



STAYMOBIL

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01 – Reference Framework for Sustainable Transnational VET Mobility

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1. Foreword

StayMobil Project is an Erasmus+ Strategic Partnership project for cooperation for innovation and the exchange of good practices, implemented between October 2017 and September 2019. The project is conducted by the consortium of mobility partners from six European countries:

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

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

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

Since all the partners involved in the project have already implemented Quality Management Systems, StayMobil Reference Framework establishes a set of indicators to support sending, receiving/ hosting and intermediary organisations involved in transnational VET mobility with planning, organisation, coordination, implementation, monitoring and evaluation of mobility programmes, as well as with certification and recognition of competences. Furthermore, the Framework assists mobility actors in assessing and improving their strategies concerning the quality assurance and sustainability of mobility initiatives.

The combination of the quality cycle with all phases of mobility intertwined with ISO 26000 seven SR principles and EQAVET makes StayMobil instruments innovative solutions for increasing quality assurance in transnational VET mobility.



2. Transnational VET mobility quality assurance at European level

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

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

EQF

European Qualifications Framework (EQF) is a system comprising qualifications at all levels and in all sub-systems of education and training (from elementary to vocational and higher education, up to the doctorate level). It is structured into 8 reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. All member countries of the European Union are required to develop their National qualifications Framework (NQF) to implement the EQF. The aim is to increase transparency of European educational systems, facilitate recognition of qualifications, support cross-border mobility of learners and lifelong learning across Europe.

ECVET

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

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

EQAVET

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

Being now more than a Reference Framework, EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission that delivers Indicative descriptors & Quality indicators and provide guidelines, tools and online support to Quality Assurance development and monitoring of VET Systems¹ and VET Providers², including the

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

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



alignment between EQAVET and other Quality Assurance approaches such as EFQM Excellence Model and the ISO 9001 Standard³.

EUROPASS

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

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

EUROPEAN QUALITY CHARTER FOR MOBILITY

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

3. StayMobil Framework

The StayMobil Framework represents a matrix, comprising a series of quality indicators aimed to assess, monitor and promote quality assurance and sustainability of VET mobility at all stages. The matrix interlinks the seven core subjects of social responsibility defined in ISO 26000 and eight core activities implemented throughout all mobility phases. The core activities are structured in accordance with the quality control cycle (Plan-Do-Check-Act) and are aligned with the ten principles of the European Quality Charter for Mobility. The indicators, included in the matrix, derive from the analysis of the relations existing between each core activity with each SR core subject. Where possible, 10 EQAVET indicators are also taken into consideration.

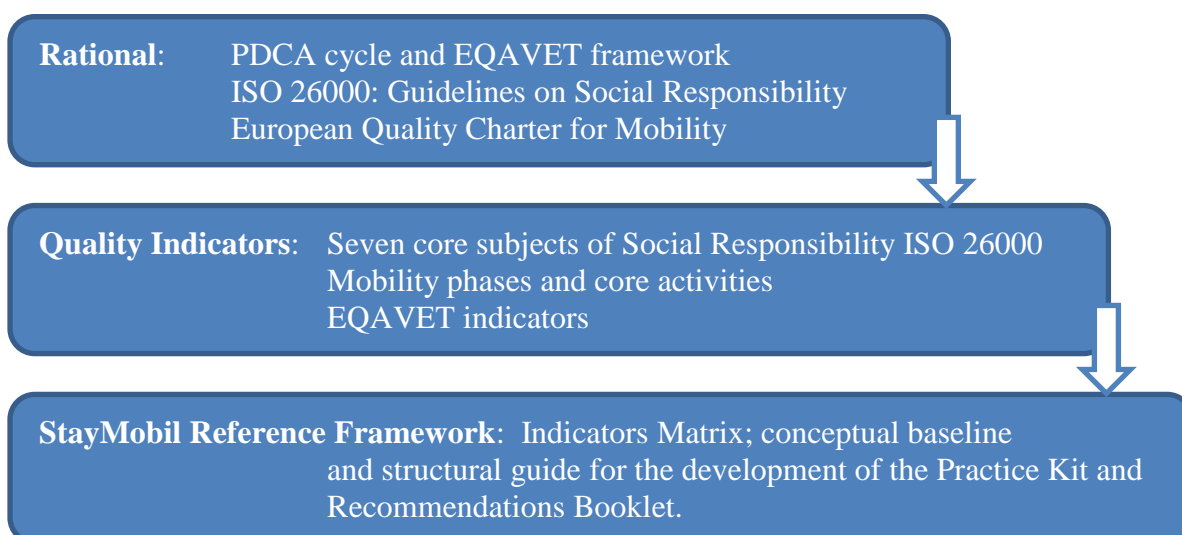


Figure 1. The basis for the development of the StayMobil Framework

The Plan-Do-Check-Act quality cycle was taken as a basis for the StayMobil Framework with the aim of aligning this new tool with already existing quality instruments, in particular with

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



EQAVET system. EQAVET utilizes the same methodology and arranges its quality assurance system in four stages: Planning, Implementation, Evaluation and Review.

Based on the European Quality Charter for Mobility, the StayMobil Reference Framework presupposes the commitment of VET mobility actors (sending, receiving/ hosting and intermediary organisations) to provide a high-quality mobility experiences and promote social cohesion, financial and environmental sustainability in their actions. This key principle is in line with ISO 26000 definitions of social responsibility and sustainable development:

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

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

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

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

The three pillars of sustainable development (social, economic and environmental) are embedded in ISO 26000 seven core subjects of social responsibility.

4. The core content of ISO 26000

- ☐ Seven principles
- ☐ Seven core subjects of social responsibility and related issues
- ☐ Stakeholder engagement

The Seven Principles

1. **Accountability** - “state of being answerable for decisions and activities to the organization’s governing bodies, legal authorities and, more broadly, its stakeholders” (those who are affected by its actions).”
2. **Transparency** - “openness about decisions and activities that affect society, the economy and the environment, and willingness to communicate these in a clear, accurate, timely, honest and complete manner.”
3. **Ethical behaviour** - “behaviour that is in accordance with accepted principles of right or good conduct in the context of a particular situation.”
4. **Respect for stakeholder interests** – “identifying groups of stakeholders - those who are affected by your decisions and actions - and responding to their concerns.”
5. **Respect for the rule of law** - “In the context of social responsibility, respect for the rule of law means that an organization complies with all applicable laws and regulations....even if they are not adequately enforced.”



6. **Respect for international norms of behaviour** - “...derived from customary international law, generally accepted principles of international law, or intergovernmental agreements that are universally or nearly universally recognized.”
7. **Respect for human rights** - “In situations where human rights are not protected, take steps to respect human rights and avoid taking advantage of these situations.”

In summary, the 7 Principles:

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

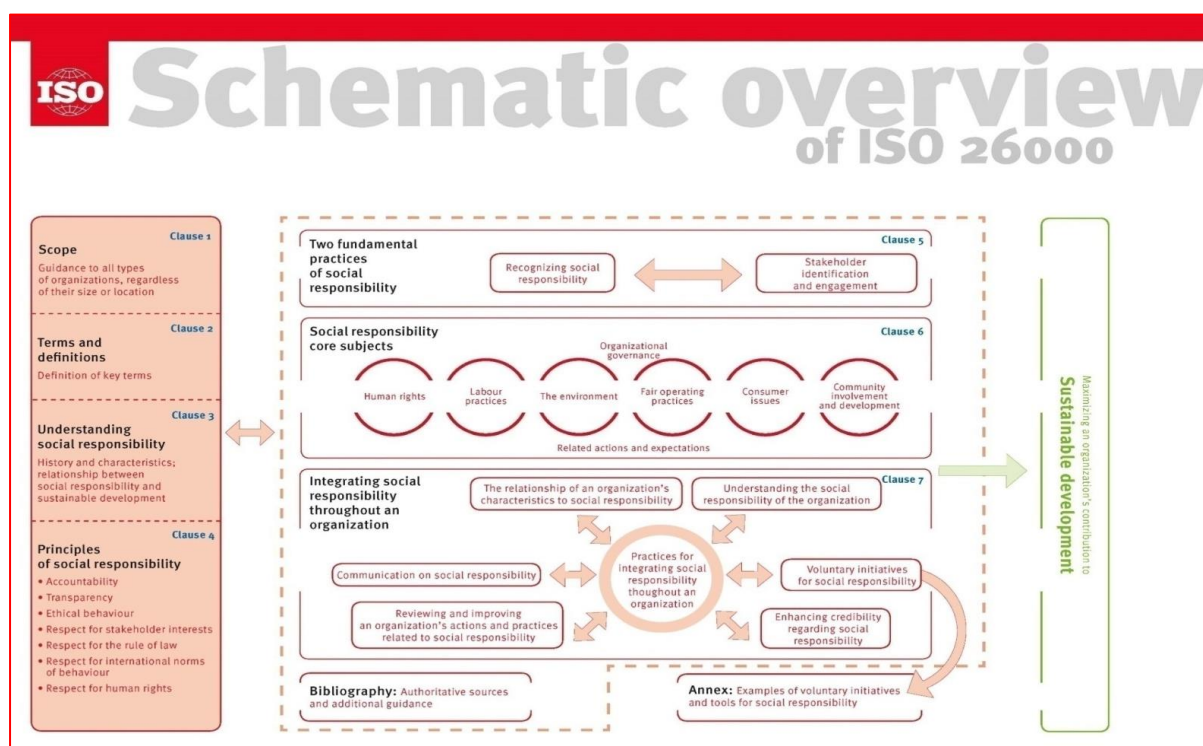


Figure 2. Overview of ISO 26000

The Seven Core subjects

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

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

2 - Human rights, as the whole set of basic rights to which all human beings are entitled, considering for it two broad categories of human rights: civil and political rights (right to life

and liberty, equality before the law and freedom of expression) and economic, social and cultural rights (the right to work, the right to food, the right to the highest attainable standard of health, the right to education and the right to social security).

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

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

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

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

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

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

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

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

In terms of organizations dealing with transnational VET mobility, consumer issues are very much related to protection of learning mobility participants' health and safety during mobility period, as well as protection of personal data and privacy, ensuring fair advertising and marketing services, providing clear and useful information to the VET



mobility participants, giving particular attention to the information needs of vulnerable persons (e.g., those with physical or mental disabilities, including limited vision or hearing, reading disability, etc.), minimizing risks from the use and provision of products or services that do not comply with EU legislation and policies.

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

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

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



Figure 3. ISO 26000 Social Responsibility Core Subjects

Stakeholder engagement

- ☐ “Stakeholder identification and engagement are central to addressing an organization’s social responsibility.” (ISO 26000:2010 Clause 5.3)
- ☐ Communication establishes channels for exchanging knowledge, suggestions, complaints and ideas for solutions.

- ☐ Identifying stakeholders and developing channels of communication with them is one of the most rewarding and most challenging parts of Social Responsibility.
- ☐ Start to communicate respect and willingness to engage **before** a crisis emerges.
- ☐ The goal is to build trust and credibility for the long term, not to find “quick fixes” for problems.

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

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

Complete list of Issues for the seven Core Subjects

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

Organizational governance

- ☐ Issue 1: Decision-making processes and structure

Human rights

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

Labour practices

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

The environment

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

Fair operating practices



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

Consumer issues

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

Community involvement and development

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



5. Framework phases and core activities

StayMobil Framework is structured in 4 main phases of the transnational mobility and each of them corresponds to the four phases of EQAVET Quality cycle⁴.



Figure 4. Transnational VET mobility phases in StayMobil Framework

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

Mobility Implementation phase corresponds with the period “during mobility”. It involves actions of all actors in the VET mobility (participants, sending organisations, intermediary organisations and hosting organisations).

Mobility Evaluation phase, corresponds with the “after mobility” stage and covers all aspects related to certification, recognition of competences and evaluation of achieved results against the learning agreements and evaluation of participants’ satisfaction with the mobility experience.

Mobility Review phase takes place after implementation and evaluation of the mobility project. It assesses the impact of mobility on participants and key stakeholders and drives continuous improvement of transnational VET Mobility towards sustainability.

In the StayMobil Reference Framework, each phase of the transnational VET mobility is divided into two Core Activities:

⁴ <https://www.eqavet.eu/Eqavet2017/media/Materials-Cycle-poster/Quality-Cycle-Poster-English.pdf?ext=.pdf>



Figure 5. Core activities for each phase of mobility

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

Phase 3 – Mobility Evaluation	
Evaluation of Achieved Learning Outcomes	Certification & Recognition
Evaluation of the work and progress of the mobility participants during learning/training period/work placements and measure of the achieved results/learning outcomes in terms of knowledge, skills and competences.	Certification of learning outcomes specified in the Learning Agreement and earned during mobility period with Europass, ECVET credits, Attendance certificate issued by receiving/ hosting institution, Work certificate, etc., and further recognition of learning outcomes by sending institution.
Phase 4 – Mobility Review	
Impact Assessment	Development of Improvement Strategies
Impact assessment as a process of examining the effect of transnational VET mobility activities on participants, sending, receiving/ hosting and intermediary organisations and society.	Development of strategies for implementing improvement actions based on the outputs provided by the mobility implementation, learning assessment, satisfaction evaluation, impact evaluation and self-evaluation.

Figure 6. Short description of core activities within four mobility phases

Phase: **Mobility Planning**

Core activity 1:

- ❑ **Information & Guidance, Commitment & Responsibilities** – *before mobility*, every participant shall be provided with clear and reliable information and guidance on the mobility, the selection procedures and the conditions in which it can be taken up; assistance on travel arrangements, insurances, medical checks, residence or work permits, accommodation, safety and protection of participants, visa application, social security and any other logistic and practical support. In order to ensure high quality of mobility implementation and respect for the principles of the European Quality Charter for Mobility⁵, all aspects of mobility, including the rights and responsibilities of sending, receiving/ hosting and/or intermediary organizations, shall be determined and negotiated through the conclusion of Partnership Agreements between the parties.

Core activity 2:

- ❑ **Learning Plan, Personalization & General Preparation** – *before mobility*, Training contracts shall be signed between the sending organization and the mobility participants. Each individual training contract shall be supplemented with a Quality Commitment and a Learning/ Mobility Agreement, including a personalized Learning Plan/ Training programme. The tasks to be assigned within the training period, knowledge, skills and competence to be acquired by the mobility participants, monitoring and mentoring mechanisms during the training, as well as the methods of evaluation and validation of the training results shall be communicated in all contractual documents with all mobility participants. Participants shall also receive pre-departure

⁵ Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility [Official Journal L 394 of 30.12.2006].

preparation tailored to their specific needs, including linguistic, pedagogical, task-related, risk-prevention, legal or cultural preparatory activities, subsequently contributing to more effective learning, intercultural communication and a better understanding of the receiving/ host country's culture.

Phase: **Mobility Implementation**

Core activity 3:

- ❑ **Implementation of Learning Plan** – *during mobility*, receiving/ hosting organizations shall ensure the successful implementation of the mobility Learning Plan/ Training programme. Mentors/ tutors from receiving/ hosting organizations shall introduce to the participants the work/ training process, working time, safety rules, practical activities that are to be undertaken and the way their performance will be measured. At the same time, mentors/ tutors/ trainer shall provide training ensuring a smooth implementation of the Learning Plan/ Training programme, initially drawn up as per personal learning pathways, skills and competences of mobility participants.

Core activity 4:

- ❑ **Mentoring & Monitoring** – *during mobility*, the receiving/ hosting organization shall provide mentoring support to mobility participants, advise them on any emerging issues, help them cope with any challenges they face during their stay abroad, and ensure their smooth integration in the new environment. Additionally, in order to ensure that the Learning Plan of each participant is coherent with the objective of the mobility, representatives of the sending, receiving/ hosting and/ or intermediary organizations shall monitor the overall learning/ training process and the progress of the participants. Monitoring tools could be various (performance and presence checks, feedback and satisfaction questionnaires completed by mobility participants, mentors/ tutors and/or trainers, etc.). Based on the monitoring results, corrective measures, if necessary, can be applied to ensure the quality of the learning/ training process.

Phase: **Mobility Evaluation**

Core activity 5:

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

Core activity 6:

- ❑ **Certification & Recognition** – *after mobility*, knowledge, skills and competencies acquired by the participants during the mobility period shall be certified by the receiving/ hosting organization with Europass, ECVET credits, Attendance certificate, Work certificate, etc. These instruments make it possible for sending organizations to recognize the acquired knowledge, skills and competences without requiring the



participants to take any further courses or exams upon their return to their home country.

Phase: Mobility Review

Core activity 7:

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

Core activity 8:

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



6. Correspondence of StayMobil Framework with ISO 26000 Core Subjects of Social Responsibility

In order to establish the list of indicators of the StayMobil Framework, each core activity has been related with each core subjects of Social Responsibility, as presented in the matrix below:

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

Figure 7. StayMobil Reference Framework: Indicators Matrix

Where the given core activity is compatible with the given social responsibility core subject, specific indicators are created (see Table A below). These indicators serve as a basis for the development of guiding questions, aimed to support the self-evaluation of sending, receiving/ hosting and/ or intermediary organizations with regard to the implementation of a sustainable approach to continuous improvement of quality in translational VET mobility.

7. StayMobil Indicators Matrix

Table A. List of indicators corresponding with mobility phases and core subjects of social responsibility

STAYMOBIL Framework Indicators Matrix		SEVEN CORE SUBJECTS OF SOCIAL RESPONSIBILITIES						
Phases	Core Activities	1. Organizational governance	2. Human rights	3. Labour practices	4. Environment	5. Fair operating practices	6. Consumer issues	7. Community involvement & development
Mobility Planning	A. Information & Guidance, Commitment & Responsibilities	A.1. Clearly-stated responsibilities of all involved organizations	A.2. Equal opportunities for participation in mobility	A.3. Advance planning visits to receiving/hosting/ work placement organizations	A.4. Energy and paper cut while setting up documentation	A.5.1 Code of ethics A.5.2 Fair and open competition in selection process	A.6.1 Clear and reliable sources of information A.6.2 Protection of personal data	A.7. Setting mobility rules with respect to the community
	B. Learning Plan, Personalization & General Preparation	B.1.1 Preparation of Learning Plan B.1.2 Individually tailored preparation of participants	B.2. Equal quality level of preparation and respect for diversity	B.3. Awareness of labour practices and policies, rights and duties	B.4. Online preparation of participants	-	B.6. Risk assessment and mitigation plan	B.7.1 Alignment of Learning Plan with the labour market needs B.7.2 Involvement of community in participants' preparation
Mobility Implementation	C. Implementation of Learning Plan	C.1. Alignment of training/ work activities with the Learning Plan	C.2. Adherence to human rights and equity principles	C.3. Provision of safety training and equipment	C.4. Use of environmentally friendly tools and energy saving strategies	C.5. Ethical behaviour practices	C.6. Usability of training/ work activities	C.7. Involvement of community in Learning Plan implementation

	D. Mentoring & Monitoring	D.1. Development and application of mentoring & monitoring tools	D.2. Continuous monitoring of respect for human rights	D.3. Collection of mentors/ tutors/ trainers' feedback	D.4. Increased use of ICT	D.5. Transparency of monitoring practices	D.6.1. Protection of participants' health and safety D.6.2. Collection of participants' feedback	-
Mobility Evaluation	E. Evaluation of Achieved Learning Outcomes	E.1. Correspondence of learning outcomes to Learning Plan objectives	E.2. Impartiality in the evaluation criteria	E.3. Degree of mentors/ tutors/ trainers' satisfaction	E.4. Environmentally friendly evaluation tools	E.5. Transparent evaluation practices	E.6. Degree of participants' satisfaction	E.7. Participation of community in the evaluation of achieved outcomes
	F. Certification & Recognition	F.1. Implementation of formal recognition and certification measures	-	-	-	F.5. Transparency of certification and recognition practices	-	F.7. Employability within the community
Mobility Review	G. Impact Assessment	G.1. Elaboration of mobility impact assessment tools on individual, organisational and society level	G.2. Improved access to work/ further education	G.3. Assessment of health and safety at work	G.4. Monitoring of resource consumption & waste	G.5. Long-term mobility partnerships	G.6. Mobility impact on the participants	G.7. Mobility impact on the community
	H. Development of Improvement Strategies	H.1. Improvement strategies as regards implementation of mobilities	H.2. Procedures for preventing discrimination at all mobility stages	H.3. Improvement of organizations' labour practices	H.4. Environmental improvement plan	H.5. Acknowledgement and reputation strengthening	H.6. Improvement strategies as regards participants' experience acquired during mobility	H.7. Strategies for strengthening links between VET mobility, labour market and community



Table B below specifies the types of indicators and gives detailed descriptors for each indicator. The type of indicators is marked as: Qualitative or/and Quantitative. If the indicator is Quantitative, a short note is provided on what the measure is based on.

Table B

1. ORGANIZATIONAL GOVERNANCE		
INDICATOR	DESCRIPTION	Type of indicator
A.1. Clearly-stated responsibilities of all involved organizations	The organizations should ensure that all aspects of mobility (objectives, activities, mobility implementation period, expected outcomes, monitoring, evaluation, and recognition, as well as transportation, accommodation, meals and cultural programme), including the rights and responsibilities of all involved parties, are determined and negotiated through the conclusion of Partnership Agreements between the parties.	<i>Qualitative</i>
B.1.1 Preparation of Individual Learning Plan	The organizations should ensure that the Learning Plan/ Training programme for participants is drawn up as per the personal learning pathways of mobility participants, their learning needs and expectations for professional and personal development.	<i>Qualitative</i>
B.1.2 Individually tailored preparation of participants	The organizations should ensure that the pre-departure preparation is tailored to the mobility participants' specific needs and includes adequate intercultural, linguistic, pedagogical, legal, and financial preparation.	<i>Qualitative</i>
C.1. Alignment of training/ work activities with Learning Plan	The organizations should ensure that all training activities during the mobility period (theoretical, practical or work based, etc.) are in line with the initially drawn up Learning Plan/ Training Programme of the mobility participants, follow their personal learning pathways and contribute to the development of skills.	<i>Qualitative</i>
D.1. Development and application of mentoring & monitoring tools	The organizations should identify effective mentoring mechanisms to advise and help participants throughout their mobility and integration period, as well as to develop tailored and useful monitoring tools for regular and efficient monitoring processes within each mobility implementation stage. Based on the mentoring and monitoring results, corrective measures should be applied to ensure a high quality in the learning and training.	<i>Qualitative</i>



1. ORGANIZATIONAL GOVERNANCE		
INDICATOR	DESCRIPTION	Type of indicator
E.1. Correspondence of learning outcomes to Learning Plan objectives	The organizations should ensure evaluation of the acquired knowledge, competencies, skills and experience. The learning outcomes accrued abroad should be assessed against the Learning Plan/ Training Programme in order to determine whether the aims targeted during the preparation stage have been achieved. The learning outcomes should be assessed and measured at the end of the learning/training/ work placements, using tools such as: performance checks, self-assessment, etc.	<i>Qualitative</i>
F.1. Implementation of formal recognition and certification measures	The organizations should provide assistance for recognition, validation and certification of the participants' acquired skills and competences, especially in the context(s) of non-formal education and training activities. The common European certification instruments should be used for transparent and comprehensive recognition of achieved learning outcomes.	<i>Qualitative</i>
G.1. Elaboration of mobility impact assessment tools on individual, organisational and society level	The organizations should ensure that the impact of the mobility is measurable. The assessment tools and indicators of achievement should be identified and used at all mobility stages to measure effectively the impact of mobility on the participants, the sending, intermediary and/or receiving/ hosting organizations, as well as on other stakeholders and the society. The organizations should consider the likely scope of the desired impact at the local, regional, national and European and/or international levels.	<i>Qualitative</i>
H.1. Improvement strategies as regards implementation of mobilities	The organizations should proceed with the development of strategies for improving the implementation of mobility programmes at all stages. A clear guide for improvements should be in place after assessing the impact of mobility on all actors involved.	<i>Qualitative</i>



2. HUMAN RIGHTS		
INDICATOR	DESCRIPTION	Type of indicator
A.2. Equal opportunities for participation in mobility	The organizations should assure that human rights are respected throughout the information and selection process of the participants, encouraging the participation of all individuals who meet the established program requirements, without any discrimination based on: gender, race, beliefs, religion, political or other conviction, national or social origin, sexual orientation, etc.	<i>Qualitative</i>
B.2. Equal quality level of preparation and respect for diversity	The organizations should assure that all mobility participants are provided with the same quality level of preparation and that human rights and individual differences (gender, religion, etc.) are respected in the process of personalization of the mobility experience (learning plan preparation, identification of accommodation, etc.).	<i>Qualitative</i>
C.2. Adherence to human rights and equity principles	The organizations should assure that all mobility aspects are managed and carried out with respect for human rights, the principles of equity and EU funding values. The number of working hours and working conditions should comply with the laws and regulations of the receiving/ hosting country. Participants should be provided with adequate support during Learning Plan implementation by professional tutors and mentors promoting their personal and professional development.	<i>Qualitative</i>
D.2. Continuous monitoring of respect for human rights	The organizations should assure that the living and working conditions of the mobility participants adhere to quality standards during the whole stay abroad. The respect of such conditions should be guaranteed by continuous monitoring. The organizations should also: pay attention to participants' feedback, implement problem-solving strategies and assure that the learning process respects the human rights and the learning pace of each participant.	<i>Qualitative</i>
E.2. Impartiality in the evaluation criteria	The organizations should assure that evaluation procedures are based on objective criteria and not affected by any personal prejudice concerning such aspects as gender, race, beliefs, religion, political or other conviction, national or social origin, sexual orientation, etc.	<i>Qualitative</i>



2. HUMAN RIGHTS		
INDICATOR	DESCRIPTION	Type of indicator
G.2. Improved access to work/ further education	The organizations should assess the impact of the mobility with regard to improving the participants' opportunities (including vulnerable groups and people with disabilities), so that they can succeed in education and training and gain the skills they need to secure an apprenticeship or employment in line with the new labour market demands.	<i>Qualitative</i>
H.2. Procedures for preventing discrimination at all mobility stages	The organizations should improve the quality of the mobility activities by applying successful systematized procedures, which guarantee the prevention of discrimination at all stages of transnational VET mobility.	<i>Qualitative</i>



3. LABOUR PRACTICES		
INDICATOR	DESCRIPTION	Type of indicator
A.3. Advance planning visits to receiving/ hosting/ work placement organizations	“Advance Planning Visits” of staff from sending to hosting organisations (VET providers and/or companies) are aimed to facilitate interinstitutional cooperation, better prepare the mobilities and ensure their high quality. Such visits should be used as an opportunity to check and monitor the training and/ work placement conditions, clarify health and safety issues, as well as any other relevant labour practices, which should be considered in the process of preparation of the participants to their mobility.	<i>Qualitative</i>
B.3. Awareness of labour practices and policies, rights and duties	The organizations should assure that the mobility participants are aware of the labour practices and policies adhered to in the receiving/ hosting organization, and that they have clear understanding of their rights and duties during the training/ work placement. A trustful source of information (e.g. Code of conduct, HR personnel) should be available to the mobility participants, so they could clarify any doubts concerning the labour practices.	<i>Qualitative</i>
C.3. Provision of safety training and equipment	The organizations should assure that the mobility participants are instructed about occupational safety and that they implement the tasks in a safe way. All participants must be trained in safe work practices and in the use of safety equipment (if applicable). Continuous supervision of participants during training/ work placements is recommended. Where unsafe work practices are detected and safety, health and welfare measures are not followed by any of the participants, the work or activity should be terminated until the corrective action is taken.	<i>Qualitative</i>
D.3. Collection of mentors/ tutors/ trainers’ feedback	The organizations should assure that the mentors/ tutors/ trainers provide regular feedback about the mobility participants’ performance during the training/ work placements, etc. Feedback could be written or spoken, serving as a good guide on how the participants’ work is progressing – what have been done well and what needs improvement, how specific assignments and/or overall performance could be improved, so as the learning outcomes would be achieved.	<i>Qualitative</i>
E.3. Degree of mentors/ tutors/ trainers’ satisfaction	The organizations should assure that the mentors/ tutors/ trainers’ satisfaction with the mobility participants’ performance is measured with regard to the achieved learning outcomes.	<i>Qualitative</i>



3. LABOUR PRACTICES		
INDICATOR	DESCRIPTION	Type of indicator
G.3. Assessment of health and safety at work	The organizations should review the policies and practices related to health and safety at work, check their adherence to national and the EU rules, implement regular checks of equipment, safety signs and of the use of personal protective equipment (such as safety helmets, gloves, eye protection, high-visibility clothing, safety footwear and safety harnesses, etc.) at work, where applicable.	<i>Qualitative</i>
H.3. Improvement of organizations' labour practices	The organizations should implement good labour practices into any improvement strategy aimed at increasing the efficiency and efficacy of transnational VET mobility.	<i>Qualitative</i>



4. ENVIRONMENT		
INDICATOR	DESCRIPTION	Type of indicator
A.4. Energy and paper cut while setting up documentation	The organizations should ensure that the mobility preparation process is environmentally friendly; the use of office materials is cognisant (e.g. where possible, paper documents are substituted by digital ones); the consumption of energy is being reduced (e.g. the lights are switched off when not necessary, etc.).	<i>Quantitative</i>
B.4. Online preparation of participants	The organizations should seek to conduct the pre-departure preparation of mobility participants online - via electronic communication tools or social media, resulting in significant paper cut.	<i>Qualitative</i>
C.4. Use of environmentally friendly tools and energy saving strategies	The organizations should ensure that the process of the Learning Plan/ Training Programme implementation follows environmental rules and/or guidelines: choosing natural materials, recycling, using renewable sources of energy, smart use of materials, etc. However, these should not have a negative impact on safety of the participants.	<i>Qualitative</i>
D.4. Increased use of ICT	The organizations should encourage the increased use of ICT in the mentoring and monitoring processes, such as keeping electronic mentors/ tutors/ trainers and participants' dossiers which is more environmentally friendly than traditional, paper-based storage of documentation.	<i>Qualitative</i>
E.4. Environmentally friendly evaluation tools	The organizations should strive to use environmentally friendly tools to evaluate achieved learning outcomes of the mobility participants. Evaluation checks could be done online, reducing printing and paper use. Such measures should result in reduction of carbon footprint of each participating party.	<i>Qualitative</i>
G.4. Monitoring of resource consumption & waste	The organizations should perform assessment of the resource use/cut on a regular basis. The frequency of such assessment should be adjusted to the capacity of each organization.	<i>Quantitative</i>
H.4. Environmental improvement plan	The organizations should develop clear and precise plan for reducing its carbon footprint, investing in new tools and machines, using mainly natural materials, recycling and switching to renewable energy sources. Each participating party should aim to continuously improve its environmental performance.	<i>Qualitative</i>



5. FAIR OPERATING PRACTICES		
INDICATOR	DESCRIPTION	Type of indicator
A.5.1. Code of ethics	The organizations should have a Code of ethics that: communicates the organization's mission, values and principles; promotes honest and ethical conduct, including the ethical handling of actual or apparent conflicts of interest between parties involved in mobility; promotes the principles of corporate social responsibility.	<i>Qualitative</i>
A.5.2. Fair and open competition in selection process	The organizations should ensure that mobility participants are selected solely on the merit basis through fair and open competition. This implies that selection criteria are communicated to all parties involved in the mobility, so as to ensure equality, as well as fair, honest, courteous and professional selection procedure.	<i>Qualitative</i>
C.5. Ethical behaviour practices	The organizations should ensure that the highest legal and moral standards are observed in their relationships with all parties involved in the mobility.	<i>Qualitative</i>
D.5. Transparency of monitoring practices	The organizations should communicate the monitoring principles and methods, as well as the frequency and timing of monitoring activities to all involved parties. These principles, methods and schedule should be followed during the implementation of the Learning Plan/ Training Programme.	<i>Qualitative</i>
E.5. Transparent evaluation practices	The organizations should communicate the criteria for assessment of learning outcomes, assessment activities and results, as well as evidence proving the achievement of the learning outcomes by the mobility participants to all involved parties. Evaluation practices should be guided by the principles of transparency and accountability.	<i>Qualitative</i>
F.5. Transparency of certification and recognition practices	The organizations should use Common European certification instruments (such as Europass Mobility), ensuring that the achieved learning outcomes are clearly stated in the certification documents, and certification and/or recognition results are communicated within the organizations.	<i>Qualitative</i>
G.5. Long-term mobility partnerships	The organizations should measure and evaluate the impact of the mobility on individuals, sending, receiving/ hosting and intermediary organizations. Long-term relationships with all involved parties should be monitored.	<i>Qualitative</i>
H.5. Acknowledgement and reputation strengthening	The organizations should act upon any negative feedback and implement respective improvement actions for strengthening of its reputation.	<i>Qualitative</i>



6. CONSUMER ISSUES		
INDICATOR	DESCRIPTION	Type of indicator
A.6.1. Clear and reliable sources of information	The organizations should ensure the provision of clear and reliable information about mobility aims and intended results, requirements to mobility participants, selection criteria and methods, responsible persons in the sending, intermediary, hosting/ receiving organizations, evaluation committee and deadlines, accommodation, travel and meals arrangements, cultural programme, accessibility services and facilitations for vulnerable groups, etc.	<i>Qualitative</i>
A.6.2. Protection of personal data	The organizations should ensure that personal data of the mobility participants is fairly processed, respecting the applicable national legislation as well as the rights and freedoms of individuals. The processing of personal data should be limited to the fulfilment of the specific, explicit and legitimate purposes of the responsible person. Only responsible people process and have access to personal documents. Mechanisms to protect personal data should be described in Partnership Agreements and Training Contracts.	<i>Qualitative</i>
B.6. Risk assessment and mitigation plan	The organizations should identify any risks, such as those arising from special needs, dietary restrictions, allergies, chronic conditions requiring continuous medical treatment, as well as emergency situations such as aircraft delays, loss of documents, etc. and plan necessary mitigation actions to handle and minimize negative effects on further mobility activities.	<i>Qualitative</i>
C.6. Usability of training/ work activities	The organizations should ensure that the training/ work activities are effective with regard to the attainment of competences specified in the Learning Plan and are engaging for the mobility participants.	<i>Qualitative</i>
D.6.1. Protection of participants' health and safety	The organizations should ensure that health and safety of mobility participants is protected and guaranteed during the mobility period, including taking care of personal hygiene and appearance, supporting participants in all kinds of crisis situations, ensuring safe transportation, appropriate accommodation conditions and safe & healthy meals, familiarization with security rules at accommodation, ensuring the safety of personal belongings, etc.	<i>Qualitative</i>



6. CONSUMER ISSUES		
INDICATOR	DESCRIPTION	Type of indicator
D.6.2. Collection of participants' feedback	The organizations should assure that the mobility participants provide feedback on the training/ mobility implementation, namely satisfaction with the quality of the training/ work placements; mentoring staff; tasks and assignments; support and work overload; acquired skills and competences; work equipment and conditions; use of information resources, etc.	<i>Qualitative</i>
E.6. Degree of participants' satisfaction	The organizations should take actions to measure mobility participants' satisfaction at the end of the training activities as regards the achieved learning outcomes against their initial expectations and/ or needs. Results will show whether achieved learning outcomes meet or exceed participants' expectations.	<i>Qualitative</i>
G.6. Mobility impact on the participants	The organizations should perform regular assessments of the impact mobility programmes have on the participants. In case of negative impact(s), immediate measures should be taken. The impact should be assessed in qualitative and quantitative way.	<i>Qualitative</i>
H.6. Improvement strategies as regards participants' experience acquired during mobility	The strategies for improving the implementation of mobility programmes should aim to enhance the participants' experience (incl. both the experience in the field of study or practice, and the experience with the foreign culture).	<i>Qualitative</i>



7. COMMUNITY INVOLVEMENT AND DEVELOPMENT		
INDICATOR	DESCRIPTION	Type of indicator
A.7. Setting mobility rules with respect to the community	The organizations should set up all rules related to transnational VET mobility taking into consideration the culture, behaviour patterns, needs and trends in the community they are part of, so as to help the community grow, develop and improve.	<i>Qualitative</i>
B.7.1 Alignment of Learning Plan with the labour market needs	The organizations should ensure relevance of the Learning Plan/ Training Programme to the needs of the labour market (i.e. the skills and competences that are planned to be attained by the participants should be in demand on the labour market).	<i>Qualitative</i>
B.7.2 Involvement of community in participants' preparation	The organizations should conduct the pre-departure preparation in close cooperation with the representatives of sending and receiving community (e.g. experts, teachers, representatives of work placement companies, etc.).	<i>Qualitative</i>
C.7. Involvement of community in Learning Plan implementation	The organizations should look for cooperation with companies, associations, organisations and experts in the receiving/ host community for the implementation of the Learning Plan/ Training Programme, so as to ensure exchange of good practices, knowledge and experience, as well as higher productivity of the respective organizations.	<i>Qualitative</i>
E.7. Participation of community in the evaluation of achieved outcomes	The organizations should take actions to involve the receiving/host community in the evaluation of achieved transnational VET mobility results.	<i>Qualitative</i>
F.7. Employability within the community	The organizations should measure new employments in the community as direct result of the implementation of the mobility programme.	<i>Qualitative</i>
G.7. Mobility impact on the community	The organizations should perform regular assessments of the impact its work has on the community, they are part of, including meetings with its representatives in order to follow the trends and the direction in which things	<i>Qualitative</i>



7. COMMUNITY INVOLVEMENT AND DEVELOPMENT		
INDICATOR	DESCRIPTION	Type of indicator
	are progressing. In case of negative impact(s), immediate measures should be taken. The impact should be assessed in qualitative and quantitative way.	
H.7. Strategies for strengthening links between VET mobility, labour market and community	The organizations should develop a strategy for establishing or enhancing links between VET mobility programmes, labour market requirements to VET graduates with regard to their skills and competences, and the community as a whole with regard to job creation, local employment, improved quality of life and increased the capacity to develop sustainably.	<i>Qualitative</i>



Table C presents a set of questions corresponding to each identified indicator and structured according to the mobility phases and the core activities.

Table C

Phase	Core Activity	Indicators and Questions
Mobility Planning	A. Information & Guidance, Commitment & Responsibilities	<p>A.1. Clearly-state responsibilities for all involved organizations Q1. Before mobility, do you conclude Partnership Agreements with all involved organizations that encompass all aspects of the mobility, including the rights and clear responsibilities of sending, hosting/receiving and/or intermediary organizations? Q2. Do you regularly refer to the principles of the European Quality Charter for Mobility, while planning the mobility?</p> <p>A.2. Equal opportunities for participation in mobility Q3. Do you assure that the selection criteria for participation in the mobility and the selection procedure are not discriminatory and respect equal opportunities? Q4. Are people in charge of recruiting participants aware of the principles of non-discrimination and instructed to respect them during the selection procedure?</p> <p>A.3. Advance planning visits to receiving/hosting/ work placement organizations Q5. Do you organize advance planning visits to receiving/hosting/ work placement organizations with the aim to check the training/ work conditions?</p> <p>A.4. Energy and paper cut while setting up documentation Q6. Do you use any electronic document management system, which helps track, manage and store documents and reduce paper, while preparing mobility documentation?</p> <p>A.5.1. Code of ethics Q7. Do you have a Code of ethics or any other internal document addressing ethical business practices in your organization? Q8. Have you established procedures for communicating the main principles of the Code of ethics to mobility participants and other stakeholders (sending, receiving/hosting and/or intermediary organizations)?</p>

		<p>A.5.2. Fair and open competition in selection process</p> <p>Q9. Do you communicate the procedure and the criteria for selecting mobility participants to all involved parties?</p> <p>Q10. Do you ensure open-for-all, fair and merit-based competition among prospective mobility participants?</p> <p>A.6.1. Clear and reliable sources of information</p> <p>Q11. Do you provide clear information about the aims, activities and expected results of the mobility to potential participants?</p> <p>Q12. Do you clearly explain to potential participants how to file their application documents?</p> <p>Q13. Do you use all relevant communication channels to inform and reach all potential participants in the mobility?</p> <p>Q14. Do you assign a responsible person who potential participants could contact in case of any questions regarding the application process?</p> <p>Q15. Do you inform the participants about the total cost of the mobility, including the cost of training, travel, accommodation, living, cultural programme?</p> <p>A.6.2. Protection of personal data</p> <p>Q16. Do you have internal mechanisms in place to protect personal data of all parties involved in the mobility?</p> <p>Q17. Do you acquire the consent of mobility participants to collect, record, store and use for reporting purposes their personal data?</p> <p>Q18. Are data protection regulations included in Partnership Agreements and Training Contracts?</p> <p>A.7. Setting mobility rules with respect to the community</p> <p>Q19. While setting mobility rules, do you respect and take into consideration cultural differences existing between the sending and the receiving countries?</p>
	B. Learning Plan, Personalization & General Preparation	<p>B.1.1 Preparation of Individual Learning Plan</p> <p>Q20. Do you sign individual Training Contracts with the mobility participants that contain a Quality Commitment and a Learning Plan / Training programme?</p> <p>Q21. Do you ensure that Learning Plans are drawn up as per participants' individual learning pathways and training needs?</p> <p>Q22. Do you ensure the Learning Plan is agreed and signed by the sending and receiving/ hosting organizations and participants before mobility takes place?</p>



		<p>Q23. Are the types and workload of the training activities proposed in the Learning Plan aligned with the learning outcomes?</p> <p>Q24. Do you include details on potential reintegration issues in the Learning Plan?</p> <p>B.1.2 Individually tailored preparation of participants</p> <p>Q25. Do you organize the pre-departure preparation training based on individual needs assessment, including linguistic, pedagogical, legal, and financial preparation?</p> <p>Q26. Do you provide clear assistance with travel arrangements, insurance, medical checks, residence/work permits, accommodation, safety and social security arrangements for mobilities?</p> <p>Q27. Do you check that all required documents of all participant are valid?</p> <p>B.2. Equal quality level of preparation and respect for diversity</p> <p>Q28. Have you established procedures (internally and with partners) to assure that all participants are provided with the same quality level of pre-departure preparation regardless of their personal profile and background?</p> <p>Q29. When personalizing the mobility experience, do you take in account the personal background of the participants to assure that human rights and individual differences are respected?</p> <p>Q30. When preparing the participants for the mobility, do you adhere to a participative approach to assure that no one is excluded from the pre-departure preparation process?</p> <p>Q31. Do you include in the participants' pre-departure preparation topics like human rights, civics, interculturality and respect of others?</p> <p>B.3. Awareness of labour practices and policies, rights and duties</p> <p>Q32. Do you inform all participants about the labour practices and policies adhered to in the receiving/ hosting organization and their rights and duties during the training/ work placement?</p> <p>B.4. Online preparation of participants</p> <p>Q33. Do you use online tools as part of the pre-departure preparation of the mobility participants (e.g. webinars, MOOCs, e-learning platforms, video conference calls, etc.)?</p> <p>Q34. Do you reduce paper use during the pre-departure preparation of the mobility participants (e.g. use electronic materials instead of paper handouts in linguistic, cultural, legal, and financial preparation)?</p>
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		<p>B.6. Risk assessment and mitigation plan</p> <p>Q35. Do you collect information from the mobility participants regarding their special needs, dietary restrictions, allergies, chronic conditions requiring continuous medical treatment, etc.?</p> <p>Q36. Do you identify risks which may occur during the mobility implementation period (incl. emergency situations such as aircraft delays, loss of documents, accidents, violations from accommodation rules and training/ work rules etc.)?</p> <p>Q37. Do you develop a plan including potential risk responses (avoidance or mitigation of risks)?</p> <p>B.7.1 Alignment of Learning Plan with the labour market needs</p> <p>Q38. Do you consider the labour market trends and demands for skills and competences, while preparing the Learning Plan?</p> <p>B.7.2 Involvement of community in participants' preparation</p> <p>Q39. Do you involve representatives of relevant institutions/ organizations from sending and receiving community in the pre-departure preparation of the participants (e.g. experts, teachers, representatives of work placement companies, etc.)?</p>
Mobility Implementation	C. Implementation of Learning Plan	<p>C.1. Alignment of training/ work activities with Learning Plan</p> <p>Q40. Do you ensure that all training activities during the mobility period (theoretical, practical or work based, etc.) are in line with the initially drawn up Learning Plan/ Training Programme of the mobility participants?</p> <p>C.2. Adherence to human rights, equity and equality principles</p> <p>Q41. Do you select receiving/ hosting companies on the basis of their professionalism, reliability and respect for law and regulations related to fair work conditions and working hours?</p> <p>Q42. Do you create appropriate conditions for each mobility participant to implement their Learning Plan and attain the intended learning outcomes?</p> <p>Q43. Do you make mentors/ tutors/ trainers aware of the need for supporting the mobility participants in the acquisition of learning outcomes, taking into account their personal and professional background and the specific needs without any discrimination?</p>



		<p>C.3. Provision of safety training and equipment</p> <p>Q44. Do you ensure that the mobility participants are instructed about safety regulations at their training/ work placements?</p> <p>Q45. Do you ensure continuous supervision of the mobility participants with regard to adherence to the safety rules during training/ work placements?</p> <p>Q46. Do you ensure that the participants work with safe working equipment, tools and devices?</p> <p>C.4. Use of environmentally friendly tools and energy saving strategies</p> <p>Q47. Do you apply any measures for reducing the use of materials and/or consumption of energy during the implementation of the Learning Plan?</p> <p>C.5. Ethical behaviour practices</p> <p>Q48. Have you established procedures for ensuring that the Code of ethics is followed by all parties involved in the implementation of the Learning Plan (the mobility participants and the mentors/ tutors/ trainers)?</p> <p>C.6. Usability of training/ work activities</p> <p>Q49. Do you hold regular meetings/ consultations with the mobility participants regarding the effectiveness and usability of their training/ work activities for the attainment of competences specified in the Learning Plan?</p> <p>C.7. Involvement of community in Learning Plan implementation</p> <p>Q50. Do you engage representatives of companies, organizations, associations, etc. in the receiving/ host community in the implementation of the Learning Plan (e.g., guest lecturers, study visits)?</p>
	D. Mentoring & Monitoring	<p>D.1. Development and application of mentoring and monitoring tools</p> <p>Q51. Do have a Monitoring Plan in place that includes different aspects and frequency of monitoring, responsible persons, monitoring methods and tools?</p> <p>Q52. Do you provide support to the participants in the form of tutoring and mentoring during the training/ work activities?</p> <p>Q53. Do you explain to the mobility participants the roles of mentors, tutors and trainers in the training/ work activities?</p> <p>Q54. Do you advise and help the participants throughout their mobility and ensure integration?</p>



		<p>Q55. Do you continually evaluate the quality of mentoring support?</p> <p>Q56. Are monitoring results and corrective measures recorded and documented?</p> <p>D.2. Continuous monitoring of respect for human rights</p> <p>Q57. Do you inform mentors/ tutors/ trainers, accommodation providers, etc. about all aspects related to human rights and equal treatment of the mobility participants?</p> <p>Q58. Do you implement regular checks of the working conditions of the mobility participants, with a view of respect for human rights?</p> <p>D.3. Collection of mentors/ tutors/ trainers' feedback</p> <p>Q59. Have you established practices and tools for collecting feedback from mentors/ tutors/ trainers about the mobility participants' performance during the training/ work placements?</p> <p>D.4. Increased use of ICT</p> <p>Q60. Do you use online tools for keeping mentoring and monitoring journals/ dossiers, the collection of feedback, etc., with the aim to reduce the use of paper?</p> <p>D.5. Transparency of monitoring practices</p> <p>Q61. Do you inform the mobility participants and the representatives of all involved organizations about principles, methods, frequency and timing of the monitoring activities?</p> <p>Q62. Are representatives of all involved organizations participate in the monitoring of the mobility implementation?</p> <p>D.6.1. Protection of participants' health and safety</p> <p>Q63. Do you introduce the participants to security and personal hygiene rules?</p> <p>Q64. Do you implement regular monitoring and control over transportation, accommodation, catering and security of the mobility participants with regard to their health and safety?</p> <p>Q65. Do you assign a person for 24-hour emergency support of the mobility participants?</p> <p>Q66. Do you provide the participants with a 24-hour emergency contact number?</p> <p>D.6.2. Collection of participants' feedback</p>
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		<p>Q67. Have you established practices and tools for collecting feedback from the mobility participants about all aspects of the mobility (including training/ work placements; mentoring staff; tasks and assignments; support and work overload; acquired skills and competences; work equipment and conditions; transportation; accommodation and meals; cultural programme)?</p>
Mobility Evaluation	E. Evaluation of Achieved Learning Outcomes	<p>E.1. Correspondence of learning outcomes to Learning Plan objectives Q68. Are processes in place to assess whether the aims of the Learning Plan have been achieved? Q69. Are practical tools, such as self-assessment tests or performance appraisals, used to assess and measure the learning outcomes?</p> <p>E.2. Impartiality in the evaluation criteria Q70. Do you ensure that the evaluation criteria are non-discriminatory, objective and clear? Q71. Do you provide mentors/ tutors/ trainers with information related to social, cultural, ethnic, religious etc. background of the participants with the aim to prevent any prejudices that could affect negatively the evaluation of the participant's performance and behaviour?</p> <p>E.3. Degree of mentors/ tutors/ trainers' satisfaction Q72. Do you measure the degree of mentors/ tutors/ trainers' satisfaction with the training/ work activities, the participants' performance and the learning outcomes achieved?</p> <p>E.4. Environmentally friendly evaluation tools Q73. Do you strive to use environmentally friendly tools for evaluating the learning outcomes achieved by the mobility participants?</p> <p>E.5. Transparent and unbiased evaluation practices Q74. Do you design evaluation tools for assessment of the participants' performance and attainment of the learning outcomes, based on the defined evaluation criteria? Q75. Do you inform mentors/ tutors/ trainers, as well as the mobility participants about the criteria, process and tools, used for evaluating the achievement of the learning outcomes? Q76. Do you communicate the evaluation results to all involved parties?</p> <p>E.6. Degree of participants' satisfaction</p>



		<p>Q77. Do you measure the degree of the participants' satisfaction with the training/ work activities, their performance and the learning outcomes achieved?</p> <p>E.7. Participation of community in the evaluation of achieved outcomes</p> <p>Q78. Do you involve representatives of the receiving/ hosting organizations (other than mentors/ tutors/ trainers) in the process of evaluation of the learning outcomes achieved by the mobility participants?</p>
	F. Certification & Recognition	<p>F.1. Implementation of formal recognition and certification measures</p> <p>Q79. Do you provide assistance with recognition, validation and certification of the participants' learning outcomes and particularly those acquired in the context of non-formal education and training activities?</p> <p>F.5. Transparency of certification and recognition practices</p> <p>Q80. Do you use Common European instruments for certification and recognition of learning outcomes achieved?</p> <p>F.7. Employability within the community</p> <p>Q81. Do you measure the percentage of the mobility participants who have received a job offer either in the sending or in the receiving/ host community as a result of the training/ work placement abroad?</p>
Mobility Review	G. Impact Assessment	<p>G.1. Elaboration of mobility impact assessment tools on individual, organisational and society level</p> <p>Q82. Are tools/policies in place to ensure the impact of the mobility is measurable?</p> <p>Q83. Do you identify specific indicators and threshold to measure the impact of the mobility on the participants, the involved organizations, and the community?</p> <p>Q84. When measuring impact, do you consider the likely scope of the desired impact at the local, regional, national and European and/or international levels?</p> <p>G.2. Improved access to work/ further education</p> <p>Q85. Do you measure the impact of the mobility with regard to improving the participants' opportunities to continue education or get employment?</p> <p>G.3. Assessment of health and safety at work</p>



		<p>Q86. Do you have policies and practices in place to review and assess health and safety at work with a view of enhancing the impact of the mobility on the involved parties?</p> <p>G.4. Monitoring of resource consumption & waste Q87. Do you measure the impact of the mobility on the environment with regard to the use of resources and generation of waste?</p> <p>G.5. Long-term mobility partnerships Q88. Do you have continuous and lasting relations (Cooperation Agreements) with VET providers, placement companies, intermediary organizations, etc. for further cooperation in transnational VET mobility?</p> <p>G.6. Mobility impact on the participants Q89. Do you conduct follow-up surveys among the mobility participants with regard to the impact of the mobility on their personal and professional development?</p> <p>G.7. Mobility impact on the community Q90. Do you disseminate and foster exploitation of the mobility results by the relevant institutions/ organizations in the community (including local authorities, education and training providers, enterprises, associations, etc.)? Q91. Do you measure the impact of the mobility on the community with regard to enhanced link between VET education and labour market?</p>
	<p>H. Development of Improvement Strategies</p>	<p>H.1. Improvement strategies as regards implementation of mobilities Q92. After assessing the impact of mobility on all actors involved, do you produce, if needed, a clear plan or strategy for improvement? Q93. Do you implement the improvement actions, if any?</p> <p>H.2. Procedures for preventing discrimination at all mobility stages Q94. Do you evaluate and improve the effectiveness of the procedures established for preventing any kind of discrimination or violation of the human rights at all mobility stages?</p> <p>H.3. Improvement of organizations' labour practices Q95. Do you undertake any improvement actions as a result of labour practices monitoring and assessment?</p>



		<p>H.4. Environmental improvement plan Q96. Do you have short, medium and long-term plan for reducing environmental impact of mobilities?</p> <p>H.5. Acknowledgement and reputation strengthening Q97. Do you respond to any negative feedback about the mobility by undertaking and popularizing the corrective measures? Q98. Do you publish testimonials of positive mobility experiences on your website or other media channels?</p> <p>H.6. Improvement strategies as regards participants' experience acquired during mobility Q99. Do you consider the feedback of the participants about the entire mobility experience, while planning and implementing improvement actions?</p> <p>H.7. Strategies for strengthening links between VET mobility, labour market and community Q100. Do you develop and implement strategies for enhancing the links between VET mobility programmes, labour market requirements and community needs?</p>
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Glossary:

- ❑ **Sending organization**⁶: in charge of selecting VET learners/staff and sending them abroad.
- ❑ **Receiving/ hosting organization**⁶: in charge of receiving foreign VET learners/staff and offering them a programme of activities, or benefiting from a training activity provided by VET staff.
- ❑ **Intermediary organization**⁶: this is an organization active in the labour market or in the fields of education, training and youth which is not a sending organization, but whose expertise allows it to assist the sending VET providers with administrative procedures, practical arrangements, matching apprentice/learner profiles with the needs of companies in case of traineeships, and preparing the participants.
- ❑ **Participant**⁶: for projects relevant for the field of vocational education and training, the main targets are: apprentices and students in vocational education, professionals and trainers in vocational training, staff of initial vocational education organisations, trainers and professionals in enterprises.
- ❑ **Individual Learning Plan** is a planning and monitoring tool tailored to the needs of the mobility participants that customizes learning opportunities throughout each mobility experience, while broadening perspectives and supporting attainment of goals. It should outline the objectives and expected learning outcomes, as well as how these should be achieved and evaluated. It should also take into consideration reintegration issues.

⁶ Erasmus + Programme Guide, Version 2 (2018): 15/12/2017



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