*Raising Quantity
and Quality
of Work Placements
in Europe*

EUROPEMOBILITY
NETWORK

THE EUROPEMOBILITY
BENCHMARKING CLUB

QUALITY IN
MOBILITY

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In the framework of the "Europemobility Network"
www.europemobility.eu

August 2013

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THE EUROPEMOBILITY BENCHMARKING CLUB "QUALITY IN MOBILITY"

1. INTRODUCTION

This Publication provides an introduction to the work and interim results of the "Thematic Commission on Quality of practical learning mobility". The methodology and pilot implementation of the Europemobility Benchmarking Club "quality in mobility" is presented.

" 'Benchmarking' is a comparative improvement process, and works by comparing one's own organisation with other organisations operating in a similar kind of environment – who therefore face the same kind of external variations" (University Benchmarking Handbook 2010[1]). The idea of the "EUM Benchmarking Club" is to set benchmarks before somebody else does it for you and influence the focus on issues which count for you (instead of being easy to be counted). Common priorities for quality assurance in mobility will form the basis for having the chance to influence current and future mobility programmes.

Further, the EUM Benchmarking club creates a mutual learning experience and allows exchange between practitioners in mobility from different educational sectors. Key areas of the added value of placement mobility for the students, university and enterprises will be addressed, assuming that the potential of placement mobility for the extension of cooperation between educational organisation and enterprises is not fully realized yet.

2. BACKGROUND

2.1 Europemobility Network - Thematic Commission on Quality

The "Europemobility Network" aims to improve the quantity and quality of mobility. Within this cross educational sectors network, a Thematic Commission on Quality Assurance with experts in mobility was set up. In the first year of this Thematic Commission (2012) good practices from all educational sectors were collected to find out what is done in the field of quality assurance in previous mobility initiatives. The EQAVET framework (the cycle of "plan – implement – evaluate – review/improvement") was used to create synergies between existing initiatives and to create transparency among different methods and approaches for quality assurance.

2.2 Quality Observatory & Toolbox

The collection of good practices (see above), with criteria, methodologies and indicators for quality assurance in mobility is called the "Quality Observatory & Toolbox". This toolbox and observatory enables users to select the elements which are relevant for their context and it creates awareness

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[1] http://www.che-consult.de/downloads/Handbook_Benchmarking_EBI_II.pdf, 22-08-2013

around the entire framework and its principles of quality assurance in mobility. It seems that planning and implementation is often not that difficult and taken into account, while evaluation, review and the definition of indicators from the beginning is often not included. Organizations who would like to set up mobility for learners can use the toolbox as a starting point to think about all the elements of quality assurance in mobility and allow them to be inspired by the criteria, methods, indicators and tools of the toolbox.

You can find on our web site the "Quality Observatory & Toolbox" as a separate publication.

3. WORKING PROCESS – THE FIRST PILOT RUN OF THE EUROPEMOBILITY BENCHMARKING CLUB

In autumn 2012 the first pilot run of a Benchmarking club has started and will end with a final follow-up in autumn 2013 – having in mind that exchange and discussions will be continued within the Europemobility Community. The Benchmarking group consisted of eight mobility coordinators from different educational sectors.

The working steps in the Benchmarking Club can be summarized as followed (see also figure 1 below):
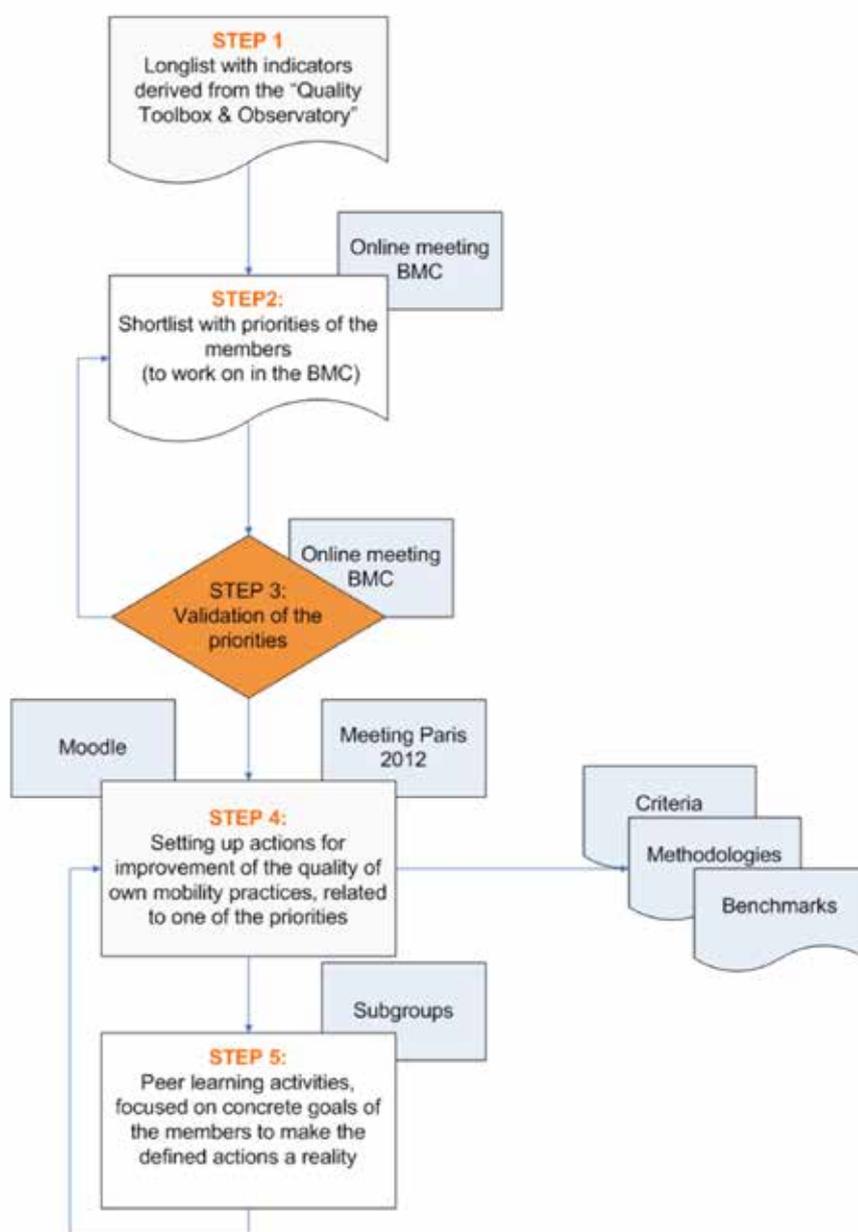

Fig.1: Steps of the working process in the Europemobility Benchmarking Club

1. Taking the results of the "Quality Observatory & Toolbox" as the starting point, a long list of quality indicators for mobility was set up (see table 1). These indicators are derived from existing good practices and the indicators of the EQAVET framework.

2. The longlist of indicators, divided in qualitative and quantitative indicators was discussed with the BMC members. It was the aim to achieve a selection of indicators which are the priority for existing mobility practices of the BMC partners. This discussion resulted in a short list of three main priorities (summary): Sustainable relations between sending and hosting organization ("alliances"); Achievement of life-long-learning key competences such as intercultural, entrepreneurial, learning to learn and civic competences; Impact of mobility, including employability of learners (see table 2).

3. These three priorities are the starting point for sharing good practices among the BMC members. This was done during the Europemobility Network conference in November 2012 were all partners of the Benchmarking club met each other. Three good practices from each priority were shown, shared and discussed among the participants: results of EU-projects such as ModES (www. modesproject.eu) and Uni-Key (www.uni-key.eu) that are about tools and methods on how to train life-long-learning key competences, as well as the EU-project Netinvet (www.netinvet.eu) that deals with sustainable relations between sending and hosting organizations. Those good practices were set as "benchmarks".

4. The BMC members defined concrete actions for improvement according to the priorities that are the closest to their working field in their own context. Those defined actions were collected in a collaboration matrix and analysed according to their similarities and differences. All material (e.g. minutes of the meetings, thematic planning/ next steps, background material and working docs) was available on our BMC platform, that was realized with "moodle" (see figure 2). A forum offered the possibility to answer ongoing questions as well as to have content-related discussions.

5. To start a fruitful peer learning process the group was divided into two peer learning subgroups according to the similarities and differences in the defined actions. The new created subgroups were the following: "Intercultural and entrepreneurial (key) skill development including employability issues (group1)" and "Development of sustainable and quality partnerships for mobility (group2)". Each subgroup got its own area on the EUM BMC on-line platform (forum, folder, meetings).

6. Related to the concrete actions, the BMC members defined SMART peer learning goals in each subgroup in order to make the implementation of their planned actions a success. The idea was to share experiences in this field and to provide each other concrete feedback on the plans and implementation of the actions.

7. Based on the "SMART peer learning goals" the next step included the provision of background material on the own organization of the participants. Common folders related to each subgroup on the BMC platform allowed members to upload material and share it with each other. Via online meetings the participants exchanged and provided feedback according to their experiences in their own organization (peer-learning). As a result of the exchange with the peers the defined actions could be reviewed and improved for the own context. Annex 1 and Annex 2 provide an insight into the work done by each subgroup.
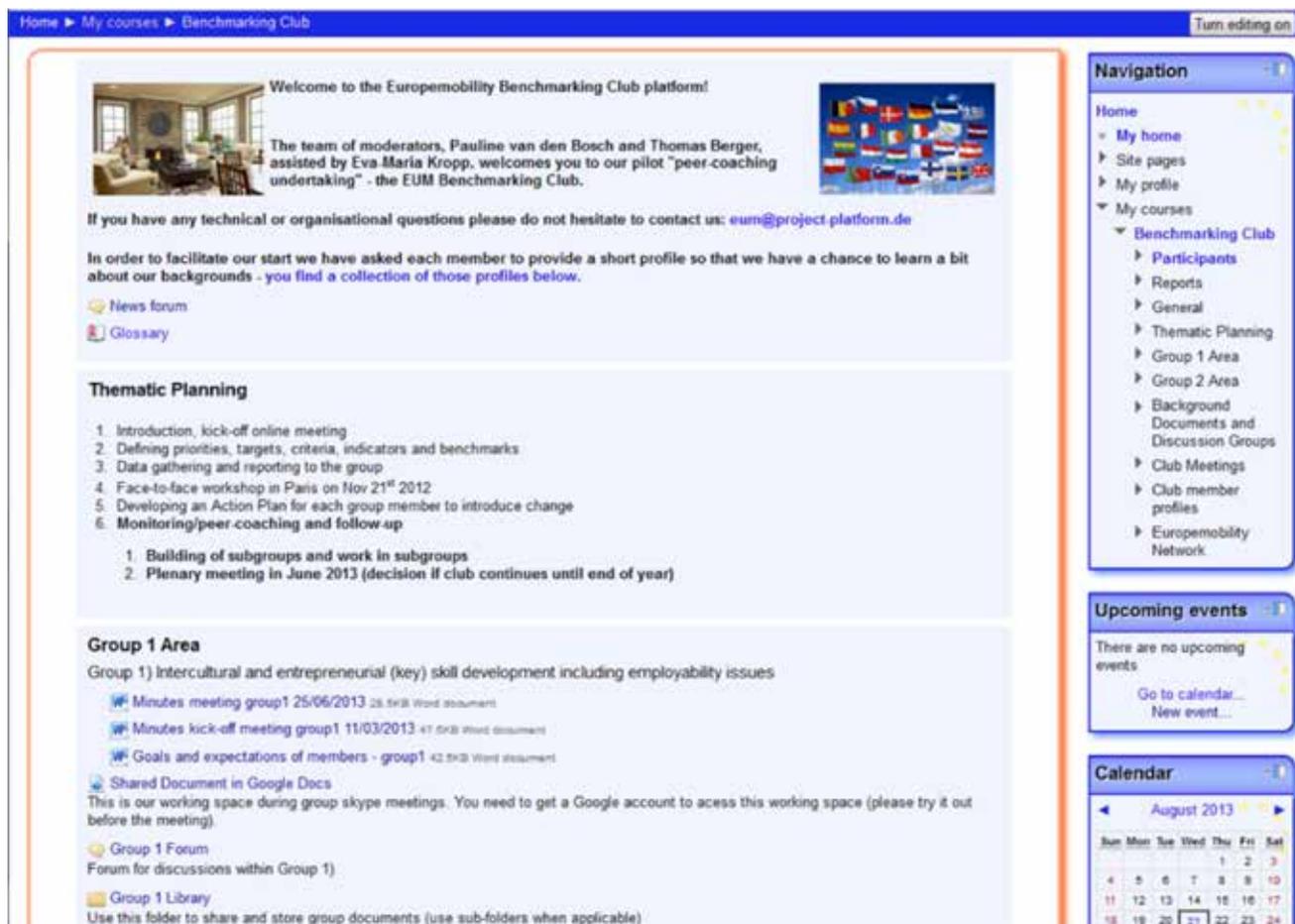
Fig.2: Benchmarking Club online platform

TABLE 1: LONGLIST OF POTENTIAL INDICATORS TO MEASURE QUALITY IN MOBILITY

The long list of qualitative and quantitative priorities is derived from the fact sheets and "desk research" in the Thematic Commission of quality in mobility:

Quantitative indicators for mobility	Qualitative indicators for mobility
• Participation rates in mobility and exchange programmes; • Completion rates in training and mobility programmes • Completion (success) rates in placement mobility • Placement rate (found placements) in placement mobility • Placement rates of learners in companies; • Number of agreements with hosting organizations; • Number of certified placement companies; • Recognition of the placement by sending organization • Reintegration rates of learners in long terms mobility	• Involvement of relevant actors; • Sustainable relations between sending and hosting organizations (networks for mobility) • Transparency and transferabliity of qualifications (learning outcomes) between the hosting and sending organization; • A culture for quality assurance; • Relevance of quality assurance systems for placement mobility providers • Organization (according to LLL-Award and E-Quality) • Quality of project management, aspects of innovation, results and benefits, sustainability by sending and /or intermediary

• Unemployment rates • Number of interns, which are hired as permanent employee by the host organization • Remuneration of learner: not below the EU poverty line of 60% median income or national minimum wage, remuneration for overtime • Social security of learner • Participation of vulnerable groups in placement mobility	• Existence of training agreement • Enhancement of the participant's line of study or occupation (an integral part of the participants' educational pathway) • Development of learners skills and competencies according to the training agreement • Use of acquired competences during placement and training; • Length and tasks of the placement corresponds to the learning outcomes • Insight in intercultural competences (awareness) • Achievement, validation and recognition of intercultural competences as an added value compared to "national mobility" • Preparation (language, culture) and assistance (logistical, organizational) of learner
• Investment in training of trainers and mentor activities; • Existence of training agreement • Increase in integration of intercultural competences in qualifications as a part of the standard training programme • Investment in quality assurance acitivities	• Learners satisfaction • Companies satisfaction • Methods to promote mobility in all sectors; • Schemes to promote placement mobility • Mechanisms to identy the need for mobility (international experiences) in the labour market; • Mechanisms to identify placement offers abroad • Accessibility for vulnerable groups;

TABLE 2: SHORTLIST OF PRIORITIES TO MEASURE QUALITY IN MOBILITY

The following table is a short list of indicators on quality in mobility, which are selected by the benchmarking members as being a priority:

Priority indicators with specifications:	

• Sustainable and quality relations between sending and hosting organization ("alliances")	• Mutual trust between sending and hosting organization (mainly specified by the following two elements):
	  a. Quality work placements,
	    i. directly related to the labour market needs
	    ii. trained tutors
	  b. Quality of the agreement between sending and hosting organization
	    i. Transparency of qualifications
	    ii. Level of learning outcomes to be achieved
	    iii. Commitment by all partners
	• Involvement of sending and hosting organization in assessments and evaluation
	• Increase in number of agreements between sending and hosting organization
	• Synergies with other forms of cooperation than mobility (e.g. cooperation in educational, CSR and research collaboration)

• Achievement and recognition of life-long-learning key competences such as intercultural, entrepreneurial, learning to learn and civic competences	• Validation and recognition of key competences; • Integration of learners in local community • An increase in intercultural competences in formal training programmes and synergies with other coursework • Preparation of learners (language, culture, mindset) • Preparation of tutors and mobility coordinators

• Measuring the impact of mobility, including employability of learners	• Satisfaction of stakeholders (companies, learners, civic society, parents, training centres, etc.)
	• Achievement and recognition of entrepreneurial and professional skills
	• Improved collaboration between educational organisations and the labour market in the field of identifying:
	    a. Mechanisms to identify the need for international experiences in the labour market
	    b. Mechnisms to identify the impact of placements on employability
	    c. Mechanisms to identify suitable placement offers abroad, related to the labour market needs
	• Placement rates

4. FOLLOW-UP OF THE BENCHMARKING PILOT WITHIN THE EUROPEMOBILITY NETWORK

4.1 Quality Development Tool

Based on the "Quality Observatory & Toolbox", which was used as a starting point for the EUM BMC pilot, and on the experiences of running the EUM BMC pilot, the EUM Thematic Commission on Quality created the "Quality Development Tool" (see our web site for the full document). Stakeholder feedback was collected in European workshops and by an on-line consultation.

The Quality Development Tool can be used by sending and intermediary organizations as their quality charter to assure and further develop the quality of practical learning mobility. It is based on the European Quality Assurance Reference Framework (EQAVET) with four phases of quality assurance. The fourth phase leads directly to actions for improvement in the next coming phases, so it is a cyclic process.

The Quality Development Tool can be used individually to get insight in the state of the art of quality assurance for the process of sending learners abroad in your own organization, it can help you with setting up a quality assurance system, but the full potential of the tool would be exploited within the Europemobility community of coordinators of practical learning mobility. Thus the Quality Development Tool turns from an individual quality assurance exercise into a peer-learning-tool to further develop the practical learning mobility program of the organizations of the "peer-learning-club". Engaging in a peer-learning group allows furthermore establishing useful contacts, which might turn into strategic partnerships.

4.2 Peer learning groups and Quality Club for practical learning mobility

The Quality Development Tool comprises of four parts, related to the four phases of quality assurance (Planning – Implementation – Evaluation – Improvement). For each phase, the most important criteria and elements are listed. The quality tool is based on that charter and designed as a questionnaire - by completing this questionnaire an organization can indicate its own progress in the implementation of each of the criteria and elements. The action points can be indicated as a "peer-learning priority", if you want to engage in a peer-learning group.

In order to cater for those different "peer-learning needs" the Europemobility community offers two different kinds of peer-learning groups, depending on the result of the self-assessment questionnaire:

• Become a member of a **"Peer learning group for quality in practical learning mobility"**: This group allows those organizations, who are still in the beginning of establishing a quality assurance system, i.e. not all action points have the status "in progress" yet[2] to establish or improve their own quality assurance system for mobility through peer learning activities. The profiles resulting from

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[2] Please note that for a fully operational and working quality assurance and improvement system, all obligatory action points (in some cases there are optional elements) would have to be "implemented and documented" (operational, part of the working process and traceable)

the tool allow moderators to establish learning groups with a good potential of peer-learning, i.e. to put you in contact with relevant peers.

• Become a member of the **"Quality Club for practical learning mobility"**: This "club" can be seen as a "high level" group with experienced colleagues from organizations, who have already progressed in establishing a quality assurance system. Experts learn from each other and contribute to policies in quality assurance at European level (e.g. within the Europemobility Network) based on their own experiences and views. Benchmarking groups will help to identify and develop best practice solutions for practical learning mobility. The profiles resulting from the tool allow moderators to establish such benchmarking groups, i.e. to put you in contact with relevant peers.

ANNEX 1: EUROPE MOBILITY BENCHMARKING CLUB

Subgroup 1 on "Intercultural and entrepreneurial (key) skill development including employability issues"

This Annex illustrates the process and results of the 1st subgroup of the Europemobility Benchmarking Club.
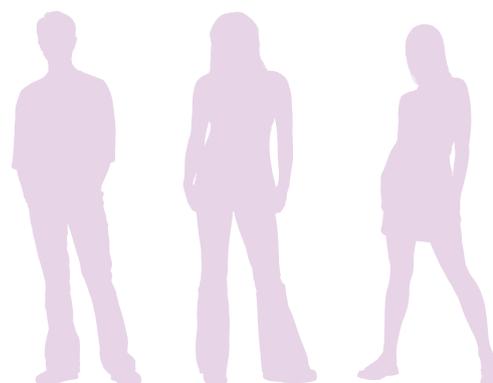
Members:

Participant1 from France (VET)
Participant2 from Germany (HE)
Participant3 from Italy (NFL)
Participant4 from Portugal (VET)

Facilitator:

Thomas Berger (inter.research e.V)

Assistant:

Eva-Maria Kropp (inter.research e.V.)

Working process:

Steps in the process of the peer learning group	Obtained result	Time planning
step 1: • Goals and expectations for the peer learning activity	Two main peer-learning-topics resulted from member's goals and expectations	11/03/2013
step 2: • Sharing material on the BMC platform • Exchange of experiences and tools	Ongoing exchange and sharing of tools and experiences	from March until June 2013
step 3: • Implementation of goals and action plans for own organization	Results: • Participant1 reviewed intercultural competences • Particpant2 implemented the ambassador role in the preparation of the learners • Particpant3 shared documents about the recognition of mobility	Follow-up of implementation process in autumn 2013

An own area was created for the group on the moodle platform.

Fig A: Shared space of subgroup 1 on the platform of the Europemobility Benchmarking Club

Group 1 Area

Group 1) Intercultural and entrepreneurial (key) skill development including employability issues

- W Minutes meeting group1 25/06/2013 28.5KB Word document
- W Minutes kick-off meeting group1 11/03/2013 47.5KB Word document
- W Goals and expectations of members - group1 42.5KB Word document

📄 Shared Document in Google Docs
This is our working space during group skype meetings. You need to get a Google account to acess this working space (please try it out before the meeting).

💬 Group 1 Forum
Forum for discussions within Group 1)

📁 Group 1 Library
Use this folder to share and store group documents (use sub-folders when applicable)

W Group 1 Wiki
Use this collaborative space for brainstorming or draft ideas etc.

Step 1: Goals and expectations for the peer learning activity

Member	Goals and expectations	Remarks
Participant 1, France	Goals: • Assessment of intercultural communication skills before and after the workplacement • Tutors in companies would be given the chance to assess trainees on entrepreneurial skills, as well as intercultural communication • For the peer learning activity the goal is to share specific grids on intercultural communication skills and entrepreneurial attitudes and skills	Specific questions: • How can entrepreneurial attitudes and skills be assessed and how to design the related elements/criteria? • What are the experiences of other mobility coordinators in assessing intercultural communications skills, especially concerning the design of grids that are used to assess the skills?
Participant 2, Germany	Goals: • Strengthen the „civic skill development component" (ambassador role) and to foster the awareness of students of being an ambassador of their home country when going abroad • To include the ambassador role as a part of our current intercultural and entrepreneurial training courses by designing specific modules + include the idea of being an ambassador into the "Letter of motivation" as a part of the application for Erasmus placements • The challenge is to achieve (attitude) changes in the participating students	Specific questions: • Are other institutions dealing with similar ideas as well? • How to reach (attitude) changes of students? • How to abstract the skills and how to assess the impact?
Participant 3, Italy	Goals: • Recognition of the value of mobility experience • To promote the added value of non formal learning • To encourage students to take part in mobility projects abroad especially based on non formal education, by agreeing with the Faculties of Universities on the number of credits that the students get for taking part in these projects • Sharing best practices or also mistakes in order to avoid them	Specific questions: • Are other organizations doing anything similar? • Are there Universities and companies that recognize the skills and competences acquired during mobility experiences? • How are those skills and competences recognized?

Participant 4, Portugal	Goals: • To establish the intercultural preparation of our students in our organization • To extend the non-formal preparation the students receive by the mobility coordinators, tutors from schools, tutors from companies, students from destination country, students that previously participated in mobility experiences in the destination country • To create a mobility tool for mobility actors to increase the awareness of the intercultural challenges during a mobility period	Specific questions: • Do we need formal modules for the preparation of our students in terms of intercultural competences? • Can we build a (self reflection) tool that facilitates informal preparation?

The members defined their goals and expectations for the peer learning activity.

Two main topics resulted from member's exchange on goals and expectations that could lead to specific action.

I. Preparation and training of students: How to assess and recognize key competences (e.g. intercultural communication skills, entrepreneurial skills, civic competences (such as being an ambassador for the home country)?

Planned Action:

• Sharing or developing grids to assess intercultural communication skills

• Develop and share concepts to develop "ambassador skills" and evaluate impact of implementation of training of awareness of ambassador roles

• Gain and share experience in using the youth pass and in recognition of skills and competences that could be acquired during the mobility period

II. Connection between host students and host organizations/ employers – train host side to develop key skills (pursue ambassador roles):

Planned Action:

• Sharing draft modules and ideas on tools to be used for host organizations

Step 2: Sharing material on the BMC platform; Exchange of experiences and tools

Tools and documents were uploaded and shared by participants on the platform and ongoing questions about the uploaded material were discussed in the forum.

The participants shared the following material (summary):

Participant 1 from France

• Grids to assess intercultrural communication skills

• Workplacement guide for tutors

Participant 2 from Germany

• Preparation and training of students (key competences)

• Preparation of the host organization

• Letter of motivation for learners

• Recognition of training courses by sending/intermediary and host organization

Participant 3 from Italy

• Recognition procedures in different countries

• Youthpass (Guideline)

• Relation between non-formal skills competences and employment

Fig. B: Document folder of subgroup 1 on the platform of the Europemobility Benchmarking Club
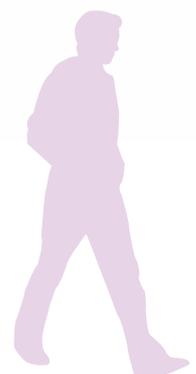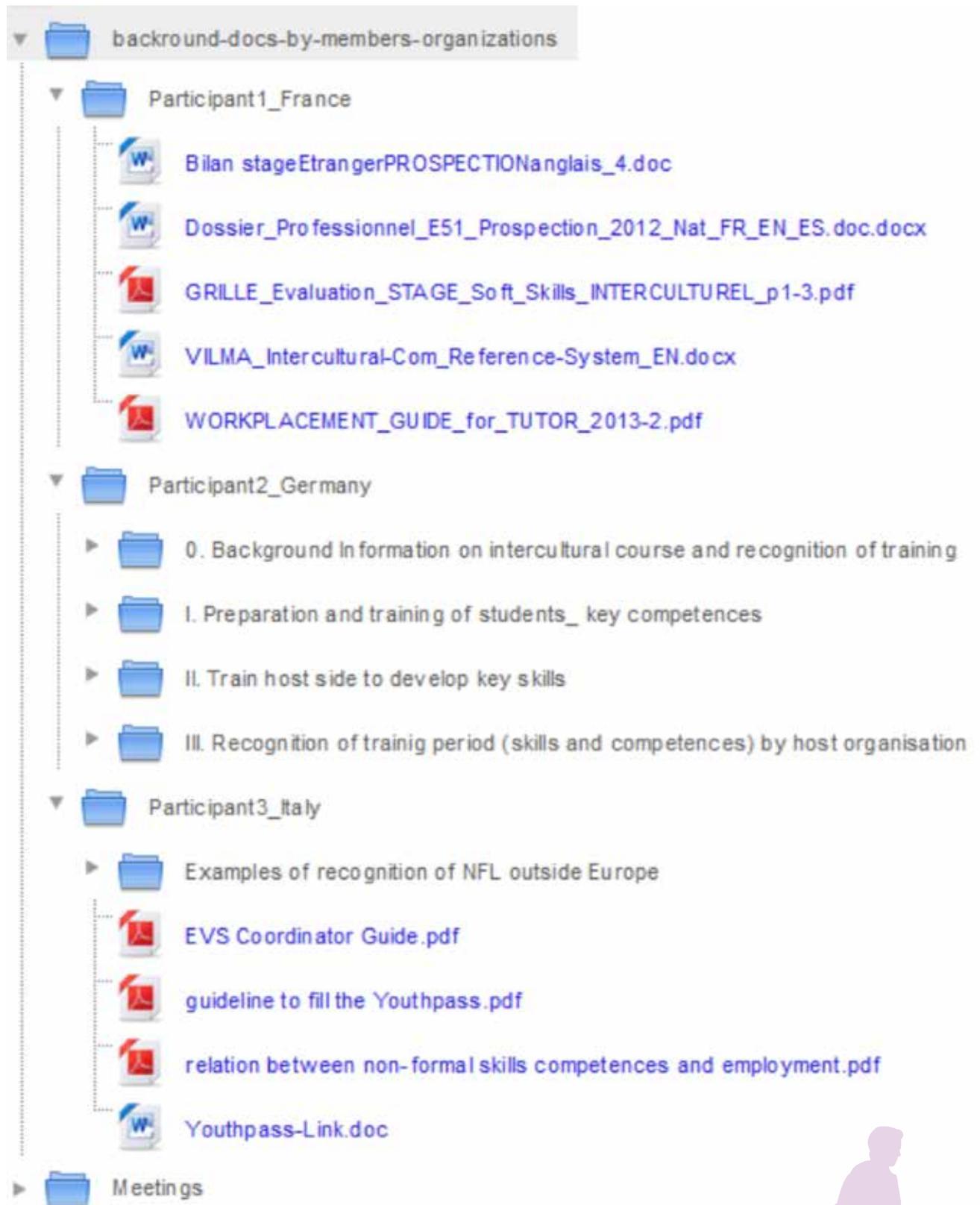
During a skype meeting on 25/06/2013 experiences were exchanged and opinions on procedures and processes within partner's organizations were expressed.

Step 3: Implementation of goals and action plans for own organization

Results of the peer learning activity (summary):
• Participant1 from France reviewed the used grids on the assessment of intercultural competences
• Participant3 from Italy shared documents with the group about the recognition of mobility
• Particpant2 from Germany implemented the ambassador role in the preparation of the learners (see example below)

Completed activities for quality development on the example of the University Fulda (Participant2):

The goal was to strengthen the "civic skill development component" and to foster the awareness of students of being an ambassador of their home county when going abroad.

During the activity of the Benchmarking Club the "ambassador role" has been implemented into the regular intercultural preparatory and accompanying online training courses for Erasmus Placements students as well as in our entrepreneurial training courses. Therefore specific modules for the training courses have been designed. The next step will be to combine the intercultural and entrepreneurial courses to one training that deals with the idea of being an ambassador in own modules.

In addition, the University of Fulda included the "ambassador role" into the motivation letter as a part of the application for an Erasmus placement. The students have to reflect on their ambition and motivation as a whole, including the fact that they go abroad as a kind of "representative" for their home country, culture and sending university. The new template of the "Letter of Motivation" resulting from the peer learning exercise can be found at the following address:

http://www.eu-placements.de/file/EP_LoM13+14_englisch.doc

On both actions the University received feedback from the peer learning group during the meetings and forum discussions.

Provided documents by the subgroup 1 on recognition and documentation of soft skills gained abroad (see youthpass, europass+) were investigated. The University of Fulda is implementing a combination of a "personal development plan" (result of Uni-Key project, www.uni-key.eu), the youth pass and europass+ as a competence pass in future mobility programmes – a draft version will be available in autumn 2013

A final follow-up meeting dealing with the process of the implementation of the goals is planned in autumn 2013. The peer-learning activity can be continued within the Europemobility Community.

ANNEX 2: EUROPE MOBILITY BENCHMARKING CLUB

Subgroup 2 on "Development of sustainable and quality partnerships for mobility"

This Annex illustrates the process and results of the 2nd subgroup of the Europemobility Benchmarking Club.

Members:

Participant1 from Italy (VET)
Participant2 from Netherlands (VET)
Participant3 from Portugal (VET)
Participant4 from Cyprus (HE)

Facilitator:

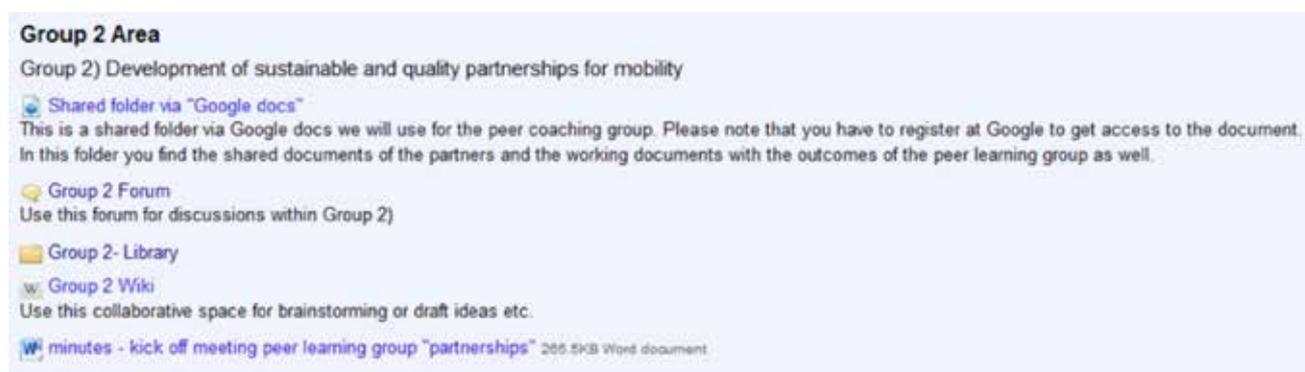Pauline van den Bosch: EVTA – European Vocational Training Association

Working process:

Steps in the process of the peer learning group	Obtained result	Time planning
step 1: • What is the scope of the peer learning group	clear view on: • why joining the network • shared ambition of our peer learning group and EUM network in a broader perspective • concerns and peer learning goals for of the partners	11/03/2013
step 2: • Exchange of experiences and tools in google docs and via skype meetings	Ongoing exchange and sharing of tools and experiences	Ongoing via google docs and moodle next skype via doodle poll
step 3: • Can our experiences result in common criteria, tools for mobility etc?	Quality charters for: • network members • companies/ hosting organisations • criteria of success for mutual trust and respect in partnerships • transparency in roles and responsibilities of actors in mobility	Summer 2013: Follow-up within EUM Community

An own area was created for the group on the moodle platform.

Fig C: Shared space of subgroup 2 on the platform of the Europemobility Benchmarking Club

Group 2 Area

Group 2) Development of sustainable and quality partnerships for mobility

Shared folder via "Google docs"
This is a shared folder via Google docs we will use for the peer coaching group. Please note that you have to register at Google to get access to the document. In this folder you find the shared documents of the partners and the working documents with the outcomes of the peer learning group as well.

Group 2 Forum
Use this forum for discussions within Group 2)

Group 2- Library

Group 2 Wiki
Use this collaborative space for brainstorming or draft ideas etc.

minutes - kick off meeting peer learning group "partnerships" 266.5KB Word document

Step 1: Discussion on the scope for the peer learning group (skype: 11/03/2013)

Partners are currently joining networks for mobility. They consist of sending, hosting and or intermediary organizations.

* The main motivations to join a network:
  * creating synergies: doing the same but at different levels;
  * learning from others;
  * sustainable collaborations based on giving and taking (finding costs saving solutions);
  * creating quality conditions to give students a EU view on their pathway.
  * improving the international scope within our organization;

* Why are networks working and why not? (success criteria)
  * The starting point is that the network (the peer learning group and the EUM network in the broader sense) are based on shared ambitions, passion and goals.

* What is our shared ambition of the peer learning group on short term and for the EUM network on longer term: (the elements below are strongly interrelated)
  * Building sustainable partners, with partners who are willing to cooperate, based on mutual interest and respect and activities. Make it work!
  * Finding costs saving solutions. How to make mobility a reality without funding? How can we use our expertise and contacts to find solutions which are costs saving and by using our network.
  * Building mutual trust between each other.
  * Standardizing procedures, tools and criteria at European level. For example quality criteria for hosting organizations, agreements, etc.

* What are your peer learning goals?

Organization	Goals	Specific questions
Participant 1, Italy	• To design a quality chart for community members, • A quality chart for work placement companies • And the process of assignment of the quality labels	• What are the quality criteria used for hosting organizations in the different countries? • Are there any other members who can join and reinforce the EUM network? • Can the peer learning group provide input and feedback on the quality charters?

Participant 2, Netherlands	• Making fundaments for a sustainable network: getting to know each other • Having contacts with intermediar organizations in different countries focus: quality rather than quantity. • Standardizing some of the mobility elements in each country	• Based on principles of giving and taking: What kind of expertise and contact do the other partners have? • Finding intermediary contacts for hosting trainees, for finding work placements, for setting up training activities etc. • How are the rules and regulations in other countries if it come to (housing, insurance, payments, type of contracts)
Participant 3, Portugal	To create conditions for the fostering of mutual trust between mobility actors: • increasing the number/quality of contacts with intermediary institutions (schools) - Teachers/Trainers; Mobility technicians; students/ trainees - nº of contacts/ visits/ mobilities received, nº of contacts/ visits/ mobilities accomplished • getting better knowledge of Intermediary institutions's Training Pathways • increasing the number/quality of contacts with receiving institutions actors, managers, tutors, HR	• What kind of/how many agreements are signed between your institution and the intermediary/receiving one for the accomplishment of mobilities? Which ones of the actors mentioned above are involved? • Is the Mobility Training Programme shared among all actors? Is it/ should it be part of the agreement? • In case the mobility period takes place in a company, which institution is responsible for the guarantee of the compliance with the training programme? • How do you involve the mobility actors?

Step 2: Exchange of experiences and tools in the google docs:

During the skype meeting of 11/03/2013, a folder is created in google docs, with the following documents

• Example of work placement agreement (by P2)

• Example of quality criteria for companies used in the Netherlands (by P2)

• The European quality charter for mobility (by EVTA)

This document/report was used as a working document, where the partners could add their contributions and it was completed after each meeting.

Dates for the next peer learning skype meetings were planned via a Doodle poll

Link to the folder in google docs:

https://drive.google.com/?tab=mo&authuser=1#folders/0B_45Im9mnoseOVJaT3piLWtDbFE

The tools which were uploaded and shared in the platform are the following:

1 Agreements

• Examples of learning agreements between sending and hosting organistions of different initiatives

2 Placements

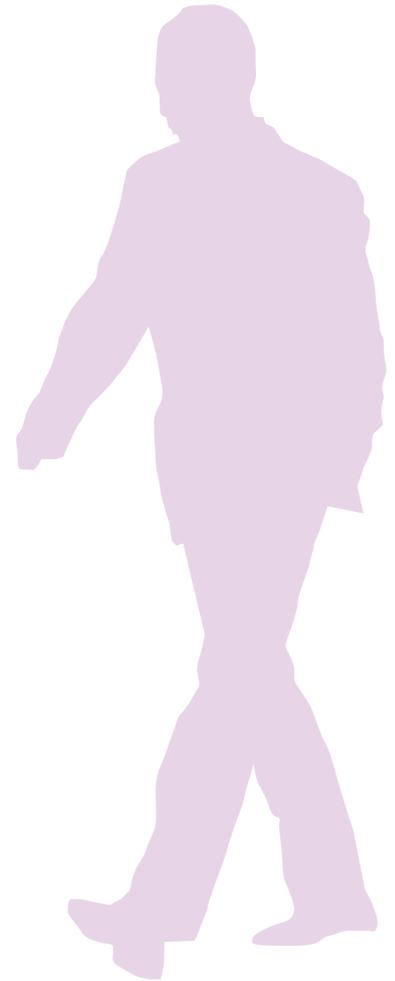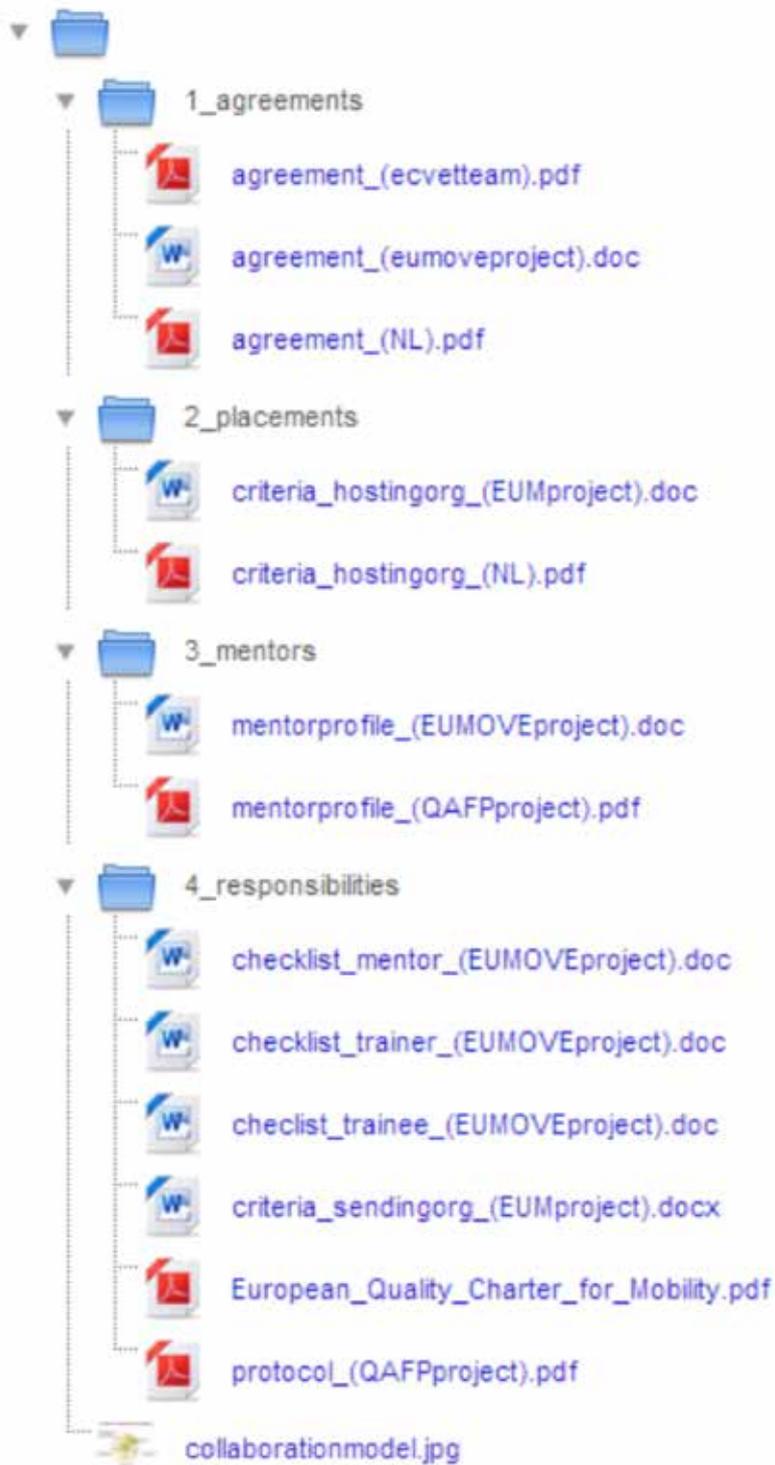• Quality criteria used for selecting and certifying hosting organisations

3 Mentors

• Profile with competences of a mentor/ coach in the hosting organisation

4 Responsibilities

• Tools which can be used to explain the role of each of the actors in mobility (i.e. charters, checklists, protocols etc.)

Fig. D: Document folder of subgroup2 on the platform of the Europemobility Benchmarking Club

- 1_agreements
  - agreement_(ecvetteam).pdf
  - agreement_(eumoveproject).doc
  - agreement_(NL).pdf
- 2_placements
  - criteria_hostingorg_(EUMproject).doc
  - criteria_hostingorg_(NL).pdf
- 3_mentors
  - mentorprofile_(EUMOVEproject).doc
  - mentorprofile_(QAFPproject).pdf
- 4_responsibilities
  - checklist_mentor_(EUMOVEproject).doc
  - checklist_trainer_(EUMOVEproject).doc
  - checlist_trainee_(EUMOVEproject).doc
  - criteria_sendingorg_(EUMproject).docx
  - European_Quality_Charter_for_Mobility.pdf
  - protocol_(QAFPproject).pdf
- collaborationmodel.jpg

Step 3: common tools, procedures and strategies

For networks and relations between sending and hosting organisation, what are the most critical elements for creating mutual trust, quality and sustainability? What are the different elements and how do you deal with these?

Elements of mutual trust in partnerships for mobility:	Criteria	Solutions from the peer learning group
Quality of the placements	• trained tutors (competent) • transparency in assessment and evaluation methods (how do you know that the training and assessments are carried out well?) • certified training companies	• Common quality criteria for hosting organizations; • Using the EU quality charter for mobility as a common tool
Quality of the agreements between sending and hosting organizations	• transparency of learning outcomes • commitment by all partners on their roles	• transparency in rules and regulations in each country (payments, insurances, agreements etc.)
• Commitment and involvement of all actors in mobility	• mutual benefits of the partners • mutual respect and willingness	• Finding cost saving "win-win" solutions (giving and taking)

This table will be updated based on the experiences of the peer learning groups.
The peer-learning activity can be continued within the Europemobility Community.

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