



DEEDS Project
Modelling a European cross-curricular study
programme for upper secondary schools
Intellectual Output 3

Administrative Organisational Package





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TABLE OF CONTENT

Internal Management Process	4
Outgoing Mobility	6
Incoming Mobility	14
Recognition Process	21
Emergency and Contingency Plan	22
Evaluation and Monitoring	28
Forms	30

INTERNAL MANAGEMENT PROCESS

The planning and implementation of the Student Mobility programme requires that each participating school clearly identifies three main elements as key pre-conditions for success: roles, responsibilities and internal procedures.

ROLES AND RESPONSIBILITIES

Headmasters

The headmaster oversees the overall planning and implementation process. The headmaster can attend the International Mobility Committee (IMC). The headmaster has the responsibility of signing the agreement with the other participating school(s) and the individual learning agreement with the participating students. Additionally, the headmaster has the responsibility to communicate to the other bodies of the school (when relevant), to the families and to the students key information during the process key aspects/information about the mobility (for example the results of the selection process).

International Mobility Coordinator

The international mobility coordinator has the role of coordinating and, together with the rest of the IMC organise, all the activities of the school pertaining the international mobility of students. More specifically the Mobility coordinator will:

- liaise with the headmaster and monitor the work done by the relevant teachers in relation to the development of the contents of the Joint Study Plan as well;
- communicate with the students and families in relation to aspects pertaining overall information about the Programme, the process of selection of students, preparation of the mobility (practical information about the mobility);
- liaise with the administrative staff in order to ensure a smooth implementation of the activities from an administrative point of view.

Administrative Staff

The Administrative staff has the main role of managing several aspects of the process such as handing out and collecting the forms ensuring that they duly filled out and that the declarations are signed by the students and the families. The administrative staff will also be responsible for the management of the EU grant in terms of transferring the amount to the participant and ensuring a proper financial reporting upon return.

The Administrative staff will also collect the transcript of records provided by the hosting school and ensure that the results are properly transferred to the system of the school.

Teachers involved in the International Mobility Committee

The teachers involved in the IMC will have the main role of actively contribute to the planning and the implementation of the mobility activities while supporting the coordinator in several tasks. This includes ensuring that the contents of the study plan and the assessment methods are acknowledged and agreed upon by the teachers of both schools in the subjects covered by the mobility. The teachers of the committee might act as tutors for the incoming students and contact person for the outgoing ones.

Teachers involved in sending and/or hosting activities

Teachers involved in the sending or hosting activities will play different roles according to whether their subject/course will be part of those included in the study plan (i.e. followed by the students in the hosting school).

If the subject/course is part of the study the teacher will have to be fully involved in the development of the study plan and the assessment methods. During the mobility it will communicate regularly with the colleague(s) in the other country(ies) as well as with the contact person and the members of the International Mobility Committee.

If the subject/course is not included in the study plan the teacher will have to liaise with the IMC members and the mobility coordinator by providing an indicative study programme to be carried out

out remotely during the stay and the number of online lessons that should be arranged during the mobility.

Tutor(s)

The tutor(s) will have the role of ensuring a smooth implementation of the mobility and will be playing a key role during the mobility. They will interact regularly with the students of the sending school and the teachers of the hosting school. They will liaise with the contact person(s) of the sending schools.

Contact person

As well as the tutor, also the Contact Person will play a crucial role in the successful implementation of the Student Mobility programme. The contact person will serve as the primary point of contact for all parties involved in the mobility process, including the sending school, the host school, the students, and their families.

OUTGOING MOBILITY

BEFORE THE MOBILITY

Sending school

Here are the steps that the sending school should follow when sending students abroad in the framework of Erasmus+ long-term Individual Student Mobility.

INFORMATION

The first step consists in publicising the possibility of Erasmus+ long-term Individual Student Mobility by providing accurate information reaching all students and families and prepare a call for participation. (Leaflet).

SELECTION PROCESS

A selection process should be conducted to ensure that the students interested in taking part in the mobility have the necessary personal and academic competence to make a success of the stay.

The Student selection process illustrated below will help the school in organising the selection of the students. The information about the potential participants will be collected through the STUDENT APPLICATION FORM.

Student selection process

First, it is advisable to constitute a committee in the school to carry out the selection and make the final decision.

Through the call for participation, a list of candidates for the selection can be drafted.

The sending school should define the selection procedure: the documentation that the applicants need to submit and which criteria to follow. Ideally schools should make a first selection on the basis of written applications (a model STUDENT APPLICATION FORM will be available on the school website) and then interview the most suitable candidates before making the final choice.

There are a number of general criteria that should always be considered in a selection process, even though an element of subjective judgment will always be involved. In addition to the general criteria, there are specific criteria that relate to the nature or purpose of the mobility project, and which must be defined individually on the basis of each project's characteristics. Both the general and the specific criteria must be agreed upon and shared by all those involved in the selection process, and they should be clearly communicated to the applicants. It is also important to discuss the criteria and their rationale with the contact person of the host school, so that they know on what basis the selection has taken place and can prepare accordingly.

GENERAL CRITERIA

The general selection criteria refer to the following factors: motivation, family support, open personality, self-confidence, academic performance. None of these criteria is more important than the others: all must be taken into account and the final decision must be based on an overall judgement.

- **Motivation:** Motivation has to be a key factor in selection. Firstly, it is important to ensure that students fully understand what a mobility period abroad entails. One way to test motivation and commitment is for students to show that they are willing to invest resources – in terms of time and effort – in the project. This can be done, for example, by asking them to write a motivation letter describing their expectations and reasons for applying.
- **Family support:** The family has to agree fully with the project and be willing to give their full support to the students during their stay abroad. A family that is constantly worried and conveys these concerns to their children has a disruptive influence on the stay and may ultimately lead them to discontinue the experience. The student's application should therefore include a statement by the parents that they are aware of this and are willing to provide support and encouragement throughout the stay.
- **Open-minded personality:** The student will be alone in a new world and will need to make friends and integrate into a new school community.
- **Self-reliance:** Being away from family and friends for a long period of time is not easy, and it can happen that students are overwhelmed by the situation and want to return home only after a couple of days or weeks. Good preparation and support can reduce the risk, but the student must also have sufficient mental resources to cope alone with difficult periods. It is important to be aware that outspoken behaviour is not necessarily an indication of self-sufficiency, and that quiet and seemingly shy personalities may in fact possess great adaptability and resilience. The student selected must be self-confident and capable of facing and overcoming obstacles.
- **Academic performance of the students:** Academic ability is an advantage for someone participating in a long-term mobility project in an educational context. Not only will the students have to follow lessons in a system that is likely to be very different from what they are used to (and in a foreign language of which the student may not necessarily have any previous knowledge) – there may also be work to do in catching up with the others after the return to the home country.

For someone who is already struggling in the home country, there is a risk that a prolonged absence may worsen these problems. You should not make the mistake of making excellent marks a condition for participation: it is the overall ability that counts, and not the actual level of attainment at a specific moment in time. In fact, so called 'underachievers' can make perfect participants, and the experience may help bring out their real competence. Teachers will often know whether one of their student is performing according to the true potential or just putting in a mediocre performance due to a temporary lack of motivation. This is a good argument for involving them in the selection process rather than just relying on exams and test results.

SPECIFIC CRITERIA

Besides considering general criteria in the selection process, you may wish to impose additional specific criteria linked to the context of the mobility. As the visit is between schools which are involved in a larger Erasmus+ project, some schools may choose to treat individual student mobility as a continuation of this, and restrict recruitment and selection to student who were involved in the larger project.

Once the student is selected, the sending school ensure that the HEALTH FORM, and the PARENTAL/GUARDIAN CONSENT FORM are completed and signed.

CONTACT PERSON

The school should appoint a contact person among the staff to interact with the tutor in the host school, with the students and their families.

The work of the contact person should be recognised by the school as a part of this person's workload (e.g. financial compensation, reduced working hours).

PRELIMINARY DOCUMENTATION

Once the students have been selected, a set of documents must be prepared and signed by the interested parties.

Parents (or legal guardians) have to sign the Parental/Guardian consent form and provide the school with the Health form filled in by the student's doctor.

The school shall ensure that the necessary forms – the Student application form and the Parental/Guardian consent form – are sent to the tutor at the host school. The information included in the Health form (Part 2) is strictly confidential, so it should be put into a sealed envelope, be kept by the student and only be opened by a doctor when medically necessary. The CONTACT PERSON should send the contact details of the tutor and host family to the parent(s)/guardian(s) of the student as soon as these are confirmed.

PREPARATION

The school should organise and carry out preparatory activities (e.g. providing information on the host school, host family and the host country).

It is also necessary to explain the practicalities and the purpose of the Erasmus+ long-term Individual Student Mobility to the parents/guardians of the student. An online meeting could be organised among the host and the sending school.

LEARNING AGREEMENT

The schools should draft an individual learning agreement for each student taking part in Erasmus+ long-term Individual Student Mobility.

The learning agreement should be produced with and agreed (signed) by the host school and the students. This agreement should facilitate the recognition of the stay and ensure that extensive catching-up after the stay are avoided as far as possible. The learning agreement section below and the TEMPLATE FOR THE LEARNING AGREEMENT will help the school in the process.

Learning Agreement

The learning agreement is a document which sets out the main objectives and outcomes of the study period spent by a student abroad. The main parties involved in drawing up a learning agreement are the sending school, the host school and the student.

The agreement fulfils two functions:

1. It is a document that makes it possible for the sending school to recognise the study period abroad and avoid students with a lot of catching-up after returning home;
2. It illustrates the contents of the Study Plan to be followed during the mobility.

The learning agreement is concluded between the host and the sending school but should also be signed by the students as a sign of their understanding and acceptance.

At the end of the stay abroad, the host school will evaluate the student's progress on the basis of what was stated in the learning agreement. The template for the Report on the learning agreement is available.

When putting together the agreement for individual students, the school should take into account the following suggestions:

- **Drafting a learning agreement is a shared task:** the sending school obviously takes the lead in this process but the learning agreement should be accepted and agreed upon by all parties – the sending school, the host school, and the student.
- **Make sure you have a strong knowledge of the Study Plan and the necessary background information before you start:** It greatly facilitates the process of drafting the learning agreement if both parties

have a basic understanding of differences and similarities between the curricula and the education systems of the sending and the host school.

- **Individual mobility requires individualised learning agreements:** The learning agreement must be based on the real learning needs of the student and the real possibilities offered by the host school.
- **Ensure that responsibility is adequately shared between tutor and contact person:** The responsibility for ensuring that the learning agreement is implemented should be delegated to a named person (contact person/tutor) in both the sending and the host school, and all communication should pass through these. The tutor in the host school should also monitor the progress of the student at regular intervals.

EMERGENCY AND CONTINGENCY PLAN

Agree with the host school on procedures in the event of a crisis or emergency during the stay. Make sure that parents/guardians and students have a copy of the Crisis management document and Emergency and contingency plan. Make sure that student and their parents/guardians are aware of the laws concerning minors.

RULES OF CONDUCT

The sending school and the host school should agree together on a set of clear rules of conduct for the student in addition to those covered by the Parental/Guardian consent form, including possible consequences if they break the rules. The document rules of conduct will help the school.

TRAVEL ARRANGEMENTS

The school should organise the student's travel in agreement with the host school.

INSURANCE

Make sure that adequate arrangements are made so that the student is covered by insurance during the stay.

Families

The parent(s)/guardian(s) will

- At the application stage, provide all necessary information (no omissions) which might be relevant for a long stay abroad (STUDENT APPLICATION FORM, HEALTH FORM)
- Get to know possible risks and emergency procedures (CRISIS MANAGEMENT)
- Get to know the laws concerning minors in the host country (COUNTRY GUIDE) and the rules pertaining the student's stay (RULES OF CONDUCT)
- Sign the PARENTAL/GUARDIAN CONSENT FORM (after the students' selection)

Students

The students will:

- At the application stage, provide all necessary information (no omissions) which might be relevant for a long stay abroad (Student Application form, Health form);

- Prepare for the stay abroad by taking part in the preparatory activities;
- Prepare and sign the learning agreement with the sending and the host school.

Hosting school

The hosting school will:

- Nominates a TUTOR/S (responsible for the LEARNING AGREEMENT and other school-related tasks);
- Provides the tutor(s) with all the necessary means (resources and help from colleagues) to facilitate the integration and follow-up of the Erasmus+ student.

The TUTOR tutors, in collaboration with their colleagues, will:

- Identify and select host families (including visits to the potential families);
- Identify a contact person (can be the same as the tutor; responsible for the Learning agreement and other school-related tasks);
- Prepare and sign the learning agreement together with the sending school and the student;
- Together with the sending school, establish Rules of conduct and an Emergency and contingency plan.

For more information see the INCOMING MOBILITIES part.

DURING THE MOBILITY

Sending school

During the mobility, the sending school will have to take in consideration a number of elements in order to ensure a successful Erasmus+ long-term Individual Student Mobility, such as:

KEEPING IN CONTACT

During the student mobility, the sending school will stay in touch with the student and the tutor in the hosting school. At the same time, it will follow the progress of the student and assist the host school in solving any problems that may occur and communicate with the student's parents if needed.

The sending school is also responsible for organising the distance learning, according to the Study Plan.

A set of virtual activities might be organised between the student's

home class and the class at the hosting school.

MONITORING

The sending school should follow the student's progress in cooperation with the host school on the basis of what was agreed in the Learning agreement.

PROBLEM SOLVING

The sending school should assist the host school in solving any problems that may occur and communicate with the student's parents if needed.

DISTANCE LEARNING

Organise the lessons according to the study plan, including also the lessons to be attended remotely by the student, in the subjects/courses not covered by the Study Plan.

Families

During the mobility, the family will have to support the student throughout the mobility and communicate any relevant problem to the contact person at the sending school in order to ensure a successful Erasmus+ long-term Individual Student Mobility.

Students

In order to ensure a successful experience abroad, in the framework of the Erasmus+ long-term Individual Student Mobility, the student should take in account the following elements:

- Get to know possible risks and emergency procedures Crisis management;
- Get to know the laws concerning minors in the host country and abide by them Country guide;
- Follow the rules of conduct established by the Parental/Guardian consent form and also those agreed by the two schools;
- Know who to contact in a crisis Emergency and contingency plan;

- Not take unnecessary risks;
- Behave responsibly;
- Be sensitive to local codes and customs;
- Give the sending and host schools and the tutor all necessary information about their health (i.e. any problem which could develop into an emergency during the stay). The Health form (Part 2) completed by the doctor will be put into a sealed envelope and the student will keep it during the whole stay.

Hosting school

MONITORING

The hosting school should:

- supervise the well-being and academic progress of the student during the stay;
- provide assistance with any problems or barriers that the pupil encounters;
- arrange provision of necessary language training;
- follow the student's progress in the cooperation with the sending school on the basis of what was agreed in the Learning agreement.

AFTER THE MOBILITY

Sending school

EVALUATION

Once the mobility is ended, the school will proceed with evaluation of the outcomes of the stay, on both a formal level (academic outcomes, according to the requirements in the Learning agreement) and an informal one (personal outcomes). The assessment of the students provided by the host school via the Template for the report on the learning agreement should be

taken as a basis for the evaluation by the teachers of the sending school.

RECOGNITION

The recognition is based on the Bilateral Inter-School Agreement. The Europass certificate can also be used by the students as an official recognition of his/her stay abroad.

SOFT LANDING

The sending school should provide the students with any support needed to ensure smooth reintegration into the home environment. Give them the opportunity to reflect on the impact of the experience and to build on it.

Families

The families will:

- Fill in a questionnaire about the hosting period

Students

The students will:

- Write a final report
- Fill in the evaluation form

Hosting school

The hosting school will:

- Carry out the end-of-stay evaluation of the student's stay
- Assist the sending school with any follow-up or evaluation
- Reporting: Provide the sending school with any information that is necessary for evaluating the stay
- End-of-stay evaluation: Carry out an evaluation of the student's progress in accordance with the stipulations of the Learning agreement. Use the Report on the learning agreement to assess the student's progress. This document will be used by the sending school as a basis for recognising the student's studies at your school.

INCOMING MOBILITY

BEFORE THE MOBILITY

Hosting school

TUTOR

The school should appoint a tutor to carry out the tasks pertaining the monitoring of the student(s). Some of these tasks can also be entrusted by the tutor to other persons in the host school as explained below. However, tasks and responsibilities must be clearly allocated and communicated to all those concerned.

Ensure that the identity and the contact details of the tutor/s are

known by the students, parents, the host family, and the contact person at the sending school. Nominate a replacement for cases when the tutor is absent or unable to carry out his/her tasks.

The work of the tutor should be recognised by the school as part of his/her workload (e.g. financial compensation, reduced working hours, etc).

The Tutor

The tutor acts as a meeting point among the students, the host family and the host school. Normally, the tutor is nominated among the school teachers or another member of staff.

Even though one person has the overall responsibility for mentoring, it is possible for tutor to entrust some of the tasks to other persons, provided that this division makes sense in the overall set-up and that tasks and responsibilities are clearly divided and communicated to all concerned (and in particular to the pupil). In addition to a tutor, some schools may also nominate a contact person, who deals with all tasks in relation to the curriculum and the learning process. It is also necessary to make clear who will replace the tutor in case he/she is absent or unable to carry out his/her tasks. An effective and smooth communication between the tutor and the student is very important.

The Tutor should be aware that a certain amount of extra work is involved and should only accept the task if they are sure that they are able to give the student the time and help necessary. The tutor should have an open-minded personality and be ready to deal with non-academic aspects of the Erasmus student's stay in the school.

Most of the tutor's tasks arise during the student's stay, but important aspects of the work also take place before and after the mobility.

- **BEFORE:** The tutor should carry out the process of identification and selection of the host family. The process includes the collection of the criminal records of each adult living in the host family. The tutor informs the family about the necessity for each adult member living in the family to have the criminal record check. The tutor keeps the criminal record check certificate. The tutor, together with the contact person in the sending school, is responsible for the drafting of the LEARNING AGREEMENT and the NORMS OF BEHAVIOUR FOR THE STUDENTS. The tutor assists the sending school in drafting the learning agreement for the student (Template for the learning agreement). The tutor and the contact person in the sending school are responsible for drafting a set of rules of conduct for the student (see Rules of conduct) and agreeing on procedures in emergency situations (they can be drawn up on the basis of the emergency and contingency plan). If necessary, the tutor oversees the students' travel from the host country airport to the host family, and ensures that they are accompanied (probably by the host families).
- **DURING:** The tutor receives the student at the host school and conducts a short introduction session, shows him/her around the school and introduces him/her to teachers and students. The tutor is responsible for helping the student to integrate into the new school system and with any practical problems during the stay that cannot be resolved by the host family. The tutor maintains contact with the host family during the stay and helps solve any problems that occur between the family and the student. In the event of serious disagreements, the tutor may try to mediate. If a change of host family is needed, the tutor organises this. The tutor keeps an eye on the student's school attendance and behaviour in relation to the Rules of conduct (NORMS OF BEHAVIOUR) agreed between the hosting and the sending school, and decides on consequences if the rules are broken, in liaison with colleagues from the host school and the contact person at the sending school. The tutor supervises the learning process of the student, and reports on progress to the sending school in accordance with the learning agreement. The tutor coordinates the end-of-stay assessment of the student at the host school (the template for the Report on the learning agreement is available) and conducts an evaluation session with the student before the departure.
- **AFTER:** The tutor provides the sending school with the Report on the learning agreement and any other material it requires for evaluation and reporting purposes.

HOST FAMILIES

The host school's tasks include finding a suitable host family who will provide the incoming student with board and lodging during the stay abroad.

See the section selecting host families with tips and recommendations to carry out the selection process.

There are two documents that families must provide:

- The Host family APPLICATION form indicating all the information required during the selection process;
- The Host family charter with roles, responsibilities and rights.

The selection of host families

Staying abroad in a host family is a key element for the success of mobility. It is not only about food and accommodation but is an important part of the student's entire learning process.

The tutor should be responsible for the selection of host families, also involving colleagues to ensure objectivity, a wider perspective and a right final decision.

It is advisable to start the selection process well in advance, publicising the programme among the families of students at the school. A meeting at the school might be organised in order to present the Programme to potential interested.

The first step in the selection process, consists of the fulfilment of the Host family APPLICATION form, that will provide information about the host families and the suitability of the home for hosting a student. The tutor must ensure that the potential host family is fully committed, motivated and informed of task and responsibilities associated. The family members should have a positive and open attitude and they should be willing to spend time and resources on integrating the student into the family. The family should have a room available for the student, should live at a convenient distance from the school (or with access to suitable transportation to the school.) The form also contains sections on other children in the family (age, gender, interests), special dietary choices, pets (in the event of allergies), and about hobbies and interests, which may be useful when matching the student and the host families later.

The tutor must visit the host family before making the final decision, to assess that the physical conditions are satisfactory, and form an overall impression of the suitability of the home to host the student.

It is advisable to create a large group of interested families by selecting more than the number of students the school will receive.

This will allow students to be better matched to families and ensure that there are reserve options in case one of the host families withdraws, if a student has to change host families or if the number of pupils increases. Once the families have been selected, they must sign Host family charter and provide the criminal records of every adult in the family.

LEARNING AGREEMENTS

The tutor should assist the sending school in drawing up the learning agreement for the student and sign this. The section learning agreement and the Template for the learning agreement give guidance on the preparation of the learning agreement.

EMERGENCY AND CONTINGENCY PLAN

The tutor should elaborate the Emergency and contingency plan outlining procedures and contact details in the event of crises and emergencies. The Crisis management document and the Emergency and Contingency Plan should be circulated among student, parents, the sending school, the host family, the host school.

RULES OF CONDUCT

The host school and the sending school should agree on a set of clear Rules of conduct for the student in addition to those covered by the Parental/Guardian consent form, including possible consequences if they break the rules.

WELCOME PACKAGE

A welcome package for the incoming students might be prepared in order to reassure them and raise positive expectations for the stay abroad. The host school's welcome package may contain:

- A welcome letter signed by the headmaster/tutor/school council/students council;
- Information on the school (link to the school website/social media channels, school leaflet; subjects taught in the year the students will attend, rules, school holidays, after-school activities);
- Information on the city (link to the city website in EN, map, leaflets);
- Contact details of the tutor/host family in order to receive the information the students needs;
- Contact details of a student tutor willing to help the Erasmus+ student.

Hosting families

The families interested in hosting the incoming students will be recruited by the school.

A first meeting will be organised at the school to present the Programme to families.

In order to apply, interested families must submit the HostING family APPLICATION form providing important information about the family and the home.

The school tutor will visit the applicant families to explain their role and give more information about the Erasmus+ long-term Individual Student Mobility. The family should be aware that every adult member of the family will need to get a criminal records check.

The tutor will make sure that the family members fully understand role, rights and responsibilities as a host family (as stated in the HOSTING family charter).

The host family should make sure that the student has a personal quiet space. The family should contact the student and their parents prior to arrival and welcome the student to the family. The family might want to send them information about them and their local community.

If the family is planning to travel during the student's stay, should make the necessary arrangements to take the student with them. If the trip involves high expenses, the family should agree with the student's parents on how to cover the costs. The family is not allowed to take the student to destinations which are not covered by the insurance provided for this scheme unless they take out a proper insurance for the trip, also accepted by the parent(s)/guardian(s) of the student.

Students

The incoming student should be encouraged:

- Contact the tutor/ host family /student mentor before the arrival in order for them to be well informed about what to expect;

- Bring materials to introduce his/her country to the host school students/teachers such as: Power point presentation/leaflets on his/her school and city/country; Photos of family and home area; Typical recipes; Sweets from the home country; Contacts of student in his/her school who would like to get in touch with student abroad; Get the international student's card in order to have discounts for entrance fees, etc.

The school might also nominate a peer mentor for each hosted pupil—a peer who will help the hosted Erasmus+ student(s) to integrate in the new environment.

Sending school

The sending school will proceed with the student selection, the appointment of a contact person, the preparation and signing of the required documents. Together with the host school, the sending school will agree on the emergency and contingency plan, the rules of conduct and the learning agreement.



DURING THE MOBILITY



Hosting school

During the student mobility, the hosting school will monitor and supervise well-being and academic progress of the student during the stay.

At the same time, it will be ready to provide assistance with any problems or barriers that the students might encounter.

The students' progress will be followed in the cooperation with the sending school, on the basis of what was agreed in the Learning agreement.

Sending school

During the student mobility, the sending school will stay in touch with the student and the tutor in the hosting school. At the same time, it will follow the progress of the student and assist the host school in solving any problems that may occur and communicate with the student's parents if needed.

The sending school is also responsible for organising the distance learning, according to the Study Plan and on the basis of the contents of the subjects/courses which will have to be addressed by students during the mobility.

A set of virtual activities might be organised between the student's home class and the class at the hosting school.

Host Families

The host parents are expected to exercise parental supervision during the student's stay in the family.

The students that participate in the programme may be more open and mature than many teenagers. However, as they are teenagers living in a foreign country and often trying to



AFTER THE MOBILITY



Hosting school

The hosting school will:

REPORTING

Provide the sending school with any

learn a foreign language, make every effort to ease the student's transition to the culture and language of the hosting school.

Hosting families and students should agree on clear household rules to avoid any misunderstandings.

Students

The student will:

- Get to know possible risks and emergency procedures (Crisis management);
- Get to know the laws concerning minors in the host country and abide by them (Country guide);
- Sign the Parental/Guardian consent form and follow the rules of conduct established by the Parental/Guardian consent form and also those agreed by the two schools;
- Know who to contact in a crisis (Crisis action plan);
- Not take unnecessary risks;
- Behave responsibly;
- Be sensitive to local codes and customs;
- Give the sending and host schools and the tutor all necessary information about health (i.e. any problem which could develop into an emergency during the stay). The Health form (Part 2) completed by the doctor will be put into a sealed envelope and the student will keep it during the whole stay.

information that is necessary for evaluating the stay at the end of the mobility period.

The hosting school will provide a final evaluation of the student in the subjects/course covered by the Programme (see Study Plan document). The content of the evaluation will be those identified in the Set of assessment tools under each subject/course.

END-OF-STAY EVALUATION

Carry out an evaluation of the student's progress in accordance with the Learning agreement. Use the Report on the learning agreement to assess the student's progress. This document will be used by the sending school as a basis for recognising the student's studies at your school.

Sending school

The sending school will proceed with the evaluation, recognition and reporting of the students' mobility. At the same time the school will put in place all the measures that will facilitate a soft landing of the students once they are back from the mobilities:

SOFT LANDING

The measures that the school shall put in place upon return of the student(s) are:

- a) The contact person will present the results of the assessment process to the colleagues;
- b) Teacher will ensure a smooth and gradual process of filling possible knowledge gaps;
- c) Teachers will encourage the sharing of the experience with the rest of the students in the class/course;
- d) The school will provide psychological support to the students, should it be needed;
- e) Families will be informed by the contact person about the specific measures that the school will adopt.

Families

The families Fill in an evaluation questionnaire about the hosting period.

Students

The students will:

- Write a final report (see Outgoing mobility section);
- Share the experience with the rest of the classmates;
- Share the experience with the other students of the school.

RECOGNITION PROCESS

This section is built on and complements in terms of administrative recognition and procedures of certification, the participation in the study programme.

The recognition process is the formal output of what is foreseen by following documents:

- the Bilateral Agreement between the two schools;
- the Individual Learning Agreement;

Additionally, the Study Plan and the Assessment Methods represent key reference documents relevant to a successful recognition process.

- liaise with the headmaster and monitor the work done by the relevant teachers in relation to the development of the contents of the Joint Study Plan as well;
- communicate with the students and families in relation to aspects pertaining overall information about the Programme, the process of selection of students, preparation of the mobility (practical information about the mobility);
- liaise with the administrative staff in order to ensure a smooth implementation of the activities from an administrative point of view.

EMERGENCY AND CONTINGENCY PLAN

GUIDELINES FOR EMERGENCY SITUATIONS

Crisis management

The purpose of this document on Emergency and contingency is to ensure a successful Erasmus+ long-term Individual Student Mobility experience for all involved. The guidelines provide information on what constitutes a crisis (Chapter 1), who should be involved in preventing and managing a crisis (Chapter 2), on how to prevent the crisis from happening (Chapter 3) and on how to handle crises and ensure that student involved, responsible teachers, host families and parents have a common framework of reference in such an event (Chapter 4). It should also ensure that a possible crisis will be dealt with effectively and will not escalate.

The present Crisis management document should be distributed to all those involved in an exchange; the tutor at the host school, the contact person at the sending school, the host family, the students and their parent(s)/guardian(s). All these parties should also receive the Emergency and contingency plan and Rules of conduct established by the schools.

All parties should be aware that any sensitive information concerning the student must be kept confidential and can only be disclosed when needed to those who are directly involved in dealing with the crisis.

What is an emergency?

An emergency can be defined as an extreme situation which would lead to a serious disturbance of the mobility, and which requires urgent action. Emergencies should be distinguished from problems, which are not extreme and which do not require immediate action. However, problems can develop into emergencies if not correctly handled.

Emergency call for urgent action, but should, as far as possible, be prevented. It is at least as important to work on risk prevention as on crisis management. Despite all preventive measures, crises might happen. In that case, it is essential that all the parties involved know how to react and whom to contact.

The following list of emergency situation which could happen during a mobility period is not exhaustive, but may help illustrate various problem and solution scenarios.

MEDICAL PROBLEMS

- serious illness or allergy
- serious injuries
- accidents (e.g. traffic accident)

DEATH OF THE STUDENT

PSYCHOLOGICAL PROBLEMS

- depression
- psychological consequences of suffering violence / rape
- problems related to abuse of alcohol or drugs
- eating disorders

MENTAL AND/OR PHYSICAL ABUSE OF THE STUDENT

- sexual / physical abuse
- bullying
- racism / xenophobia
- living in a host family and/or area where living conditions are not healthy or are insecure

DEATH OF THE STUDENT

PSYCHOLOGICAL PROBLEMS

- depression
- psychological consequences of suffering violence / rape
- problems related to abuse of alcohol or drugs
- eating disorders

MENTAL AND/OR PHYSICAL ABUSE OF THE STUDENT

- sexual / physical abuse
- bullying
- racism / xenophobia
- living in a host family and/or area where living conditions are not healthy or are insecure

BEING A VICTIM OF A CRIME

BREACHES TO THE RULES OF CONDUCT AND LEGAL PROBLEMS CAUSED BY THE STUDENT

- risk behaviour
- the student goes missing
- police arrest or detention
- violent behaviour
- theft
- abuse of alcohol or usage of drugs

OTHER

- Family pressure to return home
- Death/serious illness of a family member
- Conflicts with the host family
- Conflicts with the tutor

Who has to be involved in preventing and managing a crisis?

The tutor and the host family have a key role in crisis prevention and management during the Erasmus + student's stay in their country.

Their efficient collaboration and communication is crucial in preventing and managing an emergency situation.

The tutor needs to build a supportive relationship with the student. This can happen thanks to regular, frequent and face-to-face contact. The tutor should be available to deal with any matters that the student or host family would like to raise and be easy to reach in case of emergency. A replacement person for the tutor should be nominated in case the mentor is absent or unable to perform his/her tasks. The school must make sure that the student can always contact somebody in case of emergency. Students must have a copy of the Emergency and contingency plan with phone numbers they can call if necessary.

The host family exercises parental supervision over the student. The host family should establish smooth and efficient communication with the student and the tutor.

If the student shows signs of serious difficulties (e.g. serious personal problems or difficulty in adapting to the host country) the tutor and the host family should be able to act quickly to prevent any dangerous situation. This may require more intense counselling of the student or helping the student to overcome emotional challenges.

However, both the tutor and the host family should seek expert help if the student shows signs of serious difficulties and not try to solve them on their own. The tutor and the host family should look out for any signs that the student is feeling uncomfortable and should encourage the student to speak honestly about feelings.

An overview of the roles and responsibilities of all parties involved is listed in Section 2 – Roles and responsibilities.

How to prevent emergency situations?

- Students must know and observe the rules of conduct provided in the Parental/Guardian consent form, and also those laid down by the sending and the host.
- Students must always know in advance the persons they can turn to in case of problems. In principle, these should be the tutor and the host family. Contact details of these persons, and also emergency numbers, are provided in the emergency and contingency plan drawn up by the schools.
- The schools must make the necessary arrangements to ensure that students do not travel alone from/to the airport/railway station/other to/from the home of the host family.

How to manage an emergency situations?

CREATION OF A CRISIS ACTION PLAN BY SCHOOLS

The host school coordinates the drawing up of a detailed Crisis action plan prior to the student's arrival. All those involved in the mobility, including host family, tutor, sending school, parents and student, should have a copy of the Emergency and contingency plan so they are informed of who is responsible in an emergency, what are his/her contact details and what each actor is expected to do.

BASIC EMERGENCY PROCEDURE

Basic procedure to be followed in case of emergency:

- The first action to solve the situation has to be taken by the tutor or the host family, depending which is informed first (i.e. calling emergency, expert help).
- The host family/the tutor immediately inform each other about what happened.
- The tutor contacts the student's parents/guardians.
- After a crisis situation, the student's wish to continue the mobility should be respected, except in cases where the student's behaviour has already made it unlikely that the stay will be successful.
- In very urgent cases, the tutor can decide to terminate the student's stay.

At the end of the emergency detailed report should be produced by the tutor, summarising the circumstances and consequences of the case, and giving an evaluation of what to do in the future (e.g. recommendations on how to avoid similar situations and on how to act in a similar crisis). This report may be necessary for purposes of insurance, legal action or other administrative procedures. This basic procedure should be applied in any case of emergency. In addition, specific procedures apply to certain types of emergencies, as described below.

MEDICAL EMERGENCIES

Medical emergencies can be any situation related to the health and well-being of the student.

They include, serious illness, allergies, unwanted pregnancy, accident, physical consequences of violence and drug or alcohol abuse.

The basic emergency procedure should be followed as described above. The following documents should be kept together and be available for medical emergencies: the Parental consent form, the copy of the student's European Health Insurance Card (the original stays with the student), the copy of the Insurance Plan certificate and ID card with contact details to the insurance and assistance companies (the original stays with the student) as well as the translations of the Health form and the Parental consent form. The tutor should keep the original of the Parental consent form and the copies of the other above mentioned documents. The host family should keep the copy of all the above-mentioned documents. The student should keep his/her Health form in a sealed envelope.

The first action must be taken by the student or the host family as explained above. The student/host family should be able to quickly collect and provide the following information (all the information must be treated as confidential):

- Exact condition and safety of the student
- Correct name and birth date of the student
- Symptoms and complications
- Treatment already received and given by whom
- Documents needed for the health emergency (as stated above)

In case of death, further facts have to be checked:

- Circumstances of death (time, place, event)
- Who has been notified
- Where is the body
- Liaison with police and notification of the embassy concerned, if necessary.
- Collection of all medical reports, death certificate and police reports
- Liaison with insurance regarding the return of body and the funeral.

PSYCHOLOGICAL EMERGENCIES

This category includes situations that require special psychological treatment/monitoring, such as illness, unwanted pregnancy, psychological consequences of crime, drugs and alcohol abuse, depression, eating disorders, etc. Intervention for problems in this category can either be requested by the student him/herself or warning signs should be detected by the host family, the tutor, other teachers or fellow students.

The tutor, in cooperation with the host family if necessary, should help to find a skilled person providing psychological support to the student, e.g. among the resource persons of the host school.

- If the situation also involves health problems, and in all cases where there is a serious crisis, the same procedures as for medical emergencies should be started.
- Contact with local specialist institutions is recommended.

IN THE EVENT OF CRIME COMMITTED ON THE STUDENT

This category can include situations in which the student is a victim of a crime such as violence, rape, theft or robbery.

The following procedure should be followed:

- Either the student contacts the police immediately, or notifies the tutor, who helps in dealing with the police and possible insurance issues;
- If the student contacts the police himself/herself (or if this is done by the host family) the tutor must be notified as soon as possible;
- The host family and parent(s)/guardian(s) are informed by the tutor and involved where appropriate.
- The tutor assists the student in reporting the case to the relevant authorities.
- The tutor assists the student in contacting the insurance whenever psychological assistance is needed.

Some of the action in the 'psychological emergencies' section may be necessary for psychological support to the student.

BREACHES OF THE RULES OF CONDUCT AND LEGAL PROBLEMS CAUSED BY THE STUDENT

This category can include breaches of the rules of conduct and also legal problems caused by the student such as violence, drugs and alcohol abuse, accidents or police arrest and detention. The basic emergency procedure should be applied. The tutor/host family should also be able to:

- Quickly collect the reasons for arrest or charges made
- Find out whether the student has been detained and, if so, where
- Find out the details of the police staff involved
- Liaise with student and police.

In case of a serious breach of rules/laws of the country, the tutor in agreement with the schools, can decide to terminate the student's stay.

In this case, the student is asked to return the unused amount the grant.

FAMILY PRESSURE TO RETURN HOME

The student/the host family tells the tutor that the family would like the student to come back:

- The tutor at the host school/contact person at the sending school discuss the reasons with the family;
- Unless the reason is related to serious illness or death in the family, the tutor/contact person should first try to convince the family that the student should continue the mobility;
- If the family still wants the student to come home, the stay may be terminated.
- In any case, the travel expenses are borne by the family.

SERIOUS ILLNESS/DEATH IN THE FAMILY

The student informs the tutor about the serious illness/death in the family.

The tutor contacts the insurance at the dedicated phone number and requests help in arranging a trip home for the student.

CONFLICTS WITH THE HOST FAMILY

The student/the host family informs the tutor about the conflict

- In case of a minor conflict, the tutor tries to mediate
- In the event of irreconcilable differences between the host family and the student, and where mediation has been tried and has not led to an acceptable solution, the host school must provide for alternative accommodation or repatriation of the student within a maximum of 3 days
- In the event of a serious breach of rules by the student, the host family can ask for the immediate termination of the student's stay and require the host school to make arrangements for alternative accommodation or repatriation. In case of repatriation, the travel costs will be borne by the parent(s)/guardian(s) of the student.
- In the event of any doubts in relation to a host family and child protection risk issues, the mentor will immediately remove the student from the family and provide the student with alternative accommodation.

CONFLICTS WITH THE TUTOR

The student/the host family/the contact person at the sending school informs the principal of the host school about the problem

- In case of a minor conflict, the headmaster tries to mediate
- In case of irreconcilable conflict or a loss of trust, a new mentor is nominated

EVALUATION AND MONITORING

The success of the mobility activities depends on an effective monitoring and evaluation process. In order to ensure an effective preparation, execution and follow-up of each mobility, a number of elements are to be considered and monitored across the above-mentioned phases according to the role played (sending or hosting schools).

INCOMING MOBILITY

WHAT	BY WHEN	WHO IS INVOLVED	ACTUAL COMPLETION DATE
Number of hours for the subjects covered by the Study Plan			
STUDENT selection: <ul style="list-style-type: none"> Publicization of the possibility of mobility Creation of a selection commission Definition of selection criteria Administration and collection of the Student Application Form Interview with the student 		Selection commission Student Contact person	
Fill in the Participant List			
Appointment of a CONTACT PERSON			
Documents to be collected: <ul style="list-style-type: none"> Parental/Guardian consent form Health form Emergency and contingency plan Crisis management Rules of conduct 		Contact person Tutor Families	
Draft of the learning agreement (based on the subjects included in the Study Plan – IO1)		Tutor Contact person	
Remote learning with TEACHERS NOT INVOLVED IN THE STUDY PLAN (when applicable): Individual programme for subjects not included in the Study Plan IO1: <ul style="list-style-type: none"> Contents Weekly hours Evaluation procedures 		Contact person	

OUTGOING MOBILITY

WHAT	BY WHEN	WHO IS INVOLVED	ACTUAL COMPLETION DATE
Appointment of a TUTOR			
Host family selection <ul style="list-style-type: none"> • Publicization of the initiative • Administration and collection of the Host family Application Form • Mandatory visit 		Tutor	
Documents to be collected <ul style="list-style-type: none"> • Emergency and contingency plan (to be signed by all the parties involved) • Crisis management • Rules of conduct • Host Family Charter • Criminal Record 		Tutor Contact person Host families	
Draft of the learning agreement (based on the subjects included in the Study Plan – IO1)		Tutor Contact person	

FORMS



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STUDENT APPLICATION FORM

NAME AND ADDRESS OF THE APPLICANT

FIRST NAME	
LAST NAME	
MOBILE PHONE	
EMAIL ADDRESS	
HOME ADDRESS	
DATE OF BIRTH	

HOST SCHOOL(S) — IN ORDER OF PREFERENCE (IN CASE OF MULTILATERAL AGREEMENT)

	NAME OF HOST SCHOOL	COUNTRY
1		SWEDEN

FAMILY DATA

I live with:

- | | | |
|--|---|---|
| <input type="checkbox"/> Mother and father | <input type="checkbox"/> Mother and partner | <input type="checkbox"/> Father and partner |
| <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Other (explain): |

MOTHER/STEPMOTHER/GUARDIAN

FIRST NAME	
LAST NAME	
MOBILE PHONE	

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EMAIL ADDRESS	
---------------	--

FATHER/STEPFATHER/GUARDIAN

FIRST NAME	
LAST NAME	
MOBILE PHONE	
EMAIL ADDRESS	

BROTHERS AND SISTERS

NAME	AGE	GENDER		YES	NO
			Living at home?	<input type="checkbox"/>	<input type="checkbox"/>
			Living at home?	<input type="checkbox"/>	<input type="checkbox"/>
			Living at home?	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGES

MOTHER TONGUE

OTHER LANGUAGES

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Language		Years studied		Speaking ability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Language		Years studied		Speaking ability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Language		Years studied		Speaking ability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent

SELF DESCRIPTION

- a. Please describe yourself: give information about your personality (e.g. calm/reserved, energetic, independent, open, socially active, academic, athletic, etc.), your favourite leisure activities and any other interests. Describe your relationship with your family and friends, e.g. how much time do you spend with your brothers/sisters and/or friends, what is your role in the family, in what situations do you seek advice from your parents?

- b. How do you like to spend your free afternoons and weekends? What are your different roles in your community, e.g.: school, sports, and community activities? What is important to you? What parts of your daily life do you like and what parts do you find frustrating or difficult?

- c. Preferred subjects

Describe your preferred subjects briefly and explain why you like them

- d. Plans for your education and career in the future

- e. Trips abroad

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Briefly describe your experiences of earlier trips abroad (if any): e.g. explain how these trips have influenced you, what you learned from them and why you enjoyed them

MOTIVATION

Please explain why you want to participate in the Erasmus+ long-term Individual Student Mobility and describe what you expect to gain from participating in this programme, at both personal and academic level. Describe how you could contribute to your host family, your host school and the country you will be visiting.

PARENTAL SUPPORT

This section is to be answered by the student's parent(s)/guardian(s).

a. How would you describe your child's character?

b. Please explain below why you think your child would benefit from taking part in the Erasmus+ long-term Individual Student Mobility.

SIGNATURES

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I, the undersigned, allow the sending school to use the data included in this form for the purposes of the selection of student in the framework of the Erasmus+ long-term Individual Student Mobility. I agree that these data are communicated to the host school, and that the host school will transmit them to the family which will host my child. I understand that the data contained in this form will also be communicated to the partner organisations of the project consortium. All those people receiving these data will be required to treat them as confidential.

Agreed and accepted by

Name(s) and signature(s) of Parent(s)/Guardian(s)

(Date)

Name and signature of student

(Date)

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STUDENT APPLICATION FORM

ANNEX: PLACEMENT INFORMATION

To be filled and submitted once the application is accepted. This information will be used to match the student with a suitable host family and to organise the travel.

NAME OF THE STUDENT:

MEDICAL REQUIREMENTS AND HEALTH RESTRICTIONS

Do you have any disabilities (physical restrictions, impairments) or allergies that will limit placement options or participation in everyday family and/or school activities?

Yes No

If yes, please explain and specify if any aids, adaptations or special assistance will be required:

I CANNOT live with:

Cats Dogs Other pets:

DIETARY REQUIREMENTS

Do you have dietary restrictions, e.g. for medical, religious or other self-imposed reasons?

Yes No

If yes, please explain:

If you are a vegetarian, are you willing to eat:

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- Fish Poultry Dairy products

SMOKING

Do you smoke?

- Yes No

Must you be hosted in a non-smoking home?

- Yes No

OTHER

Are there any other aspects that need to be considered in order to match the pupil with a suitable host family?

- Yes No

If yes, please explain:

INFORMATION FOR TRAVEL PURPOSES

DATE OF BIRTH	
CITY OF BIRTH	
COUNTRY OF BIRTH	
NATIONALITY	
PASSAPORT/ID	
NUMBER	
DATE OF ISSUE	

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PLACE OF ISSUE	
EXPIRATION DATE	

CANDIDATE PHOTOS

Please attach a page with some photos of you, your friends and family. You may add more pages if you like.

INTRODUCTORY LETTER

Please attach an introductory letter in the language of communication between your school and the host school. This letter will be forwarded to the host school and the host family.

SIGNATURES

I, the undersigned, allow the sending school to communicate the personal data contained in this form to the host school and the host family for the purposes of the planned Erasmus+ long-term Individual Student Mobility. These data will also be communicated to the partner organisations of the project consortium. All those people receiving these data will be required to treat them as confidential.

Name(s) and signature(s) of parent(s)/guardian(s)

(Date)

Name and signature of student

(Date)

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PARENTAL/GUARDIAN CONSENT FORM

FIRST NAME	
LAST NAME	
HOME ADDRESS	
NAME OF THE SENDING SCHOOL	

The signing of this form by the parent(s)/guardian(s) before the start of the activity is an absolute condition for participation. If you need further information or wish to discuss this consent form please get in touch with the Contact Person at the sending school. The priority is to ensure the safety of all participants at all times and your full cooperation is essential in this regard.

As a parent/guardian of the above student,

- I hereby give my consent to his/her participation in the above Erasmus+ long-term Individual Student Mobility, including preparation and follow-up activities;
- I confirm that I have received adequate information concerning the Erasmus+ long-term Individual Student Mobility and the practical details of the exchange, such as information on the grant, the insurance and the preparatory sessions, and have received the documentation on the possible Emergency and Contingency situation management;
- I declare that I have provided accurate and appropriate information on the health condition as well as any special requirements of my child on the Student application form and the Health form. I agree to inform the Contact Person at the sending school of any change in this information occurring between the date of signature of this form and the end date of the stay (day of departure from the host country);
- I agree that my child during this stay will be under the authority of, and be responsible to, the appointed Tutor at the host school and the host family;
- My child is aware of the rules of conduct agreed between the sending and host school for the stay and is familiar with the emergency procedures, and they will act in accordance with them;
- I accept that it may be necessary to send my child home earlier in the following circumstances:
 1. In case of a serious breach of the following rules:
 - o Attending school is compulsory. The student is required to participate fully in school activities and to complete all assignments and school work.
 - o Abuse of alcohol and use of drugs is strictly forbidden.

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- I authorise the host family for my child to sign any authorisation required by the school for my child to participate in any school-sponsored activities, events or programmes.
- I am aware that the sending school receives a grant to cover costs related to the student mobility. International travel will be organised by the school and covered by the grant. I understand that my child must give to the school all evidence related to travel expenses (invoices, boarding passes, used travel tickets). I understand that the travel costs will not be reimbursed if the relevant evidence cannot be provided.
- I am aware that my child is entitled to a monthly allowance. The monthly allowance is a contribution to costs incurred during the stay abroad such as costs for school books, local transport, school excursions etc. The student must keep all receipts to justify the use of the monthly allowance. I understand that this part of the grant will be transferred to me (to be transferred to my child) or directly to my child by the sending school. I am aware that, in case of early return of my child, the allowance for the remaining period will need to be reimbursed to the school.

Agreed and accepted by:

Place:

Date:

(Parent/Guardian) Name in capital letters:

Signature:

(Parent/Guardian) Name in capital letters:

Signature:

Place:

Date:

(Student) Name in capital letters:

Signature:

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Contact details of the parent/guardian:

Name:

Address:

Telephone:

Mobile telephone:

E-mail address:

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HEALTH FORM

This health form is composed of two parts: **PART 1**: Medical opinion on student's suitability for participation and **PART 2**: Health information form. The Part 1 will be completed and signed by the doctor, printed and transmitted to the sending school in order to confirm the student's selection for the participation in the Erasmus+ long-term Individual Student Mobility. Part 2 will be completed by the doctor, signed by parents/guardians and the student, put in a sealed envelope. The pupil will bring it with him or her and it will only be opened by a doctor treating the student and when medically necessary.

PART 1: MEDICAL OPINION ON PUPIL'S PARTICIPATION

This part of the document will be printed and transmitted to the sending school in order to confirm the student's selection for the participation in the Erasmus+ long-term Individual Student Mobility.

I, the undersigned, certify that a thorough physical examination of the student has been made and all relevant medical information has been included in the Health form, and that the student is able to travel. I understand that the omission of any information could be harmful to the student's health care and could result in early termination of the programme.

I consider that, in the light of the student's medical and/or psychological history, the student **is / is not** (delete whichever does not apply) able to take part in the Erasmus+ long-term Individual Student Mobility.

DOCTOR'S NAME	STAMP AND SIGNATURE
Contact details (address, phone, e-mail)	Date

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PART 2: HEALTH FORM

The student is considering spending 3 months in a host school and living with a host family abroad. Incorrect or incomplete information on his/her health could lead to problems while abroad. The form must be completed by the student's doctor who is **not** an immediate relative of the applicant. The student's parent(s)/guardian(s) should provide the doctor with all relevant information/documentation on the student's medical history. If the answer to any of the questions 3-14 is 'YES', please include or attach detailed information.

This health form will be put in a sealed envelope. The student will bring this form abroad. The envelope can only be opened by a doctor treating the student where medically necessary.

Student Name:	Home Country:	Date of birth:

1

Height		Weight		Blood Pressure		Pulse		Respiration	
--------	--	--------	--	----------------	--	-------	--	-------------	--

2 Do you note any abnormalities concerning height, weight (including substantial loss or gain in the past six months), blood pressure, pulse or respiration? · · Yes · · No

If yes, explain:

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3 Tick yes or no. To your knowledge, has the student had the diseases/conditions listed below:

	YES	NO		YES	NO
a) Measles	•	•	j) Rheumatic Fever	•	•
b) Mumps	• •	• •	k) Cough (persistent, recurring)	•	• •
c) Rubella	• •	• •	l) Headaches (persistent, recurring)	• •	•
d) Chicken Pox	• •	• •	m) Sleepwalking	• •	•
e) Poliomyelitis	• •	• •	n) Enuresis	• •	•
f) Hepatitis	• •	• •	o) Appendicitis	• •	•
g) Tuberculosis	• •	•	p) Parasites (internal)	• •	•
h) STD	• •	•	q) Encephalitis	• •	•
i) FSME	• •	•	r) Scarlet fever	• •	•

If yes, give detailed information and dates (use extra pages if necessary):

4 ACNE • • Yes • • No

If yes, identify area, severity, any medication taken, name, dosage & frequency:

5 ALLERGIES • • • Yes • • • No

If yes, identify type, any medication taken, name dosage & frequency:

6 ASTHMA • • • Yes • • • No

If yes, identify type, severity, any medication taken, name, dosage & frequency:

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7 DIABETES · · Yes · · No

If yes, identify type, severity, any medication taken, name, dosage & frequency:

8 SEIZURE DISORDER · · Yes · · No

If yes, identify type, severity, any medication taken, name, dosage & frequency:

9 Has the student ever had or does today's examination show any disease, impairment or abnormality of:

	YES	NO		YES	NO
a) Abdominal organs, digestive system	· ·	· ·	e) Heart blood vessels	· ·	· ·
b) Lungs, respiratory system	· ·	· ·	f) Tonsils nose or throat	· ·	· ·
c) Bones, joints, locomotor system	· ·	· ·	g) Blood, endocrine system	· ·	· ·
d) Genito-urinary system	· ·	· ·	h) Eyes/vision, ear/hearing	· ·	· ·

If yes, please explain (use extra pages, if necessary) and specify if any aids, adaptations or special assistance are required:

10 Has the student been hospitalised? · · Yes · · No

If yes, give dates, diagnosis and outcome for each incident:

11 Is the student currently taking medication or injections (other than those mentioned previously)? · · Yes · · No

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If yes, identify the medication, reason for usage, dosage and frequency:

12 Has the student EVER consulted a neurologist, psychologist or any other specialist for a nervous, emotional or eating disorders? · · Yes · · No

13 Is there a history of, or present evidence of, an emotional, nervous or eating disorder? · · Yes · · No

If yes to either (12 or 13), a FULL report by the specialist and a statement by the parents about the illness or specific problem must be attached. Note: Placement in a foreign host family, school and community requires adjustment which often involves emotional stress. It will not be a time for relaxation or temporary relief from any current therapy. If the student is experiencing current emotional, physical, personal or family difficulties, these difficulties can be severely exacerbated by the adjustment demands of the programme. Therefore, you are requested to evaluate carefully the students' current or previous condition and treatment along with their ability to manage potential adjustment anxieties and stress in a foreign environment.

14 Are there any health limitations or restrictions on the student's activities and / or sports participation or any medical information which should be considered for a home/school placement? · · Yes · · No

If yes, please describe:

15 Does the student wear glasses or contact lenses? · · Yes · · No

If yes, please give the lens power:

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16

What was the date of the student's last dental check up?

Does the pupil wear dental braces? Yes No

If yes, will orthodontic care be needed while on the programme? Yes No

Frequency?

17 Student has had the following immunisations, if yes, please specify day, month and year (or, if possible, attach a copy of vaccination card):

	NO	YES	DAY/MO/YR		NO	YES	DAY/MO/YR
Measles	<input type="checkbox"/>	<input type="checkbox"/>		Tetanus	<input type="checkbox"/>	<input type="checkbox"/>	
Poliomyelitis	<input type="checkbox"/>	<input type="checkbox"/>		Mumps	<input type="checkbox"/>	<input type="checkbox"/>	
BCG	<input type="checkbox"/>	<input type="checkbox"/>		Rubella	<input type="checkbox"/>	<input type="checkbox"/>	
Hepatitis B	<input type="checkbox"/>	<input type="checkbox"/>		Diphtheria	<input type="checkbox"/>	<input type="checkbox"/>	
Pertussis	<input type="checkbox"/>	<input type="checkbox"/>		Other	<input type="checkbox"/>	<input type="checkbox"/>	
Covid-19	<input type="checkbox"/>	<input type="checkbox"/>					

If other, please specify:

18 If the student has had the TB Test, please specify the type: Mantoux or Tine (circle one), the date and the result (+/-):

If positive, was a chest x-ray done? Yes No Date: Result (+/-)

If yes, please explain (use extra pages, if necessary):

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Signatures:

I, the undersigned, certify that a thorough physical examination of the student has been made and all important recent medical information has been included in the Health form, that nothing relevant has been omitted, and that the student is able to travel. I understand that the omission of any information could be harmful to the student's health care and could result in early termination of the programme.

DOCTOR'S NAME	STAMP AND SIGNATURE
Contact details (address, phone, e-mail)	Date

I, the undersigned, confirm that the information contained in this health form is correct and complete and that inaccurate or incomplete information could be harmful to the student's health care and could result in early termination of the programme. I agree that the envelope containing this form can be disclosed to a doctor treating my child while on the programme where medically necessary. If necessary, I agree to communicate all relevant information relating to the health of my child to the host school and the host family. All personal data will be treated as confidential.

STUDENT'S SIGNATURE	Date
PARENTS' SIGNATURE	Date

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GRANT AGREEMENT

The school:
Address:

Represented by: (name of the legal representative)
and
The student:

LAST NAME	
FIRST NAME	
ADDRESS	
EMAIL ADDRESS	
MOBILE PHONE	
DATE OF BIRTH	

Bank account into which the financial contribution is to be paid:

Account holder (if different from the participant):

Bank name:

Clearing/BIC/SWIFT number:

Account number/IBAN:

Agreed on

ARTICLE 1 - SUBJECT OF THE AGREEMENT - GRANT AGREEMENT

- 1.1.** The School provides financial support to the Student to undertake a learning mobility activity within the framework of the Erasmus+ Project DEEDS- Modelling a European cross-curricular study programme for upper secondary schools.
- 1.2.** The Student accepts the financial contribution or the provision of services, as specified in Article 3, and commits to undertake the training mobility.
- 1.3.** Any changes or additions to the Convention must be agreed upon by both parties by means of a formal notification by letter or e-mail.

ARTICLE 2 - ENTRY INTO FORCE AND DURATION OF MOBILITY

- 2.1** This Convention shall enter into force upon signature by both parties.

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2.2 The mobility period starts on **DD/MM/YYYY** and ends on **DD/MM/YYYY**.

The start and end dates of the activity must coincide with the first and last day respectively on which the Participant must be present at the host school. Up to one day of travel before the day on which the activity starts and/or up to one day after the day on which the activity ends must be added and counted in the duration of the whole mobility and, therefore, considered for the calculation of the grant.

2.3 The Participant receives a grant for **X** days of activities and **X** day of travel.

ARTICLE 3 – FINANCIAL CONTRIBUTION

3.1 The school selects the following option:

The student receives € **X** for the individual support.

3.2 The final amount of the grant for the mobility period is the sum of the individual support grant, calculated by multiplying the number of days of mobility as specified in Article 2.3 by the daily amount corresponding to the destination country.

3.3 The financial contribution or any part thereof shall be refunded if the Participant does not complete its mobility in accordance with the terms of this Convention.

ARTICLE 4 – PAYMENT METHODS

4.1 Within 30 days after signature of the Grant Agreement by both parties, the Participant shall receive pre-financing representing 70% of the maximum amount of the contribution as specified in Article 3

4.2 If the payment referred to in Article 4.1 is less than 100% of the contribution due, the online submission of receipts of expenses incurred shall be considered as the Student's request for payment of the balance of the contribution due. The School shall have **x** days to issue the order for payment of the balance or issue any request for reimbursement.

4.3 The Student is required to keep receipts for expenses incurred.

Parent/legal guardian

First name/Last name

Signature

Place and date

School

First name/Last name

Signature

Place and date

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HOST FAMILY APPLICATION FORM

NAME AND ADDRESS OF THE REPRESENTATIVE OF THE HOST FAMILY

FIRST NAME	
LAST NAME	
MOBILE PHONE	
EMAIL ADDRESS	
HOME ADDRESS	
DATE OF BIRTH	

2. Preferred duration for hosting a student

_____ months (months)

FAMILY DATA

HOST PARENTS:

- | | | |
|---|--|--|
| <input type="checkbox"/> Host mother and father | <input type="checkbox"/> Host mother and partner | <input type="checkbox"/> Host father and partner |
| <input type="checkbox"/> Host mother | <input type="checkbox"/> Host father | <input type="checkbox"/> Other (explain): |

CHILDREN (IF ANY)

NAME	AGE	GENDER		YES	NO
			Living at home?	<input type="checkbox"/>	<input type="checkbox"/>
			Living at home?	<input type="checkbox"/>	<input type="checkbox"/>
			Living at home?	<input type="checkbox"/>	<input type="checkbox"/>

PLACEMENT INFORMATION

Do you have:

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a cat a dog Other pets:

Does your family follow any diet, e.g. for medical, religious or other self-imposed reasons?

Yes No

If yes, please explain:

If you are vegetarian, do you eat:

Fish Poultry Dairy products

Does somebody in your family smoke?

Yes No

Are there any other aspects which should be considered when matching your family with an Erasmus+ student?

Yes No

If yes, please explain:

LANGUAGES

COMMUNICATION LANGUAGE IN THE FAMILY:

OTHER LANGUAGES SPOKEN IN THE FAMILY:

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Language		Speaking ability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Language		Speaking ability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Language		Speaking ability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent

SELF DESCRIPTION

a. Please describe your family and each of its members. Give information about the personality, leisure activities practised and any other interests of the family members.

b. How does your family like to spend evenings and weekends?

c. Describe your home and give more details on how you intend to accommodate the Erasmus student in your home (the personal space/room)

MOTIVATION

Please describe your reasons for volunteering as a host family, what you expect to gain from participating in this programme and how you plan to support the Erasmus+ student during the stay.

SIGNATURES

I/We, the undersigned, certify that all information given in this form is complete and accurate. I/We are not aware of any obstacles which would prevent us from completing the programme successfully.

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I/We, the undersigned, permit the host school to communicate the personal data indicated in this form to the sending school, to the Erasmus+ student and to the family for the purposes of the planned Erasmus+ long-term Individual Student Mobility. I/We understand that the information contained in this form will also be communicated to the partner organisations of the project consortium. All those people receiving these data will be required to treat them as confidential.

I/We understand that the decision to host a student should be taken on the basis of curiosity and open-mindedness, therefore no payment of host families is provided in the programme.

I/We, the undersigned, are aware that the support we give to the Erasmus+ student is crucial to the success of this mobility. If I am/we are selected, I/we will do our best to welcome the Erasmus+ student into our family. I/We understand that before being accepted to host a student, (i) a representative of the school will come to us for a visit, (ii) we will need to provide a recent criminal record check for each adult living in the family and (iii) sign the Host Family Charter.

Agreed and accepted by

Host Parent's name and signature	Date
Host Parent's name and signature	Date

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HOST FAMILY CHARTER

The Erasmus+ long-term Individual Student Mobility gives students the opportunity to spend 3 months in a school abroad. Staying in a host family is part of the intercultural experience and facilitates the student's integration in the foreign country and culture.

This charter provides guidelines for the relationship between the hosted student and you as a host family by outlining your role, responsibilities and rights in this respect. To certify that you have read and understood the provisions outlined in this charter, you must sign the charter in your capacity as a representative of the host family.

The student that you will be hosting receives a grant from the EU through the Erasmus Programme contributing to costs incurred during the stay, such as costs linked to local transport or learning materials. The sending school will pay the grant to the student. Furthermore, the student will be covered in terms of medical care and personal liability during the stay through a dedicated insurance.

ROLE:

Being a host family is not just about providing board and lodging. You also have two further important functions in relation to the well-being of the student and the success of the stay:

THE HOSTING FAMILY AS FACILITATOR:

The stay in a host family constitutes a very important part of the student's learning process. Through daily interaction with host parents and siblings, the student acquires valuable insights into cultural differences as well as proficiency in a foreign language. It is therefore important that the student is not treated as a guest or lodger, but is integrated into family life to the greatest extent possible.

PARENTAL AUTHORITY:

The student is a young person who may have little or no prior experience of the culture and attitudes of your country. The student will consequently need your help in relation to many aspects of daily life. This also means providing clear guidelines for his or her behaviour, what is acceptable and what is not, as a parent or guardian would do.

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RESPONSIBILITIES:

By signing this charter, you as a host family agree to

- welcome _____ (name of student) into your home for a duration of ___ months.
- provide the student with suitable board and lodging free of charge.
- integrate the student to the greatest extent possible into family life.
- inform the student about household rules.
- inform the student about customs and help the student to integrate into the culture and mentality of your country.
- help ensure that the student attends school on a regular basis, including ensuring that adequate transportation facilities between the school and home are available.
- ensure that the student is not left alone overnight (e.g. at weekends or holidays). If this implies significant extra costs, you should agree on them in advance with the student's parents. If you travel abroad with the student, make sure that you have taken into account the possible insurance and liability implications.
- help ensure that the student observes the rules of conduct for student agreed between the participating schools.
- contact the student's mentor in the event of any problems.
- agree to keep all personal data concerning the student confidential.
- not terminate the stay of the student abruptly and unilaterally without a prior attempt at mediation (except in the cases outlined below under 'rights').
- follow the procedures described in the emergency and contingency management documentation in emergencies.

RIGHTS:

During the stay in your family, the student will be under your authority, but you are also part of a team. The host school has appointed a tutor for the student, to whom you can turn for information, advice or just to discuss any aspect of the student's stay in your home. The tutor will also try to mediate in cases where problems between you and the student have reached a stage where you — or the student — deem that outside intervention is required.

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Where this is not sufficient, you have the following rights:

- o in the event of a serious breach of rules by the student (as defined in the rules of conduct for the action and those defined by the schools), you can ask for the termination of the student's stay in your home immediately and require that the host school arranges alternative accommodation or repatriation.
- o in the event of irreconcilable personal differences between you and the student, and where mediation has been tried and not brought a solution acceptable to you, the host school must provide for alternative accommodation or repatriation of the student within a maximum of 3 days.
- o in the event of death, illness or any other serious incident occurring in your family, you can ask the host school to provide urgently for alternative accommodation or repatriation of the student (normally within up to 3 days).

I/We, the undersigned, hereby declare that I/we have read and understood the guidelines in this charter.

Agreed and accepted by:

Place:

Date:

Name in capital letters:

Signature:

Name in capital letters:

Signature:

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LEARNING AGREEMENT

The template for the learning agreement provides sending and host schools with a structure and a list of the minimum information to be included. The schools may decide to expand it to suit the specific requirements of their education systems.

DATA ON THE STUDENT MOBILITY PERIOD AND CONTACT DETAILS:

Name of student:	
Date of birth:	
Mobility period (from/to):	
Total duration (in months):	
Name and address of sending school:	
Name of the contact person responsible for the execution of this learning agreement — sending school:	
Contact details (telephone and e-mail):	
Name and address of host school:	
Name of the tutor responsible for the execution of this learning agreement — host school:	
Contact details (telephone and e-mail):	

GENERAL AIMS OF THE MOBILITY PERIOD:

This section can be taken/adapted from the Study Plan

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SPECIFIC AIMS:

What do you expect the student to achieve in the following areas?

- *foreign language learning*
- *academic skills (possibly in relation to individual subjects)*
- *other knowledge and competences*

CLASS ATTENDANCE:

Host class/es	
Compulsory subjects to be studied in the host school (the subjects included in the Study Plan) if possible, specify for each subject the number of lessons per week)	
Subjects not covered by the Study Plan	

SPECIAL ACTIVITIES (IF APPLICABLE) SUCH AS:

- individual assignment (nature, workload)
- self study (nature, workload)
- language courses (workload)
- work placement (duration, place)
- contacts with 'home class' in the sending school (frequency, type of contact)
- music, culture, sport, etc.

ASSESSMENT OF PROGRESS (ACCORDING TO IO2)

Nature of assessment (test, interview, portfolio,	Person in charge of assessment
--	---

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	statements from teachers etc.)	
During the stay (host school):		
At the end of the stay (host school):		
After completion of the stay (sending school)¹:		

SIGNATURES (BEFORE THE STAY)

	Date, place	Name	Signature
Sending school			
Host school			
Student			

¹ This information is only indicative. The sending school should allow enough time for the student to settle back.

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RULES OF CONDUCT

1. The rules of conduct signed in the *PARENTAL/GUARDIAN CONSENT FORM* are as follows:

- a. Attending school is compulsory. The student is required to participate fully in school activities and to complete all assignments and school work.
- b. Abuse of alcohol and use of drugs are strictly forbidden.
- c. Responsible behaviour is required

2. Other rules of conduct agreed upon by the host and sending schools should be inserted here:

a.

b.

c.

d.

Accepted and signed by:

	Date, place	Name	Signature
Sending school			
Host school			
Student			

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Crisis action plan

1. Drawing up and distribution

Plan drafted by:

Distributed to:

2. Contact details:

Fill in the contact details of each of the persons below. Also indicate the times of day when the person in the host country is available and make sure that there is a person to contact at any time of day or night in case of emergency.

Tutor at host school:

Tutor at host school:

Name	
Address	
Mobile	
E-mail	
When available	

Person to be contacted if the tutor is not available:

Name	
Address	
Mobile	
E-mail	
When available	

Contact Person at sending school:

Name	
Address	
Mobile	
E-mail	

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Person to be contacted if contact person is not available:

Name	
Address	
Mobile	
E-mail	
When available	

Participating student:

Name	
Address	
Mobile	
E-mail	

Student's parent(s)/guardian(s):

Mother/Contact 1:

Name	
Address	
Phone	
Mobile	
E-mail	

Father/Contact 2:

Name	
Address	
Phone	
Mobile	
E-mail	

Host family:

Host Mother/Contact 1:

Name	
Address	
Phone	
Mobile	
E-mail	
When available	

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Host Father/Contact 2:

Name	
Mobile	
E-mail	
When available	

3. Emergency procedures

As a basic rule, the procedures described in Section 4 (Crisis management) apply. If you want to adapt or modify any of these procedures or develop additional emergency procedures, please insert the procedures here. Indicate who is in charge of overall coordination, the division of responsibilities, and the information chain (who is to be informed and when).

4. Emergency numbers in host country

- ▶ Police:
- ▶ Medical assistance (emergency):
- ▶ Helpline:
- ▶ Other numbers:

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5. Details of the Insurance Plan

- ▶ Contact details of the insurance company (Health Costs, Permanent Disability and Death, Third-party liability in Private Life):
- ▶ Contact details of the assistance company (Assistance and Repatriation):
- ▶ Student Insurance number:

6. Document checklist

The following documents should be drawn up and signed by the relevant parties before the stay begins, and the originals and copies should be distributed to the relevant parties as described in the Crisis management document (Chapter 4.2.1):

- Student application form (including the placement annex)
- Parental/Guardian consent form
- Rules of conduct
- Host family charter
- Health form (Part 2 is put in a sealed envelope and always stays with the student)

The following documents should be compiled prior to the pupil's departure, and kept together in order to be available for medical emergencies during the mobility period:

- the Health form (Part 2) in a sealed envelope which stays with the student
- the Parental/Guardian consent form
- the copy of the student's European Health Insurance Card (the original stays with the pupil)
- the copy of the Insurance Plan certificate and ID card with contact details to the insurance and assistance companies (the original stays with the student)
- the translations of the Health form and the Parental/Guardian consent form

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RESOURCES AND REFERENCES

Below you will find useful references and resources to further explore the contents of the Administrative and Organisational Package (AOP) developed by the DEEDS Project:

Erasmus+ Programme Guide: The guide is essential to understanding the Erasmus+ program. It provides organizations and individual participants with a comprehensive list of opportunities supported by the program.
<https://erasmus-plus.ec.europa.eu/erasmus-programme-guide>

European Education Area: The European Education Area Initiative helps EU member states work together to build more resilient and inclusive education and training systems.
<https://education.ec.europa.eu/it/about-eea/the-eea-explained>

Eurydice: Eurydice is a network whose mission is to explain how educational systems in Europe are organized and how they function. It publishes descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics in the field of education.
<https://eurydice.eacea.ec.europa.eu/>

Erasmus+ Handbook for individual pupil mobility in school education: A handbook dedicated to individual pupil mobility, precisely with the aim of helping teachers, pupils, parents and all those involved in this experience to better manage all aspects, from preparation to implementation and follow-up.
<https://www.erasmusplus.it/wp-content/uploads/2022/08/Erasmus-handbook-for-individual-pupil-mobility-in-school-education.pdf>

Academy Europa: The EU Academy is the EU's online hub for e-learning. It contains first-hand knowledge, high-quality educational resources and valuable insights produced directly by the EU institutions, bodies and agencies and their trusted partners. It is a tool created for professionals (policy makers, researchers, decision makers), aspiring professionals (students, young professionals) and participants in EU programs to have an easy and smooth understanding of EU policies and programs in a wide range of areas.
<https://academy.europa.eu/>
<https://academy.europa.eu/local/euacademy/pages/course/community-overview.php?title=learn-language-basics-with-online-language-support>



ADMINISTRATIVE AND ORGANISATIONAL PACKAGE

