts • To prepare, anticipate return from mobility 	<ul style="list-style-type: none"> • Collective module (2 days) with learning time, practical learning, testimonies and share of experiences • Training and specific complementary modules according to needs, profiles and particularities linked to the host country. • Research and contact of host structures abroad • Individual interviews : advices, monitoring 	Participants will have shared their project, identify the conditions for success and the possible difficulties they will face. They will have evaluated the competences they will need to mobilize and that they will need to develop on the field and that they will capitalize once they're back.
International experience	<ul style="list-style-type: none"> • To settle the last details before departure, to reinforce the training if necessary • To precise the project and to finalize its logistic organisation with the host structure 	<ul style="list-style-type: none"> • Individualized working times and interviews to validate the project • Collective sessions of information and administrative validation • Contacts with host structure 	Participants are ready for departure and projects are official
Capitalization / Valorization	<ul style="list-style-type: none"> • To evaluate the experience of the young person • To offer advice for their professional project 	<ul style="list-style-type: none"> • Monthly follow-up by email or by phone • Assistance • Collective evaluation sessions to share their experiences • Individual evaluation sessions 	Follow-up of the international experience Self-evaluation through tools transferred by the sending structure Competencies developed during the internship are validated and certified

Added values of the methodology

For the project's partners, the overall support methodology built using tools transferred by ADICE has many positive points.

Global feedback on the methodology after testing:

- exhaustive
- well organized
- fairly easy to used
- very structured, very clear path
- very clear also for the participant
- push people to be active in their mobility experience

To encourage leaving:

- Helps to put people in a process, reassuring. Otherwise they would not leave by themselves.
- To create a real motivation
- Support is encouragement to leave but the project manager does not give everything. The methodology gives independence too. Participant is actor during the whole the process.

To anticipate potential difficulties:

- Guarantees the quality of the experience, especially as expectations are often very different from reality
- Support can be adapted to the person
- Helps not to send just anyone anywhere. Determines whether the person is ready for mobility
- Gives good advices on how to exploit mobility in the best way.

To define a real project with objectives and adapted to the participant:

- Each project can be adapted to the participant
- participant does not deal with administrative distress and can focus entirely on what s/he expects from the mobility project, the objectives, etc.
- Methodology is important to work on the objectives of mobility
- Participants needs to understand what they want from mobility. It is a project not a travel for pleasure

To allow exploiting at their maximum the benefits of mobility.

- Participant will undergo systematic evaluation at the return. This final assessment is as much important for the sending organization as for the participant as it allows evaluating precisely the benefits of the project compared with the initial objectives
- Evaluation helps them collect the fruits of their experience



Appropriation of the method by the partners

For Paragon, the methodology has to be adapted to prepare as quickly as possible, since participants want to leave quickly for mobilities that are mostly under two to three months long. In fact it is difficult in Malta to leave for long, as the participants can find jobs easily.

CESIE works only through face to face interviews, because it's useful to feel the person. It is interesting for it to complete in collective sessions with exchanges with others participants or mentors, and testimonies from former participants to check motivations.

PROJINAL has to adapt the methodology because they work for group projects which are generally take between 2-4 weeks duration. Adice tool needs to be adapted both for groups and short term projects. In this regard, Projinal doesn't need all of the tools. The system is adapted to remove or add new tools in order to adapt it to the short term group projects.

Adaptation of the Mobility booklet

Tools of the Mobility booklet of participants were tested and improved. New tools were proposed.

Monthly diary: presented in a « funny » or adapted way in order to motivate the participant to use it. It could include a line with emotions to tick :-); :-I ; ... this would be useful to show the whole process, because there is no sheet during the realization of the project. It could be on an electronic version.

Letter type "dear future me": to analyze the differences and the competences acquired in the meantime

Definitions of key words associated with mobility: cultural shock, adaptation, integration, etc

Checklist before leaving: list of things very practical to check before departure: exchange rate, plugs, boarding passes, etc.

List of embassies in their host country: in case of emergency

Why mobility? Sheet about why does Europe promote mobility "Manifesto for Mobility in Europe"

Information about the host structure should be made by the participant

List of websites where they can testify to encourage mentoring between former and new participants to EU mobility programmes

"Put your boarding pass there": paper to encourage participants to use the mobility as a way to keep all the necessary administrative papers

Sheet "What's next?": description and links to other EU programmes they could participate in or other opportunities such as "how could I get involve in NGO's" or "how could I become auto-entrepreneur?"

Rights and duties of the host structure: what is normal and what is not

III. Definition of a good mobility project

The idea relying behind this project was also to identify the good conditions for a successful mobility projects and to set up good practices among organisations dealing with mobility projects.

From this brainstorm and exchange of good practices, the consortium has been able to draw conclusions on the conditions that turn a mobility project into a real lever towards social inclusion and employability: in very case, the objectives of the project need to be clearly defined, in the framework of a pathway. The genuine work of the sending organisation is thus to co-construct the project with the participant.

The consortium has also observed that the development of competences is better if participants leave alone: individual projects are necessary to develop autonomy and critical awareness. Each project has to be adapted to needs and profiles of each participant. Nevertheless, in some cases, collective mobility experiences can be a first step for less autonomous participants.

An individual project with objectives

- There must be clearly defined and transparent criteria for the selection of participants
- The mobility must be constructed in the framework of a personal and professional project
- Mobility must be constructed according to the needs and profiles of the participant
- The objectives of the stay have to be clearly defined and written down by the sending organisation and the participant, particularly the aptitudes to be developed and the competencies to be acquired
- The participant has to be guided by the project manager to evaluate their pathway and to build the project
- The participant needs to receive help to build their CV and cover letter
- The participant must be active in the construction of their mobility project: it must find information on the host country cultures and attitudes and on the host organisation by themselves.

A dynamic partnership

- Quick communication must ensure the success of the placement: feedbacks on the candidacy of a participant has to be made within a week
- There must be good coordination between the four actors of a mobility project: the sending organisation, the intermediary structure, the hosting organisation and the participant
- The participant must be an actor of his or her project: the sending structure has to ensure the commitment of the participant not to make him too passive in the process.
- Strong communication must be established between all actors through regular Skype and phone meetings
- The project manager has to ensure that the missions of the participant during his or her stay abroad match his or her needs
- Follow-up during the stay will be ensured by the 4 actors of a mobility project

A good follow-up and evaluation

- A person in the sending, the coordinating and the hosting organisation must be appointed as the mentor and supervisor of the mobile learner
- The objectives of the placement must be formalized and validated by all the actors
- Objectives have to be reminded just before departure in order to guide the project
- Monthly follow-up between the sending organisation and the participant must be established through a liaison form with questions on the integration of the participants, his or her objectives at this stage, professional competencies acquired.
- A meeting of evaluation between the sending organisation and the participant has to be organized once returned to see how the objectives set have been reached
- The evaluation meeting can be individual or collective to allow participants to share their experience and put words on which competencies they have acquired
- The participant must be guided after their mobility experience towards employment/return to training/ entrepreneurship

Anticipating difficulties

- Participants must be prepared to worst-case scenario during their pre-departure training
- The participant must be provided with template to look for information and the culture of the host country
- Testimonies of former participants must be set up during the pre-departure training to help participants anticipate difficulties. This can also be through a mentoring system between former and new participants.
- A checklist of things to do to anticipate the mobility must be given to the participants
- A tutor must be appointed in the sending and hosting organisations
- Support at all-time must be provided in case of a problem: new accommodation, new internship, etc.
- Language training must be provided
- The participant must receive logistical and accommodation support
- Transport from the airport to the host structure or accommodation must be explained to participants.

