



# jopapp manual

[www.jopapp.eu](http://www.jopapp.eu)



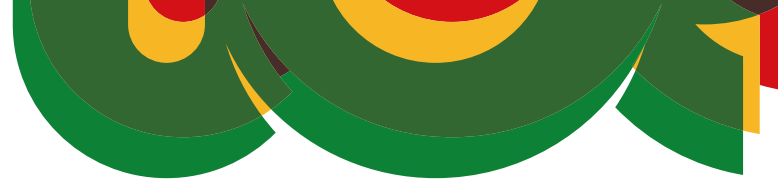
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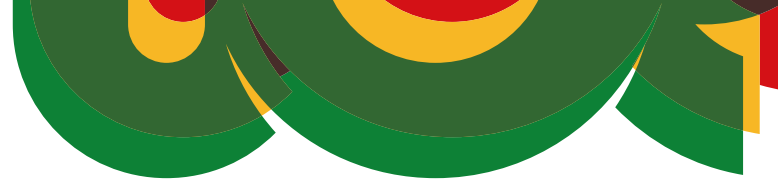
# Welcome to

Jopapp manual



# **1 INNOVATION MODEL TRANSFER**





This **JOPAPP** model implements the contents and best practices of the **RAINOVA model**, previous European project, adapting it to a learning environment and creating a **Manual of Implementation** for teachers and counselors and creating an **innovative app** to guide students through the process of finding their work placement.

The RAINOVA IMM is an Innovation Management Model designed to be applied in SMEs and micro-SMEs, as well as in Vocational Training Centres, associations and local and regional development agencies. The model is based on the idea that any organization can be innovative if its innovation tools and suggestions are implemented, regardless of its size, sector or socio-economic environment.

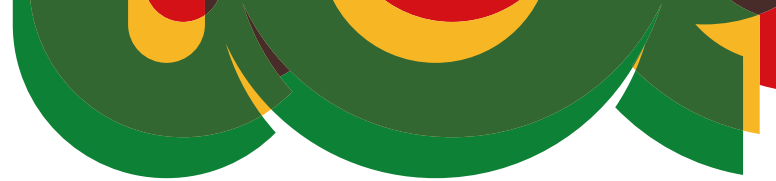
Recent European studies and partners experience have shown a shortage of soft skills among the students entering the labour market. The current labour market needs require new approaches and methods to get the necessary qualified work force. The aim of

the project is to reinforce these skills through the direct application of the innovation model and tool, JOPAPP (job placement app), in the implementation of the module called "job placement", in which students spend a training period working in a company abroad.

Nowadays, students do not seek their own work practices, it is the center who looks for, manages and develops the whole process. The student should lead the development of this process; they should be the driving engine of their own learning process, which would develop their soft skills such as a positive attitude, good communication skills, time management abilities, strong work ethic, problem solving skills, self-confidence, flexibility and adaptability, working well under pressure, competences for innovation in VET students.

Much attention has been directed to enhancing innovation activities related to business management. Innovation, however, has to reach the company workers and their training. In particular, teaching VET students how to be innovative in their workplace.

Educational institutions need to lead the way in developing these innovative techniques and teach necessary skills to their own students. Our primary target groups are VET teachers and counselors involved in the job training placements, and VET students. The use of this model and its application has to be transnational as the current labour market is.



## How are we going to implement rainova innovation management model into the job placement module?



The Rainova model has the potential and the simplicity that makes it valid also for application in more closed settings, such as the classroom. Therefore,

- we want to check to what extent current practices in the management of classroom activities in VET centers in Europe in the early twenty-first century approach the hypotheses and proposals of Rainova,
- verify that the model implementation in the classroom is effective,
- implement the model in the module called “job placement”, in which students spend a training period working in a company abroad,
- design and develop an app for the model implementation

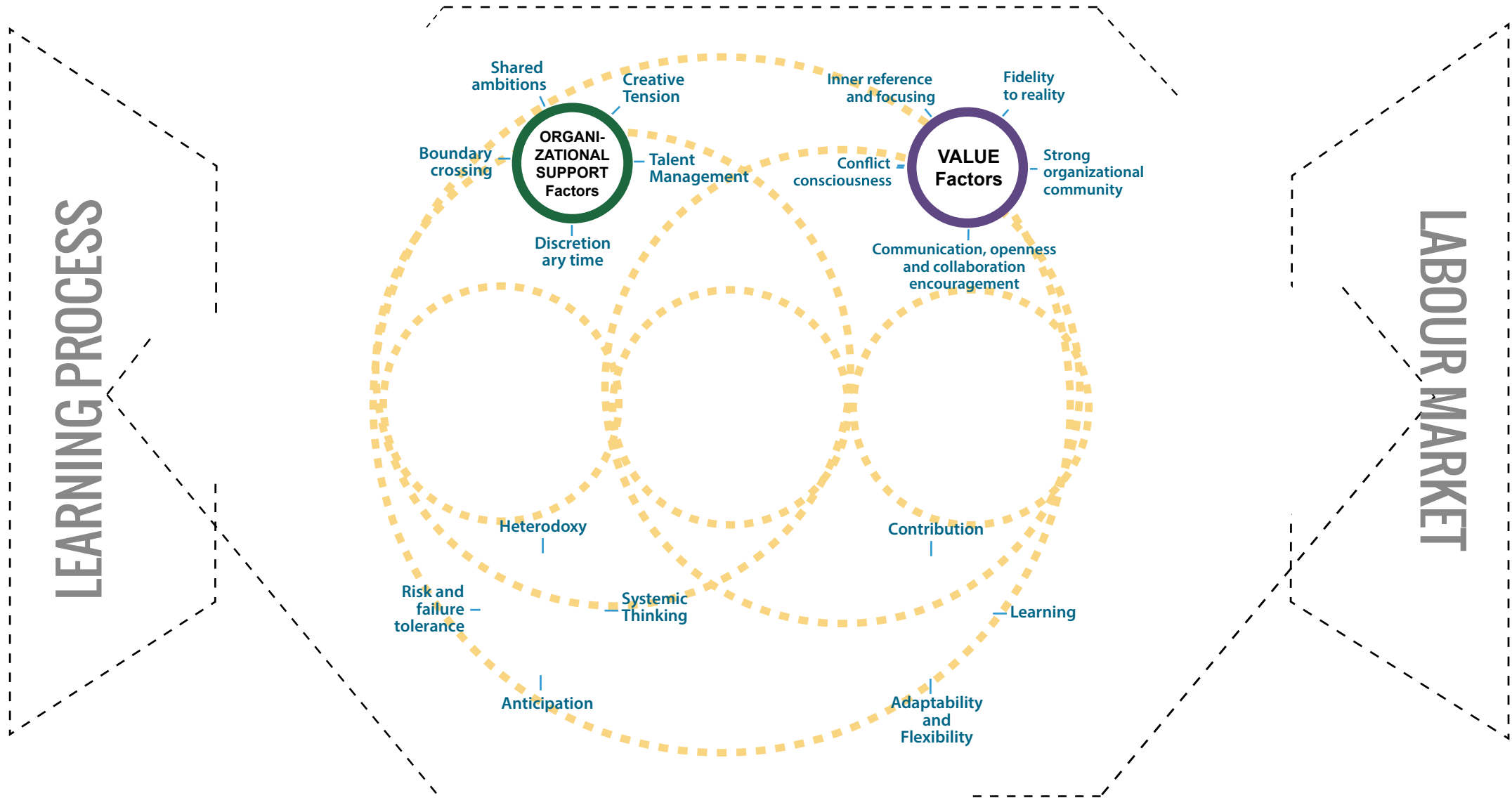
This process will contribute to accelerating the spirit and commitment of teachers with innovation in the classroom. And they help raise awareness of the importance of innovation and the characteristics that favour it, contributing to a better transfer of competencies for innovation to the students.

The module called “job placement”, in which students spend a training period working in a company abroad, has two parts, one prior to going into the company which should comprise an extensive knowledge of the company, the culture of the country and the working environment and a second one which is the working practice itself.

Teachers and counsellors often deal with disappointment and unfulfilled students' expectations. Working extensively in the first stage can develop both the employability skills required by the labour market, as well as a better knowledge and real expectations of the labour market from the students point of view, leading to a successful job training period.

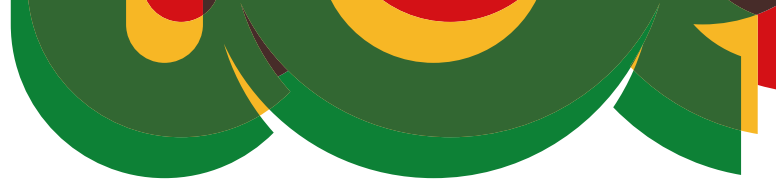


**STANDARD  
MODEL**





## STANDARD MODEL



- AWARENESS
- COLLECTION ANALYSIS AND SELECTION OF INITIATIVES.
- DEVELOPMENT AND MANAGEMENT
- TRANSFER AND COMUNICATION

- TEACHERS
- STUDENTS / JOB SEEKERS
- SYLLABUS

- ORGANIZATIONAL SUPPORT
- ATTITUDE FACTORS
- VALUE FACTORS
- BEHAVIOUR FACTORS





## AWARENESS

- 1. External environment:** The students scan and analyse the external environment (market, technical, political, economic and social aspects) to identify present and future challenges.
- 2. Internal environment:** The student analyses its current and future capabilities regarding job placement abroad, management practices, documentary, cultural, capability, operational and performance aspects.
- 3. Needs and expectations of stakeholders:** The organisation determines the interested parties (teachers, students, partners, public authorities, employers, etc.) that are relevant, and identifies their needs, expectations and requirements.

## Tools

[Awareness tools](#)

[Benchmarking](#)

[Strategic intelligence management](#)

[Intellectual property management](#)

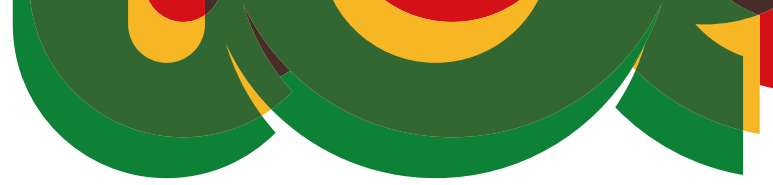
[Patents Analysis](#)

[Technology Watch](#)

[Technology Search](#)

[Business Intelligence](#)

[CRM Customer Relationship Management](#)



## COLLECTION, ANALYSIS, SELECTION AND DEVELOPMENT OF IDEAS.

1. **Scope of idea generation:** The organization has clear about which aspects apply creativity. The scope of idea generation is known (targeted or general).
2. **Frequency of the idea collection, evaluation and selection:** Frequency of the idea collection, evaluation and selection: The time dedicated to these activities is considered enough, and all personnel has the chance to participate.
3. **Methods to canalize and develop ideas:** The organisation has methods that ensure, in an easy way, the treatment of ideas and initiatives, and their further development.
4. **Evaluation of ideas:** The organisation has explicit internal criteria to evaluate the job placement procedure and guidance. The criteria applied are known by the staff.

### Tools

[Mind tools](#)

[Mind Mapping](#)

[Brainstorming](#)

[Lateral thinking](#)

[TRIZ](#)

[Scamper Method](#)

[Problem solving tools](#)

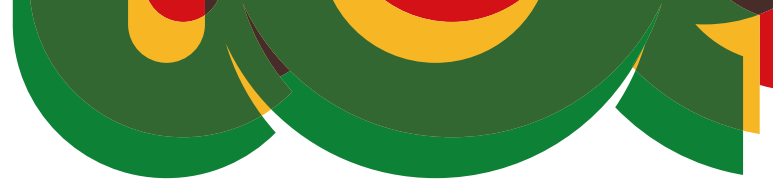
[Decision making tools](#)

[Portfolio management tools](#)

[Design Thinking](#)

[Innovation Thinking](#)

[Quality Deployment Function \(QDF\)](#)



## INITIATIVES AND PROJECTS MANAGEMENT

1. **Objectives and expected results:** The objectives and the expected results are clear and are focused on customer current and future needs.
2. **Task to be undertaken:** The organization has a clear idea about the different tasks to be worked out (sequence, quality requirements, milestones, start and completion dates, "go/no-go" decision points, etc.)
3. **Resources to be committed:** The organization has allocated / committed the necessary resources (people, budget, materials, equipment and facilities) for a proper development of the project.
4. **Follow up the project/initiative:** The organization has established formal reviews to mark the progression from one task to the next or to terminate the project and capture learning for future projects. If it were necessary, the organization designs risk mitigation strategies."
5. **Management of the project portfolio:** To assure an integrated management of the project portfolio, the organization fits with priorities according to the decided innovation strategy, tries a balance both, of the short-term/long-term projects, and of the high-risk/low-risk projects, looking for an optimization of shared resources.

### Tools

[Project management](#)

[Business process re-engineering](#)

[Just in time](#)

[Project portfolio management](#)

[Rapid prototyping](#)

[Quality Deployment Function \(QDF\)](#)

[Value analysis](#)

[Team building](#)

[Collaboration Management](#)

[Problem solving tools](#)

[Decision making tools](#)

[Quality management tools](#)

[Balance scorecard](#)



## TRANSFER AND COMMUNICATION

- 1. Success of innovation:** The results of innovations are introduced in the market or implemented in a process and produce a return to the organization.
- 2. Returns on investment of innovation activities:** The organization develops plans to exploit and have success with the results of the innovation projects. In other cases, the organization creates new business using the results of the innovation projects (start-ups).
- 3. Resources for the exploitation:** The organization secures funding and resources for market introduction and expansion, and establishes production plans, supply chain agreements, customer support protocols and feedback and training of the involved disciplines, as required.

### Tools

[Intellectual property management](#)

[Marketing tools](#)

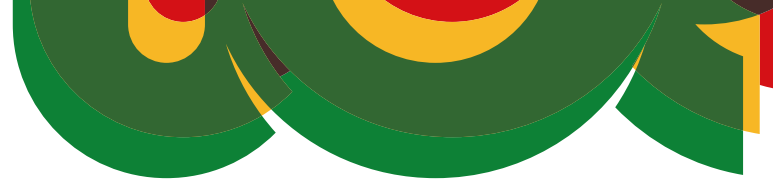
[Business simulation](#)

[Business plan](#)

[Canvas model](#)

[Start-ups management](#)

[Communication skills](#)



## STRATEGIES - job training module syllabus:

- **Scanning new ideas and opportunities:** Spotting trends and emerging ideas in and outside the sector; using scenarios to look into for possibilities for the future; scanning and road mapping technology; collecting innovation ideas from leading edge customers; understanding current and potential labour market (products, services, position and intentions); collecting innovation ideas from employees, partners and networks, etc.
- **Exploring and setting innovation priorities:** Defining the organization's approach for innovation (explorer, fast follower, coloniser, imitator, specialist); establishing what is core and non-core for the present and future organization; selecting innovations that provide differentiated and superior value proposition; developing a balanced and sound portfolio of innovative products and services, etc.
- **Integration of innovation into the overall activities of the syllabus:** Regularly assessing the organization's readiness for and performance on innovation; setting goals for innovation; developing, reviewing and updating the innovation job training module syllabus and its consistency with the overall job training module syllabus of the organization; managing a set of measures around innovation, etc.

### Tools

[Strategy tools](#)

[Knowledge audits](#)

[Knowledge mapping](#)

[Strategic Intelligence Management](#)

[Balance scorecard](#)





## LEADERSHIP for INNOVATION; TEACHERS AND TRAINERS:

- **Teachers and trainers promote innovation and entrepreneurial culture:** creating and sharing a clear vision with people as to what innovation may achieve for the organization; welcoming creative ideas; promoting autonomy and an entrepreneurial mindset; fostering risk acceptance, experimentation and willingness to challenge the status quo; accepting mistakes and showing people how to learn from them; rewarding and recognising people for innovation, etc.
- **Teachers and trainers are involved in establishing and implementing ways of working to support innovation:** setting principles that support and encourage innovation; establishing and using clear criteria for screening innovation; developing a clear measurement system for ways of working to make innovation part of the overall management system; developing an appropriate innovation process; discouraging conflict between functions and arbitrating if necessary; minimising waste and bureaucracy, etc.
- **Teachers and trainers engage with stakeholders to identify opportunities to innovate:** engaging with customers and other stakeholders as a source of innovation; working with key partners to share information and review innovation opportunities; involving society representatives in contributing and understanding innovation, etc.
- **Your organisation ensures that the responsibilities and authorities are established:** The organisation establishes responsibilities and authorities for relevant roles related to innovation, and communicate them within the organization.

### Tools

[Coaching tools](#)

[Engagement tools](#)

[Recognition tools](#)

[Leadership skills](#)

[Team management tools](#)

[Decision making tools](#)

[Stress management](#)

[Time management](#)

[Communication skills](#)



## INNOVATORS: students / job seekers:

- **Students / job seekers can lead and contribute to innovation:** ensuring people understand their personal contribution to job seeking priorities; providing entrepreneurial challenges; favouring some informal structures and autonomy; encouraging and supporting individuals and teams to share and document innovative ideas; recognising people and teams for innovative ideas, etc.
- **Students / job seekers are educated and developed to lead and contribute to their job placement:** developing individual's ability to generate new ideas, experiment and problem solve; developing individual's ability to work in cross-functional teams; developing people's ability to interact and network with others, etc.
- **The organization offers an innovation friendly environment for students to lead their job placements:** creating a sense of enthusiasm; ensuring people have the resources, space and time to explore innovative opportunities; ensuring project teams are diverse and balanced, etc.

### Tools

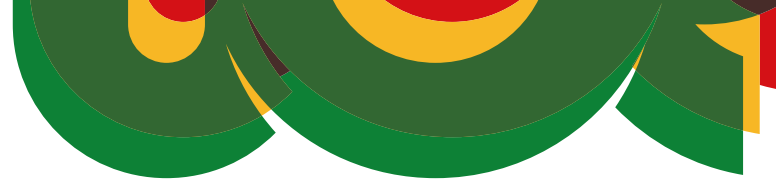
Leadership skills

Team management tools

Stress management

Time management

Communication skills



# Cultural factors

The total range of behaviours, ethics and values which are transmitted, practised and reinforced by members of the organization.

**1. Heterodoxy**

**2. Systemic Thinking**

**3. Anticipation**

**4. Risk and failure  
tolerance**

**1. Adaptability and  
Flexibility**

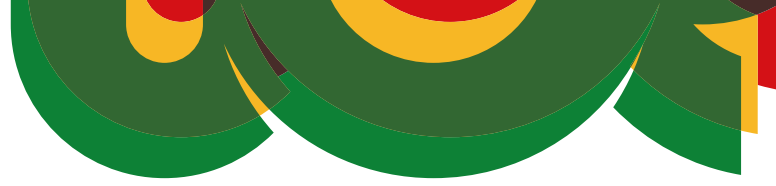
**2. Contribution**

**3. Learning**



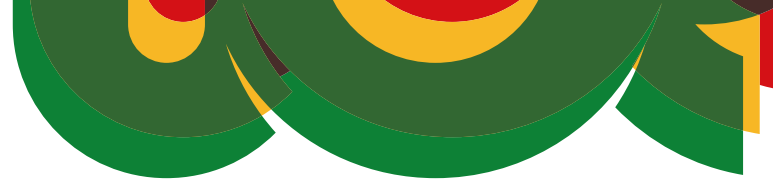


**STANDARD  
MODEL**



## **ATTITUDE** factors

**An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment. It's an expression of favour or disfavour toward a person, place, thing, or event (the attitude object).**

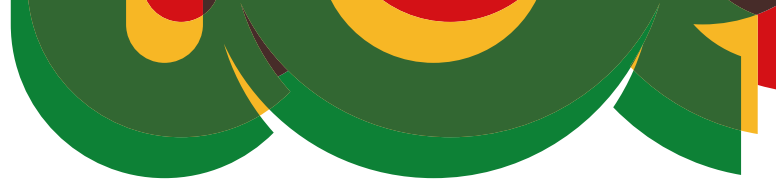


## ATTITUDE factors

- **Heterodoxy:** It has to do with questioning our ""mind models"", the assumptions on which we base our behaviours and interpretations about what is happening around us. We are talking about the internal spirit of renovation and change. The systematic rethinking is what guarantees the adaptation to new situations, i.e., survival and organizational success.
- **Systemic Thinking:** Systemic thinking promotes a better understanding of the activities of an organization, both internal, such as the organization develops in relation to the outside (customers, suppliers, partners, etc..). Let us see the interrelationships between people, the impact of decisions and which the keys of business are.
- **Anticipation:** Having a proactive behaviour to improve the quality of our initiatives and projects, and increase the speed of our responses. Look beyond the urgencies of the day, imagine different future scenarios, step into the shoes of the customer, etc., will help us get ahead.
- **Risk and failure tolerance:** Both innovation and organizational learning require trying new things, seeing what happens, and learning from the experience. When those trying new ideas are punished for "mistakes", two things go wrong: (1) people stop experimenting, and (2) mistakes are cover up, so no organizational learning results."

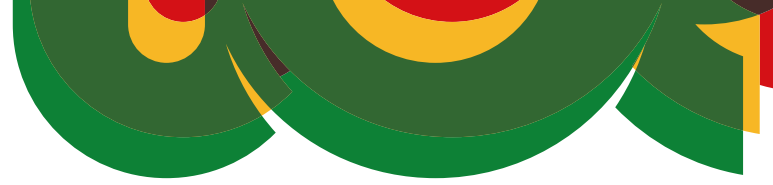


**STANDARD  
MODEL**



## **BEHAVIOR** factors

Behaviour is the range of actions and mannerisms made by persons in conjunction with their environment, which includes the other persons, groups or organizations around them as well as the physical environment. It is the response of the persons to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary.



## BEHAVIOR factors

- **Adaptability and Flexibility:** In organizations, the dilemma "rules Vs improvisation" is solved if we have one eye on the end rather than the means, in the end, rather than the tools to achieve it. Improvising is not to ignore or delete the rules, but know when to be flexible when changes can be entered or directly leave outside the rules. Therefore, improvisation, yes, but also rules (search for an intelligent balance, ...)
- **Contribution:** Understanding how each of us creates value for the organization, can help us a better understanding of our work and its chance to be improved. The performance of each person at organisation has sense only if it contributes to the organisational performance.
- **Learning:** The useful and shared learning is the raw material from which innovation is created. Learning means, not only new knowledge, but being able to use them, put them into practice. "No matter accumulated knowledge, but the flow of new knowledge."

# The Bridge

It's the set of tools for diagnosis, reflection, measurement and learning that allows the organization to move from the "Standard Model" to its own model "My Model".

## 2. DIAGNOSTIC TOOL





2.

## DIAGNOSTIC TOOL



The Diagnostic Tool allows organizations to **measure their innovation management** level taking into account all the relevant aspects. Thus, it facilitates the continuous assessment and reflection on the “goodness” and consistency of the innovation routines and of the enablers established by the organization as well as its innovation culture.



## ROUTINES

- Routines make up the way things must be done in an organization.
- They have to do with the "repetitive" part of the management model."



## ENABLERS

- Elements that give sense and facilitate that the innovation activities to come true, generating, at the same time, a climate that fosters innovation."



## CULTUR FACTORS

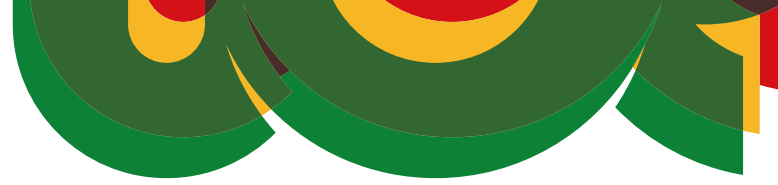
- The total range of behaviours, ethics and values which are transmitted, practised and reinforced by members of the organization.
- A culture of innovation has to do with a way of thinking and acting that generates, develops and establishes values and attitudes designed to promote, assume and foster ideas and changes that mean improvements in the working and efficiency of the organization, even if this means breaking with what is conventional and traditional."

# My Model

Now, it is your turn...







Jopapp is a tool designed to facilitate, at any kind of organization, a better and clearer understanding of job placement process for its users. The aim of jopapp is to **reinforce students skills and improve their qualifications for entering the labour market.**

Jopapp also provides to the users a set of tools to facilitate the self-assessment, diagnostic tool to propose suggestions and recommendations in the weaknesses they detect.



Journey towards  
innovation!!

## 2 TRAINING IN JOPAPP

**-RAINOVA IN THE  
CLASSROOM-**



2

# TRAINING IN JOPAPP

## -RAINOVA IN THE CLASSROOM-

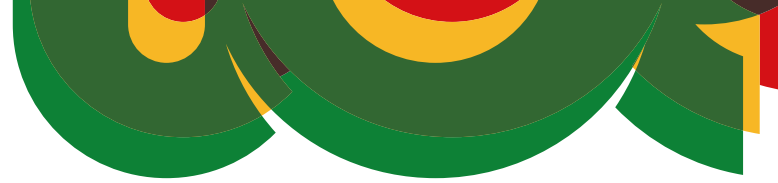


## 1. INTRODUCTION

It aims the creation of training material to train teachers and counsellors in the **RAINOVA** model and its implementation in the job placement module. It is necessary to have a good knowledge of RAINOVA for the efficient implementation of **JOPAPP**.

## 2. GENERAL AIM

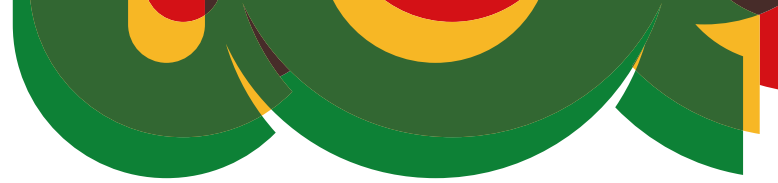
The general goal is to train teachers in innovation management. This tool will support teachers and trainers in charge of students' job training and to strengthen their leading capacities to guide students / jobseekers in the process of job training, looking for job placements adequate to their studies, finding the resources to carry it out and completing the job period successfully. It provides the necessary analysis of the current situation in each organization and of its participants, to formulate and implement strategies and techniques to innovate.



### 3. TARGET AUDIENCE

Training in **JOPAPP – RAINOVA** in the Classroom is addressed to teachers and counsellors who work directly with students who are preparing to enter the labour market.

**JOPAPP** aims to adapt this model to the job training module, which means that, through this Training Course, teachers and counselors will be able to involve students in their job training process, promoting entrepreneurial values and employability skills enhancing a successful job placement.



## 4. LEARNING RESULTS AND EVALUATION CRITERIA

“On the Jopapp Training” the participants:

1.

**Identify the structure and the organization of the company, relating them to an innovative model; identify routines and determine the factors.**

### **Evaluation criteria:**

- They have identified the enablers and tools of Rainova
- They have identified the leaders, innovators and strategies in their own organization
- They have characterized the standard forms of the module represented; routines and factors

## 2.

**Interpret the routines of the “job training” module, identifying and relating the elements represented in awareness, collection-analysis-selection and development of ideas, initiatives and project management, and transfer and communications, interpreting the symbolism represented in the different routines.**

### **Evaluation criteria:**

- They have identified the routines of the job training module
- They have interpreted the elements of the routines
- They have determined the monitoring process of the participant he/she guides



# 3.

## **Determine the attitude factors, and their dimension.**

### **Evaluation criteria:**

- They have identified the values of the attitude factors
- They have determined the dimension for the attitude factors
- They have determined the monitoring process of the participant he/she guides

# 4.

## **Apply suggestions for improvement for the factors, shaping the toolbox proposed.**

### **Evaluation criteria:**

- They have agreed on relevant factors for innovation
- They have overviewed the instruments of innovation
- They have proposed possible improvements on different parts of the diagram, according to the relevant factors agreed
- They have proposed specific tools for improvement in each relevant factor

## 5. METHODOLOGY

- The course is mainly **practical**; it consists on a **teamwork workshop** with different stages, directed by the course trainer.
- The Training Session is divided in **5 parts**, with a total duration of approximately **3 hours**:



**PART 1**

# Video explanation of RAINOVA and JOPAPP.

Estimated time: 15 to 20 minutes

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## Learning resources:



**PART 2**

**The participants are divided in groups of 4 or 5 people, to fulfill the Questionnaire.**

The participants discuss their answers and come to an agreement to give one answer per group.

Estimated time: **45 minutes to 1 hour**

**Learning resources:**



**PART 3**

## **Group discussion and final decision, entering the results to the Diagnosis Tool (Spider Chart)**

Estimated time: **1 hour.**

**Learning resources:**



**PART 4**

**Taking into account the results, the course trainer suggests different tools proposed by the model and participants discuss about the suitable model for their organization.**

Estimated time: **30 minutes.**

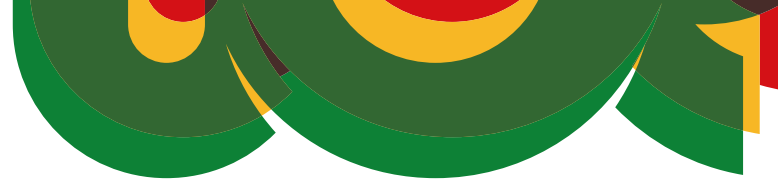
**Learning resources:**



**PART 5**

**The result and International Report are commented in the workshop.**

**Overall evaluation; Level 4, questionnaire (questions 1 to 10)**



## 6. ASSESSMENT / EVALUATION

**The JOPAPP training course evaluation** is based in the Kirkpatrick Model, thus it is assessing not only the learning results but also the whole training process. Besides, it is gathering participants' opinion regarding the importance of the Training Course to their work - quality Assessment/Evaluation.



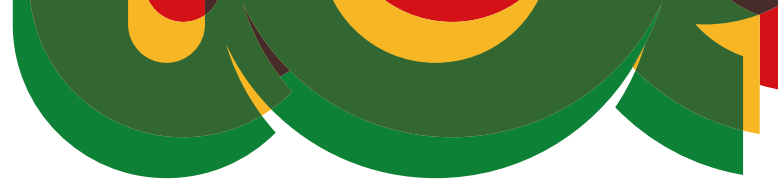
## JOPAPP Training Method

### The Kirkpatrick Model

It considers the value of any type of training, formal or informal, across four levels.

For its quality and because it covers all phases of the Training Course, this method will be used in order to conduct exercises with JOPAPP Training Course's participants. It has four distinct levels:

Level of Outcome Evaluation	Definition	Evaluation Methods and Strategies
Reaction	The degree to which faculty reacted positively to the event.	Informal Questioning Minute-paper Surveys
Learning	The degree to which the faculty acquired the intended knowledge, skills, and adapted their beliefs and attitudes based on the learning objectives of the event.	Pre-post measures of knowledge, skills, beliefs/attitudes. Self-report confidence measures. Micro-teaching. journals, blog posts, reports of perceived learning. Implementation intention statements.
Transfer	The degree to which the participants changed their professional or teaching practices since they have attended the event.	Classroom observations. Focus groups with faculty and students. Document analysis (e.g., course materials, promotion and tenure dossier). Self-assessments and reflections (e.g., teaching portfolios).
Results	The degree to which the event had an impact on the quality of a participant's teaching/professional practice and their students' learning.	Classroom observations. Student evaluations of teaching effectiveness (mid- & end-of semester). Faculty peer reviews of teaching. Student assessment and performances. document analysis (e.g., curriculum reform materials: syllabi, reports).



## **Exercises to be developed throughout JOPAPP Training Course**

Each level has a particular exercise to be developed in order to assess it among participants.



## 7. ANNEXES

**VET Partner's Countries:**



**JOPAPP Application Guide:**



**JOPAPP Explanation Video:**



**JOPAPP Questionnaire:**



**JOPAPP Diagnosis Tool :**



**Assessment/Evaluation:**



3

# THE APP

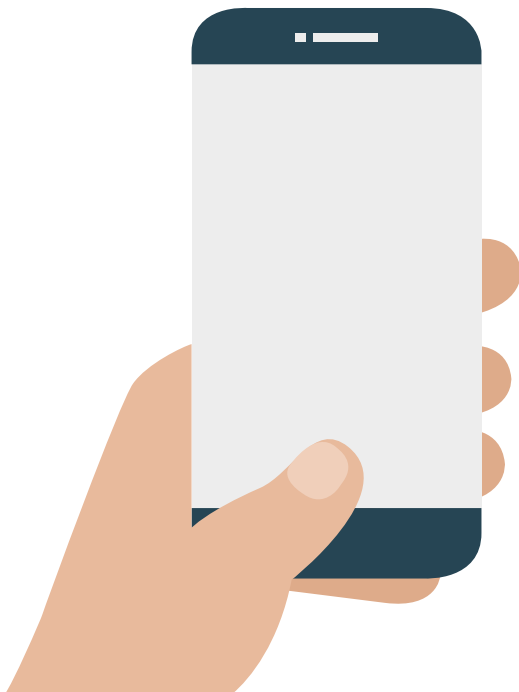
## -MOBILE APPLICATION ESTRUCTURE-



3

## THE APP

**-MOBILE APPLICATION  
ESTRUCTURE-**



## SECTION 1: INTRODUCTION TO THE MOBILE APPLICATION

After opening the application, you will see the following screen:

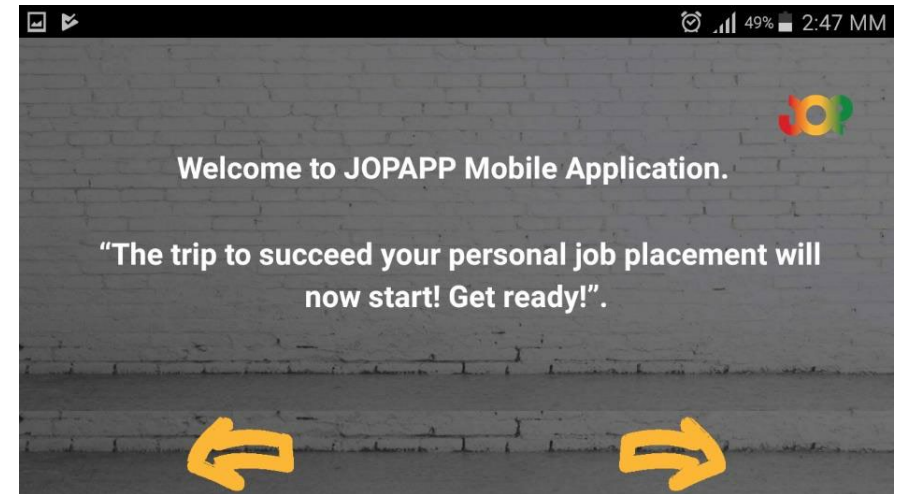


Screen 1

On the 1st screen, it is presented the logo of the project and 3 buttons which users can choose:

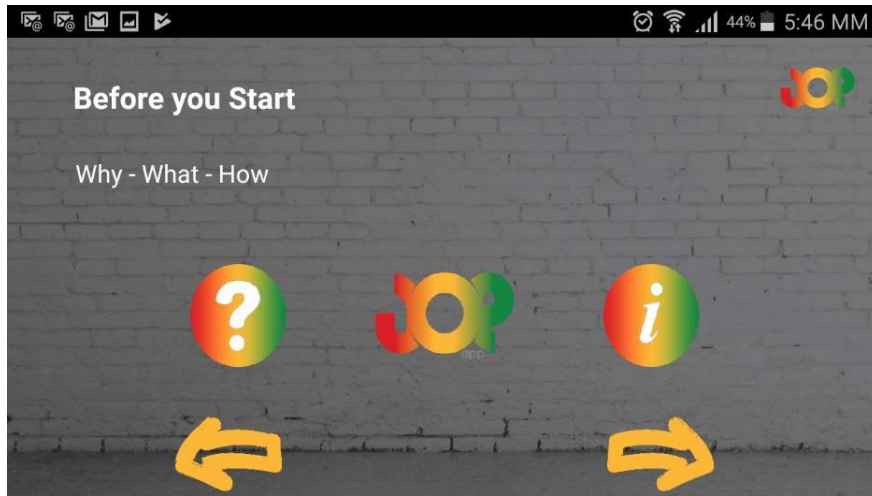
Start: User will enter to the application area.

After clicking the button "Start", user will read the following message: "Welcome to Jopapp Mobile Application" "The trip to succeed your personal job placement will now start.



Screen 2

By clicking the right arrow, user will go to Screen 3 "Before you start", where information about JOPAPP project can be read.

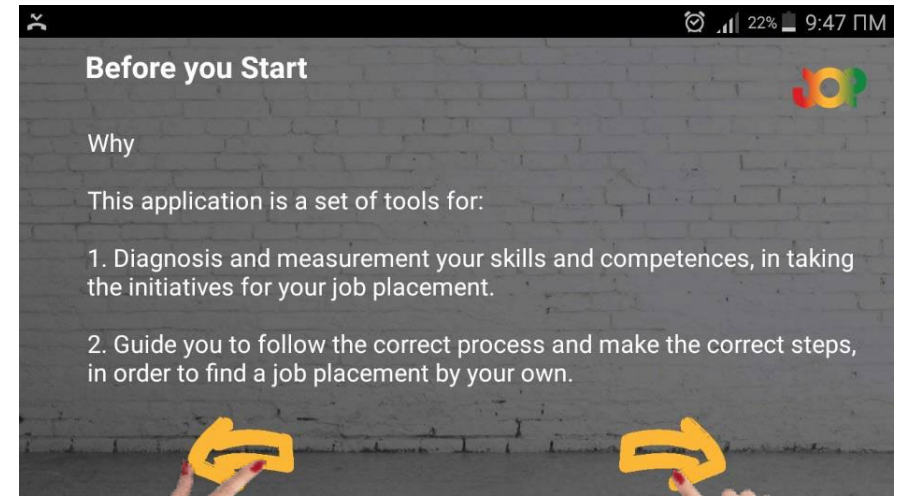


Screen 3

## Why?

Information about the project.

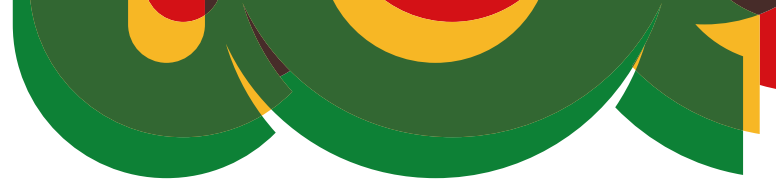
What is the application about and where does it aim (Screen 4)



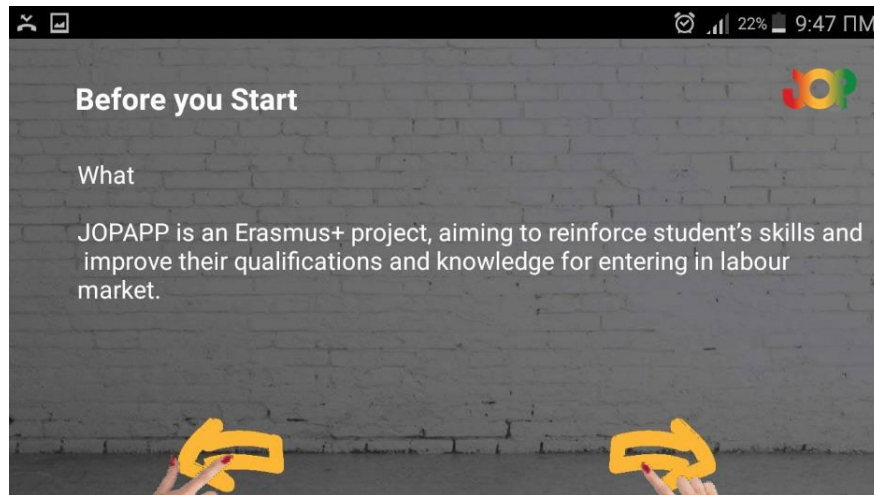
Screen 4

By clicking the left arrow, user will go back to Screen 3 "Before you start", where they can select the options "What" or "How."

By clicking the right arrow, user will go back to Screen 7 "E-mail".



## jopapp What

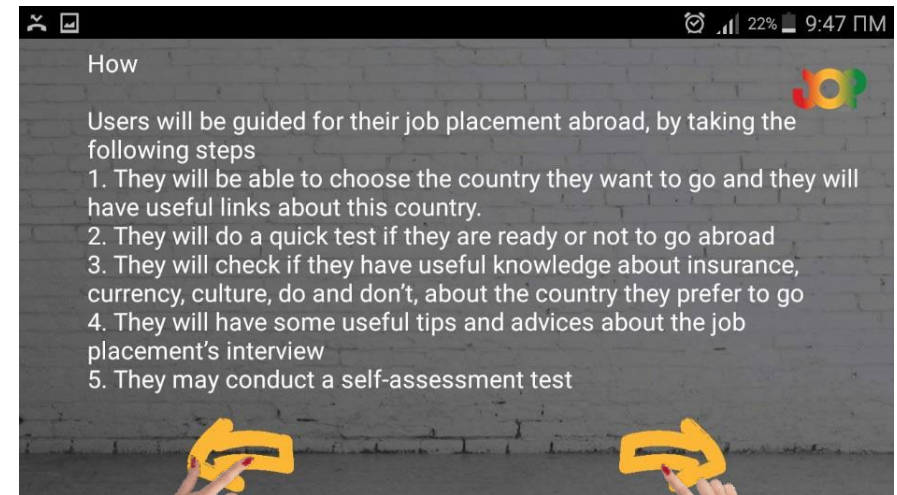


Screen 5

By clicking the left arrow, user will go back to Screen 3 "Before you start", where they can select the options "Why" or "How".

By clicking the right arrow, user will go back to Screen 7 "E-mail".

## i How

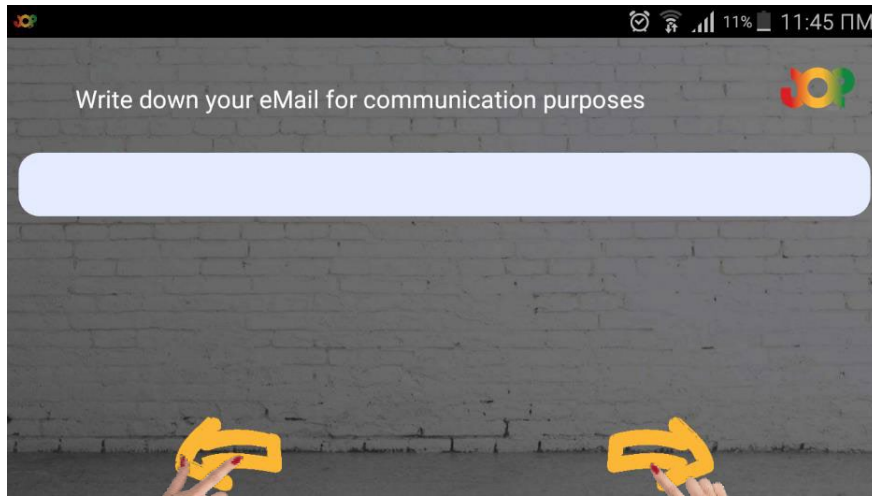
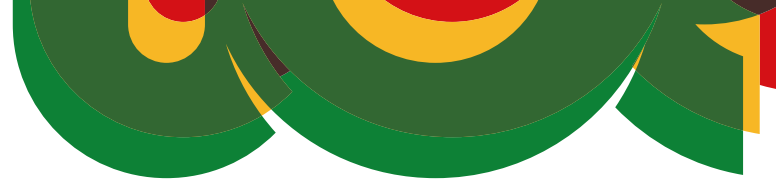


Screen 6

By clicking the left arrow, user will go back to Screen 3 "Before you start", where they can select the options "Why" or "What".

By clicking the right arrow, user will go back to Screen 7 "E-mail".

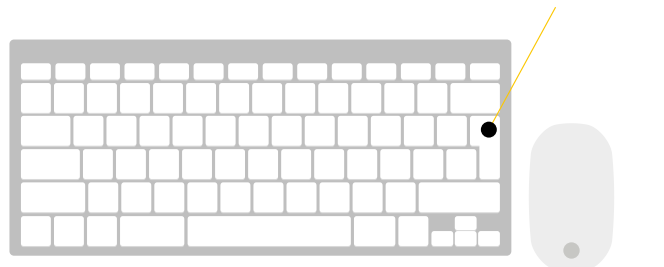




Screen 7

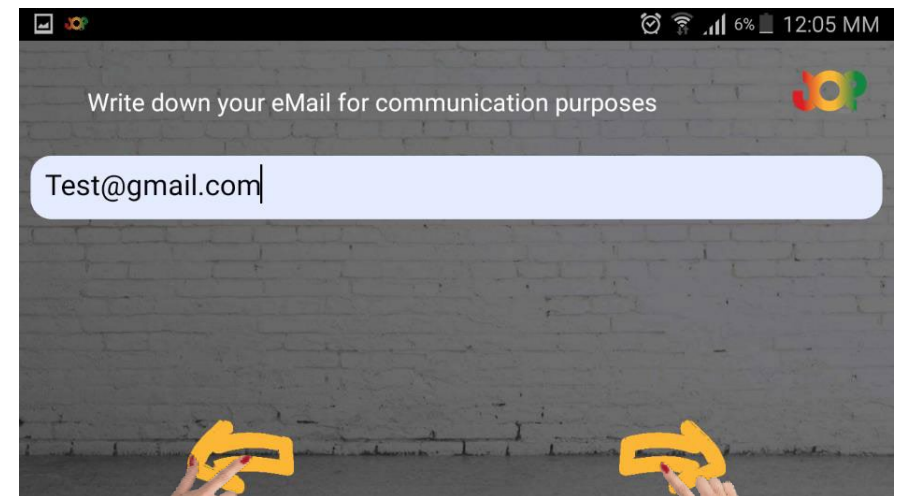
User will go to the white bar to write their personal e-mail. All the personal data are processed respecting the EU GENERAL DATA PROTECTION REGHULATION!

User should click the button "OK" to enter his e-mail



Screen 8

The purpose of providing the e-mail is to be able to inform the user about the results of the app test. Moreover in order to have the most effective results, teachers could contact us and have centralised results for their classes...



Screen 9

By clicking the right arrow, user will go to **Section2: Country Selection - Useful Information.**

## SECTION 2: COUNTRY SELECTION- USEFUL INFORMATION

### 2.1. COUNTRY SELECTION



Screen 10

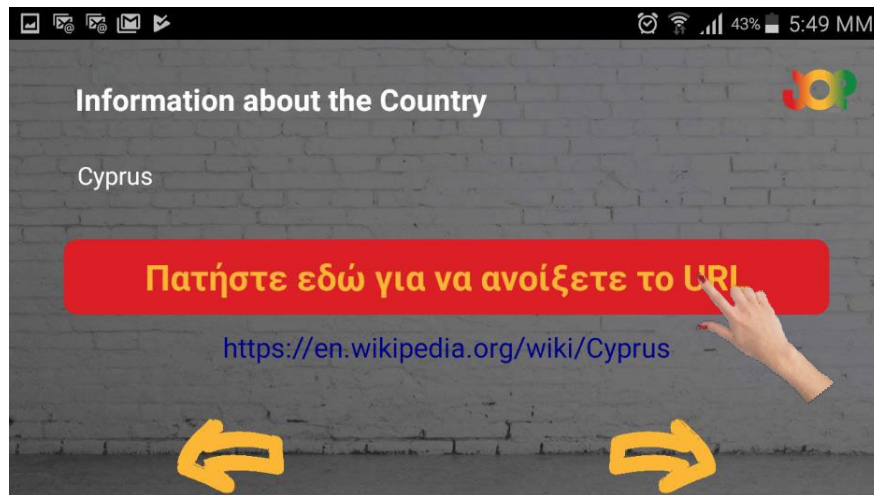
On *Screen 10* user will be able to select the European country, which would prefer to learn things about before to go to work.

Each European country is presented by its flag and the user will be able to confirm its choice, by clicking the flag (for example Cyprus) and then the right arrow. After clicking the right arrow, user will go to Screen 11 **Useful Information**

#### Country option

Austria	Latvia
Belgium	Lithuania
Bulgaria	Luxembourg
Croatia	Malta
Cyprus	Netherlands
Czech Republic	Norway
Denmark	Poland
Estonia	Portugal
Finland	Romania
France	Slovakia
Germany	Slovenia
Greece	Spain
Hungary	Switzerland
Iceland	Sweden
Ireland	United Kingdom
Italy	

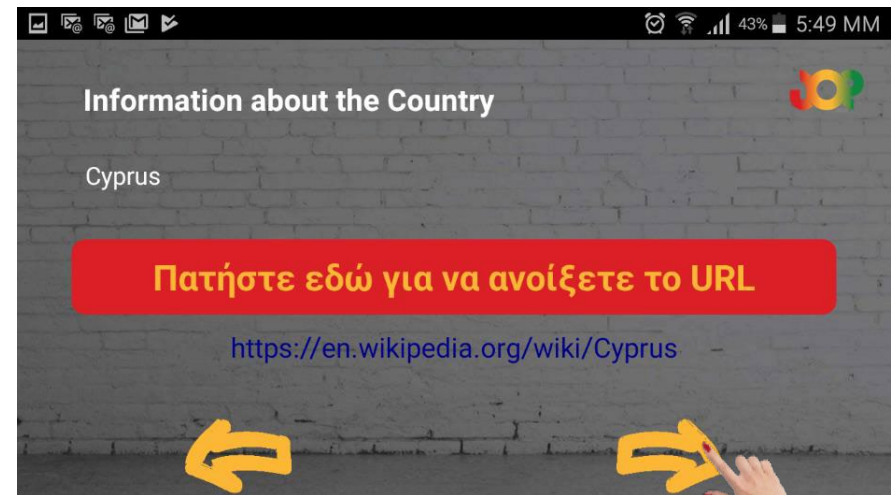
## 2.2. USEFUL INFORMATION



Screen 11

On Screen 11 user will find a useful link with information for the country he selected.

By clicking on the RED TAB with "click to enter" link user will read useful information on Wikipedia. It is recommended user to search for more information to be ready for their job placement abroad.

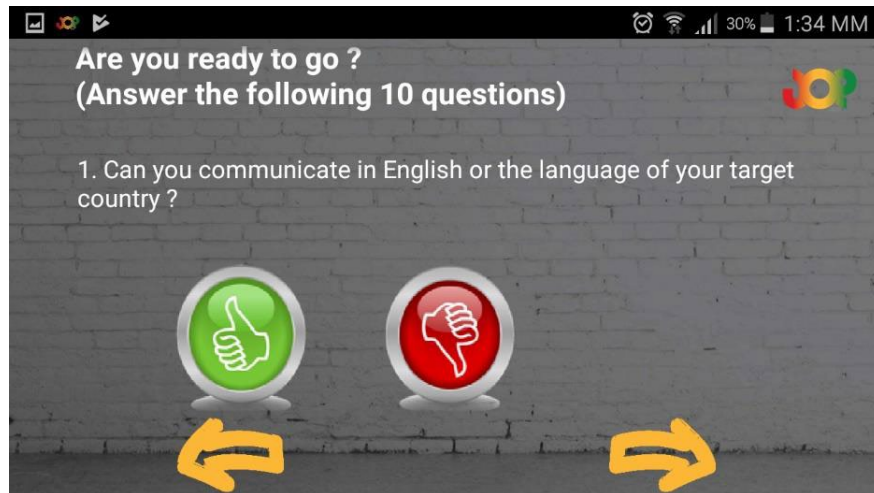


Screen 12

By clicking the right arrow, user will go to **Section 3: Are you Ready to go?**

## SECTION 3: ARE YOU READY TO GO?

### 3.1. QUESTIONNAIRE



Screen 13

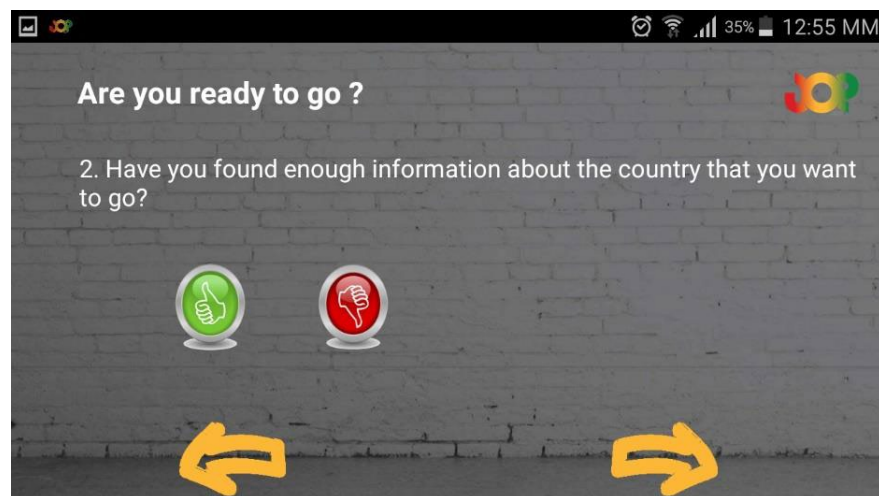
User must answer to the question "Can you communicate in English or the language of your target country?", which is referred to the communication capacity of the user in English.



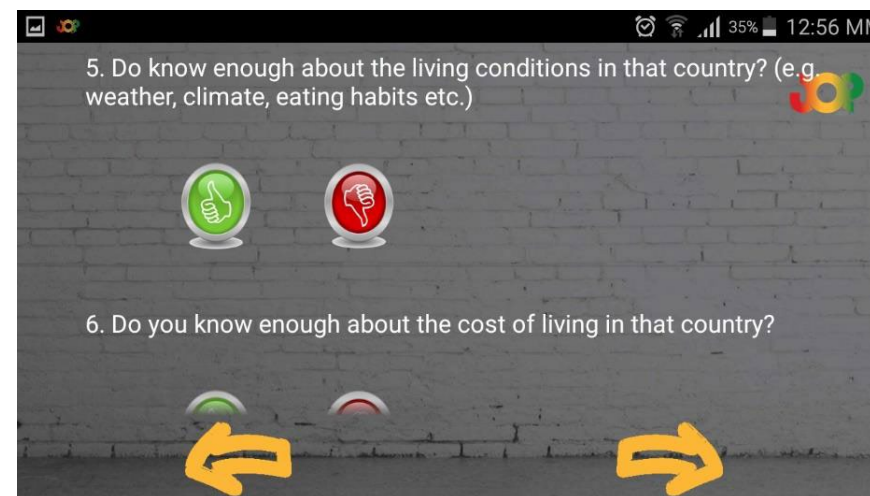
Screen 14

If user selects "Yes", they will have to answer to the following 9 questions (select "Yes" or "No"), which aims to identify the capacities and the preparation level of the users (Screens 15 – 19).





Screen 15



Screen 16



Screen 17



Screen 18

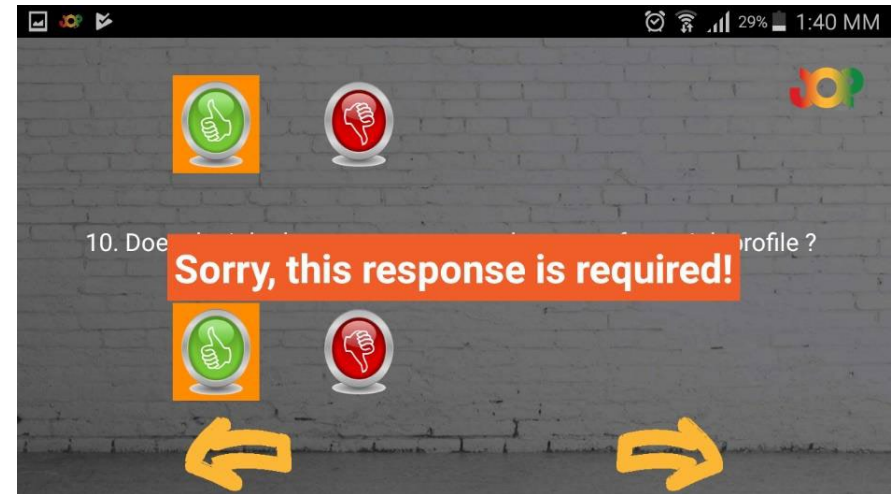


Screen 19

After answering all questions, user should click the right arrow to see the results.

**User will have to answer to all questions.**

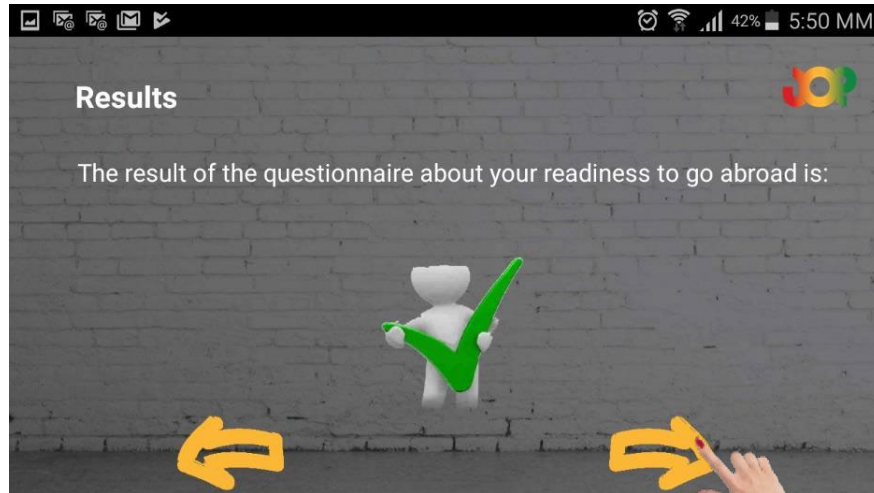
If they don't answer to one or more questions, they will receive the following message **"Sorry, this response is required"** (Screen 20)



Screen 20

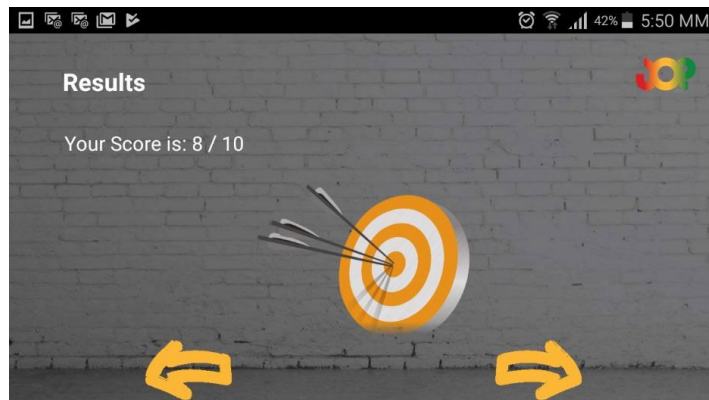
According to the answers given, user will receive either a message that they are ready to go abroad or a message that they are not ready to go abroad.

## Ready to go abroad



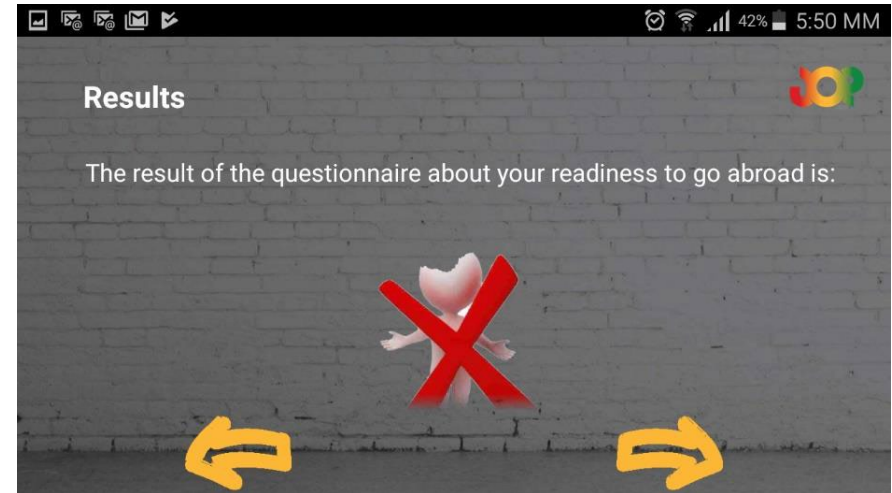
Screen 21

By clicking the right arrow, user will be able to see their score (Screen 22)



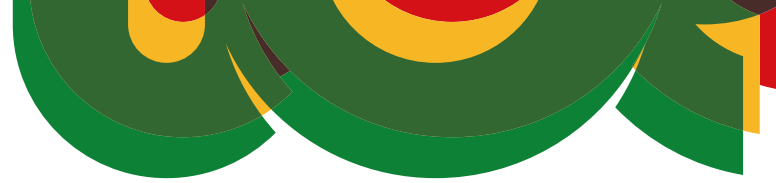
Screen 22

## Not ready to go abroad

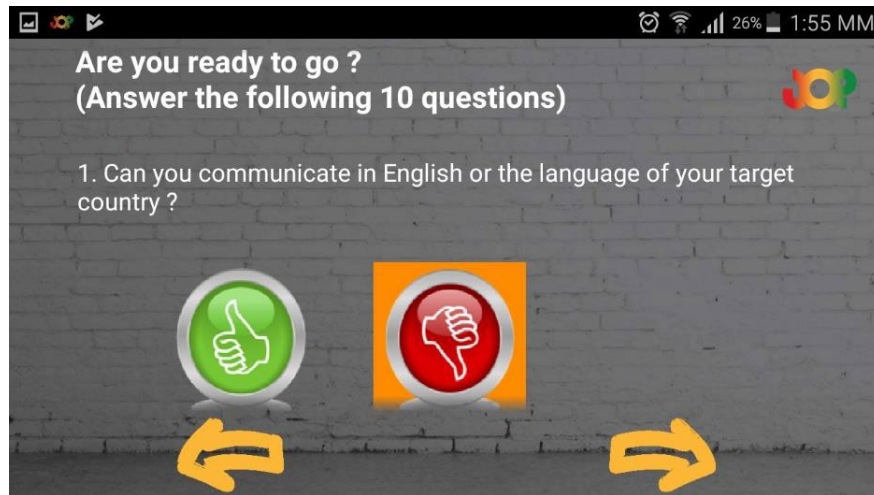


Screen 23

By clicking the right arrow, user will be able to see what they have to do in order to get prepared (Screen 24)

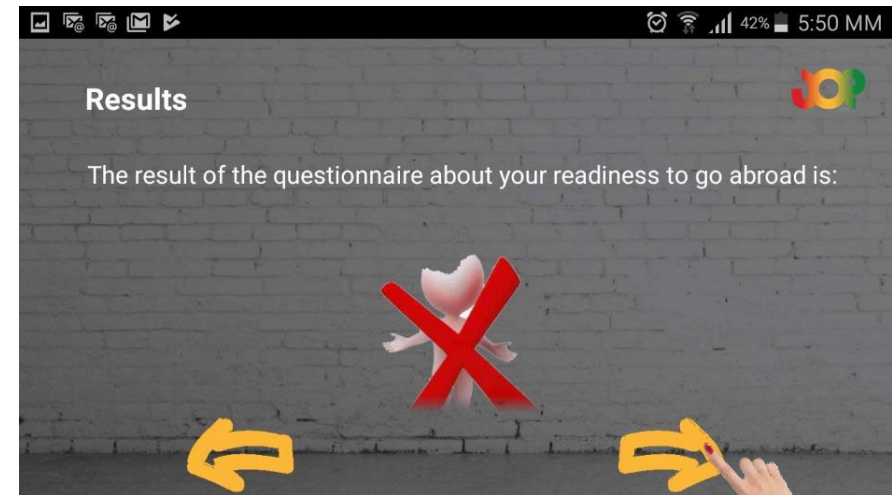


No



Screen 24

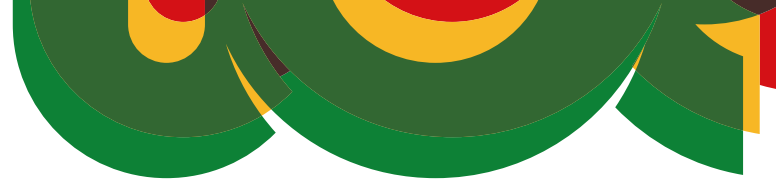
If user selects "No", they will receive the message that they are not ready to go (Screen 26).



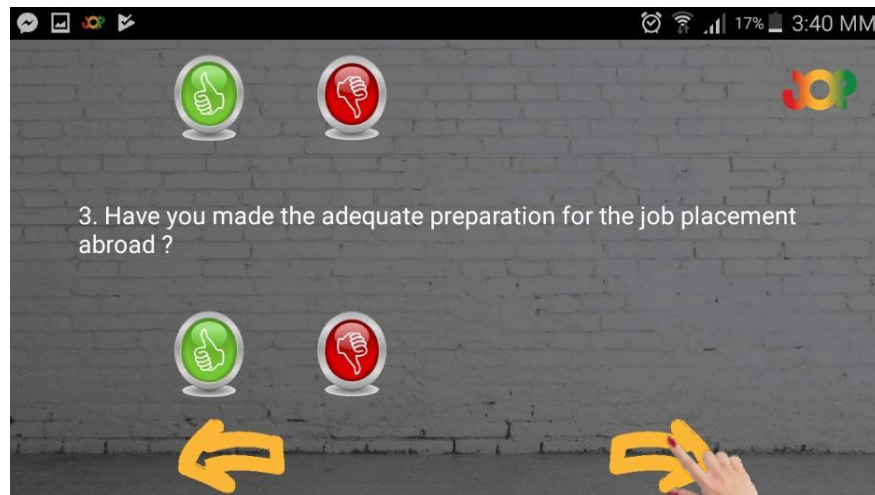
Screen 25

By clicking the right arrow, user will have to answer to the following 3 questions (select "Yes" or "No"), which aims to identify the willingness of user to get prepared to go abroad (Screens 27-28).





Screen 26



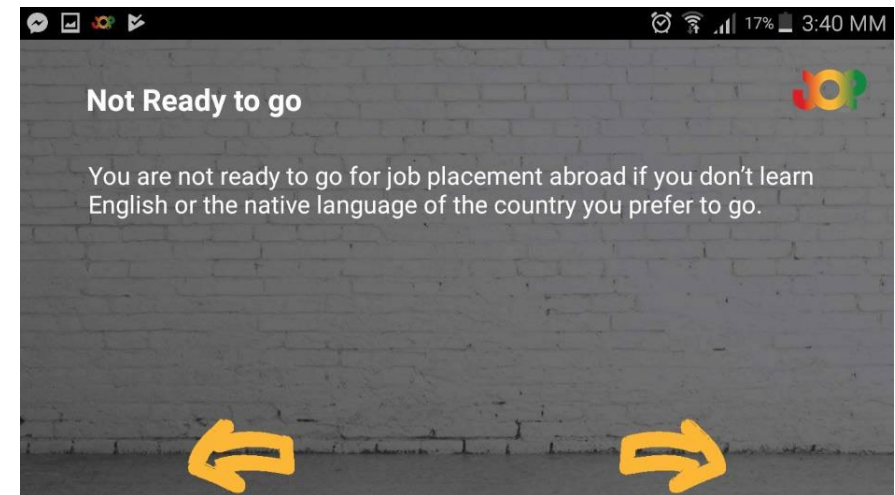
Screen 27

By clicking the right arrow, user will be able to see if they are taking the correct steps to go abroad or if they have to do some more things in order to go abroad.

If user answers "Yes" to questions 1 and 3, or to questions 2 and 3 or to all questions, they will receive the following message (Screen 29)

If user answers "Yes" to question 1 or 2, or to questions 1 & 2, they will receive the following message (Screen 30)

If user answers "No" to questions 1 and 2, they will receive the following message (Screen 31)



Screen 25

By clicking the right arrow, user will go to **Section 4: Hints & Tips**

## SECTION 4: HINTS & TIPS

### 4.1. INSURANCE, CURRENCY, CULTURAL, DO & DON'T

User will check if they have knowledge of important issues for job placement abroad, for the following categories:

- Insurance
- Currency
- Cultural
- Do & Don't to the country he wants to go

### INSURANCE

1. Insurance

1. Do you know what European Health Insurance Card is?

☐ Yes

☐ No

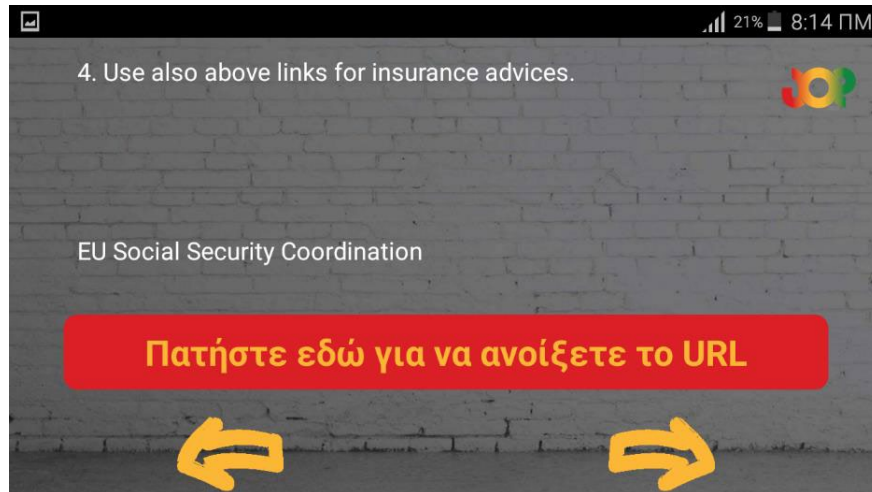
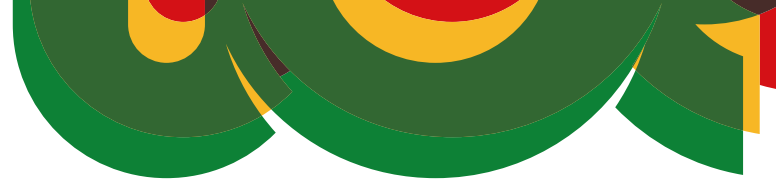
2. Do you have a National Insurance number?

☐ Yes

☐ No

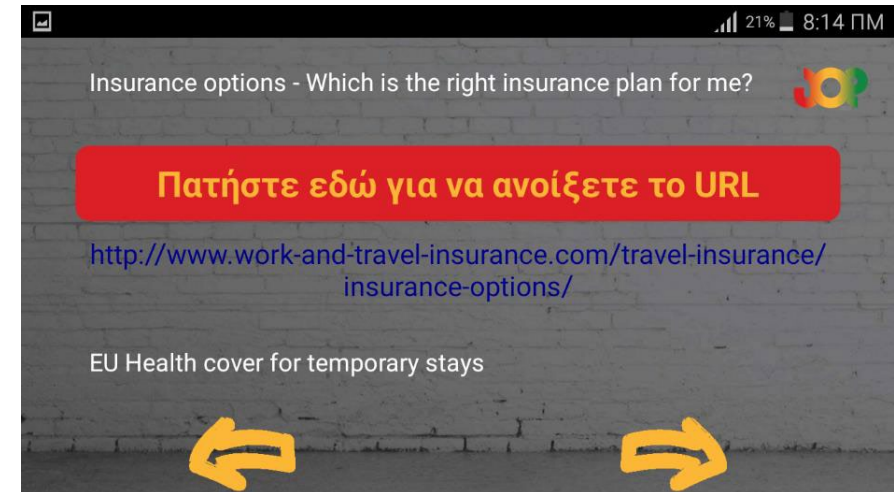
3. How can you have medical and travel insurance ?

☐ Yes



Screen 35

User will check if they have answers to the questions given for this category.



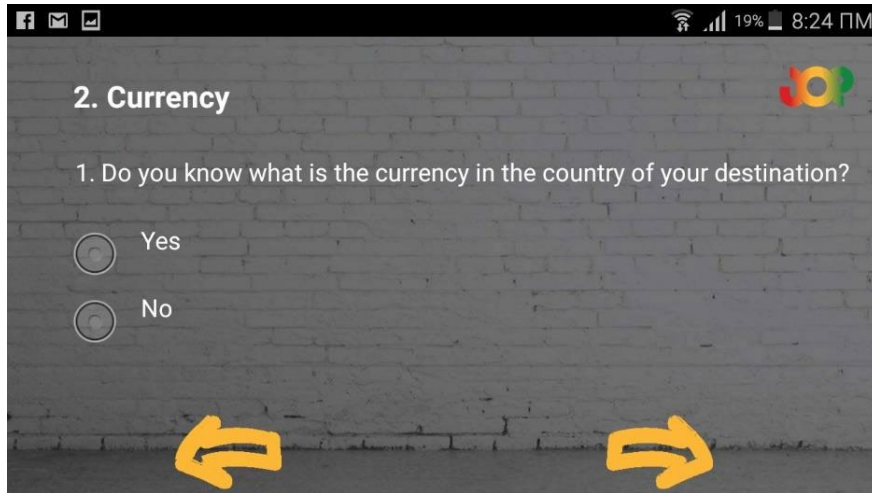
Screen 36

User will check if they have answers to the questions given for this category.

1. Do you know what European Health Insurance Card is?
2. Do you have a National Insurance number?
3. How can you have medical and travel insurance?

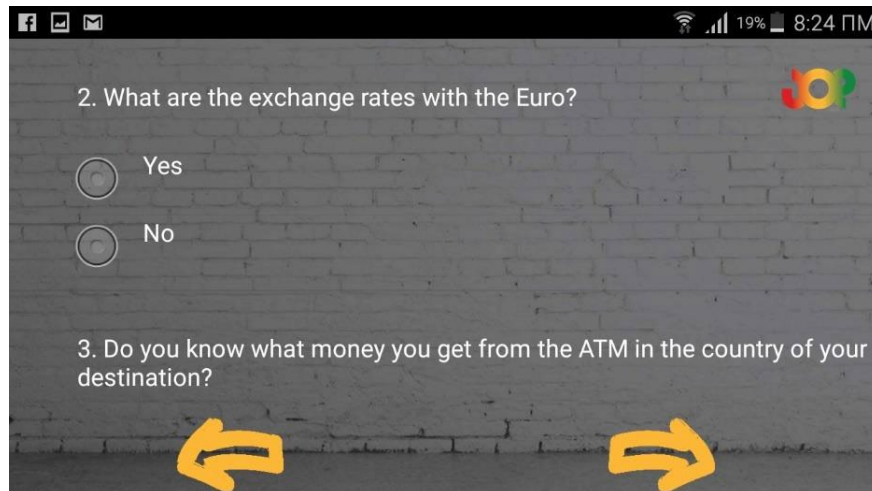
Also useful links are given in order user to search for more information concerning insurance issues.

## CURRENCY



Screen 37 shows a question titled "2. Currency". The question is "1. Do you know what is the currency in the country of your destination?". There are two radio button options: "Yes" and "No". The background is a dark brick wall. At the bottom, there are two yellow arrows pointing left and right. The status bar at the top shows social media icons, signal strength, 19% battery, and the time 8:24 PM.

Screen 37



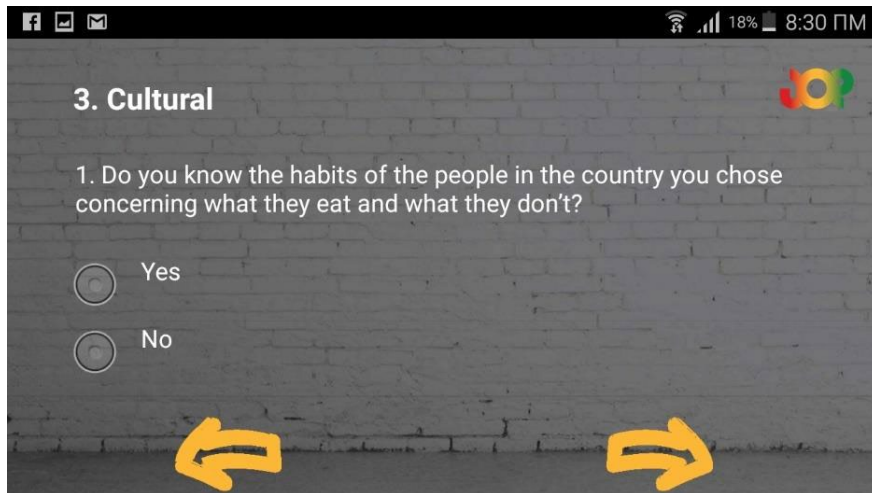
Screen 38 shows two questions. The first is "2. What are the exchange rates with the Euro?" with "Yes" and "No" radio button options. The second is "3. Do you know what money you get from the ATM in the country of your destination?". The background is a dark brick wall. At the bottom, there are two yellow arrows pointing left and right. The status bar at the top shows social media icons, signal strength, 19% battery, and the time 8:24 PM.

Screen 38

User will check if they have answers to the questions given for this category.

1. Do you know what is the currency in the country of your destination?
2. What are the exchange rates with the Euro?
3. Do you know what money you get from the ATM in the country of your destination?

## CULTURAL



3. Cultural

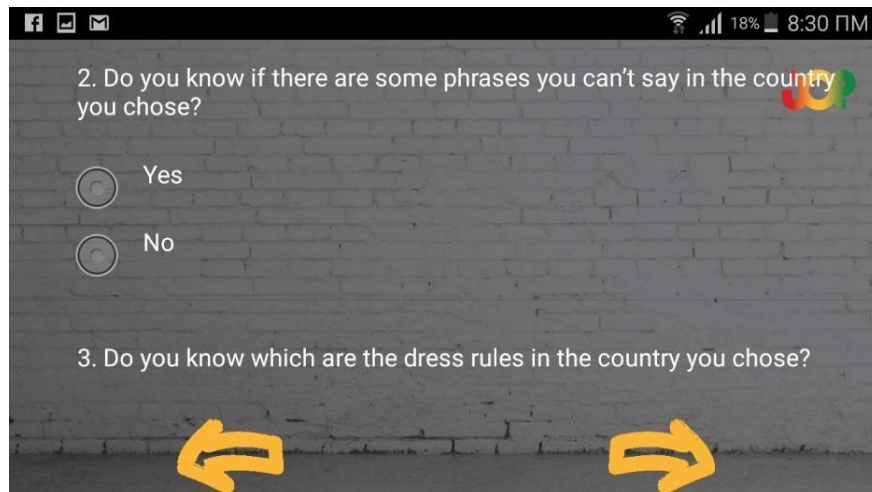
1. Do you know the habits of the people in the country you chose concerning what they eat and what they don't?

☐ Yes

☐ No

Yellow navigation arrows at the bottom.

Screen 39



2. Do you know if there are some phrases you can't say in the country you chose?

☐ Yes

☐ No

3. Do you know which are the dress rules in the country you chose?

Yellow navigation arrows at the bottom.

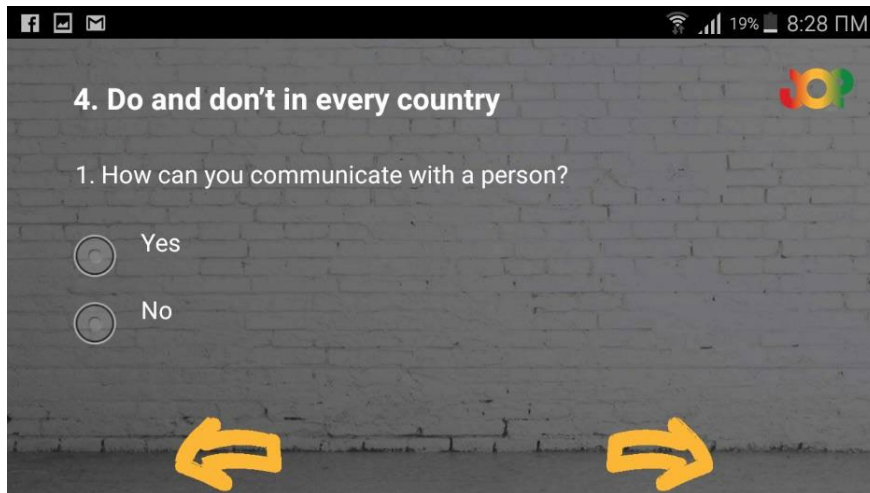
Screen 40

User will check if they have answers to the questions given for this category.

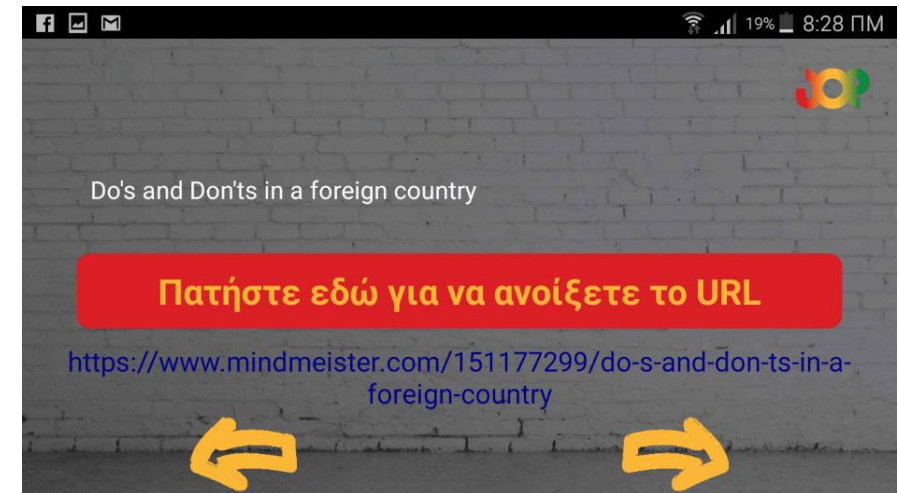
1. Do you know the habits of the people in the country you chose concerning what they eat and what they don't?
2. Do you know if there are some phrases you can't say in the country you chose?
3. Do you know which are the dress rules in the country you chose?



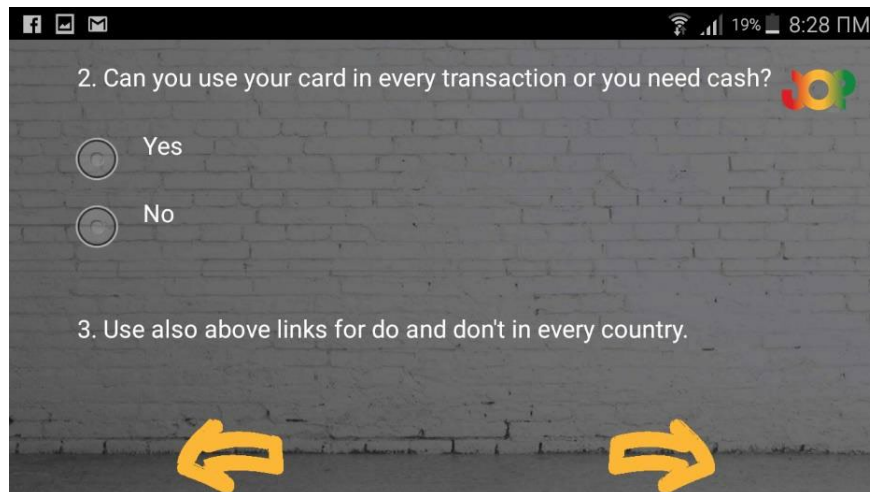
## DO & DON'T



Screen 41



Screen 43



Screen 42

User will check if they have answers to the questions given for this category.

1. How can you communicate with a person?
2. Can you use your card in every transaction or you need cash?

Also useful links are given in order user to search for more information concerning do and don't in a country.

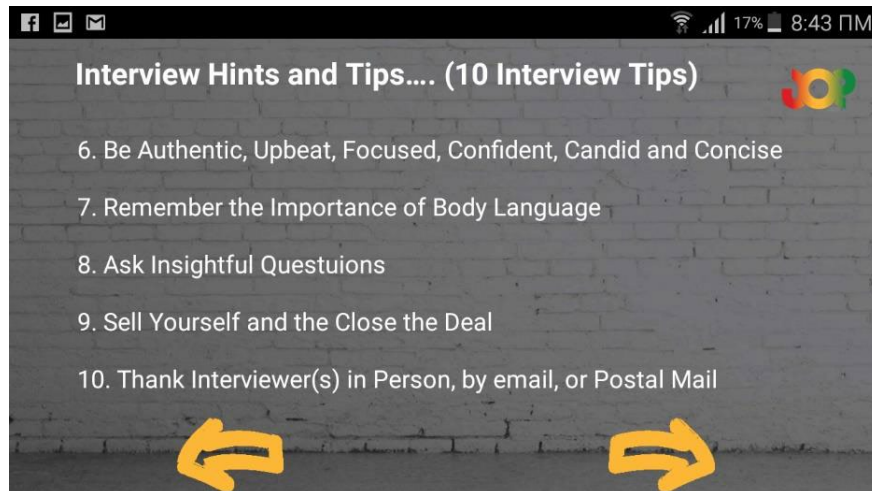
By clicking the right arrow, user will go to **Chapter: Interview Hints & Tips**

## 4.2. INTERVIEW HINTS & TIPS



Screen 44

10 interview tips are presented, which user can use during an interview. Those tips are generally used and they are acceptable in all European countries.

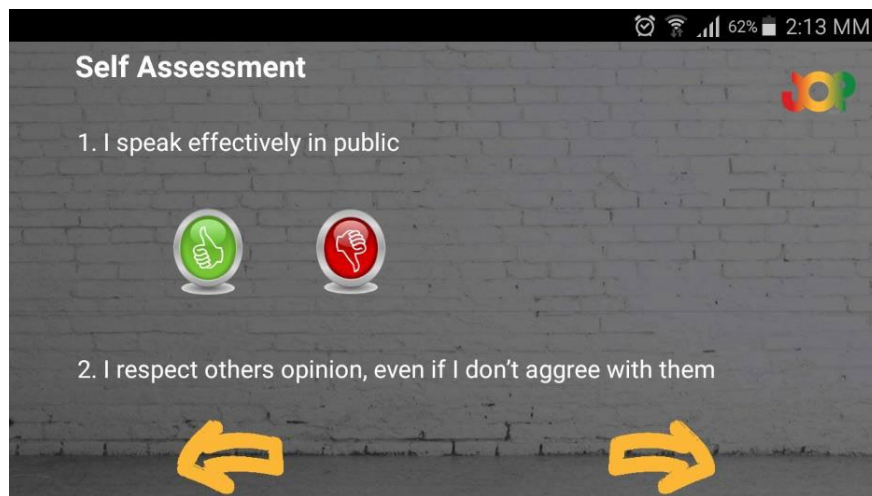


Screen 45

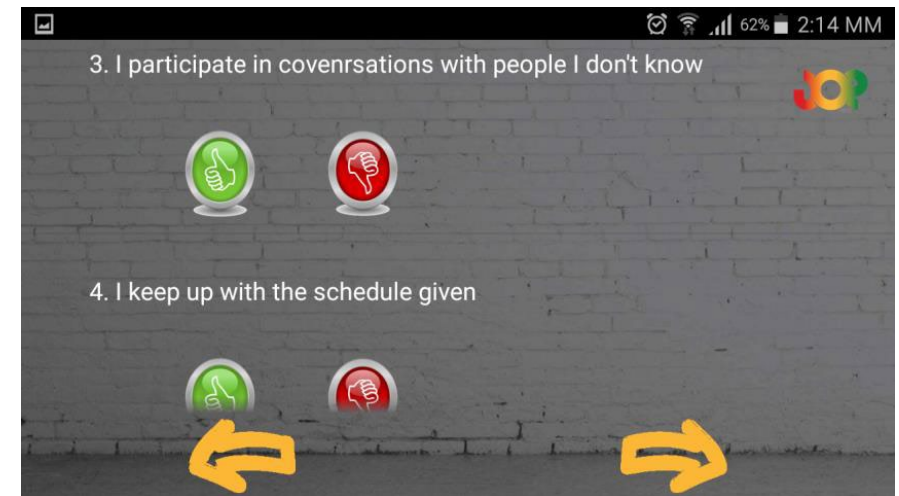
## SECTION 5: SELF-ASSESSMENT

Self-assessment focus on the communicational, organizational, managerial and problem-solving skills and competences of the user.

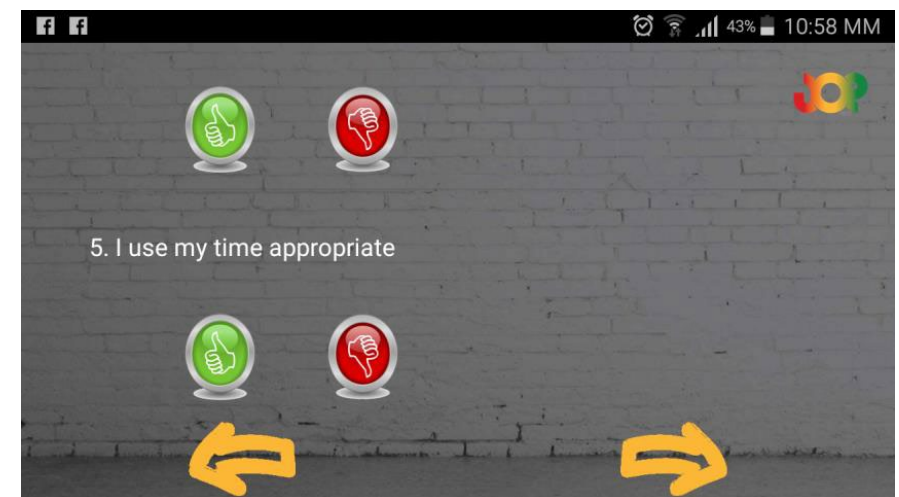
It consists of the following 10 questions (Screens 46-51)



Screen 46

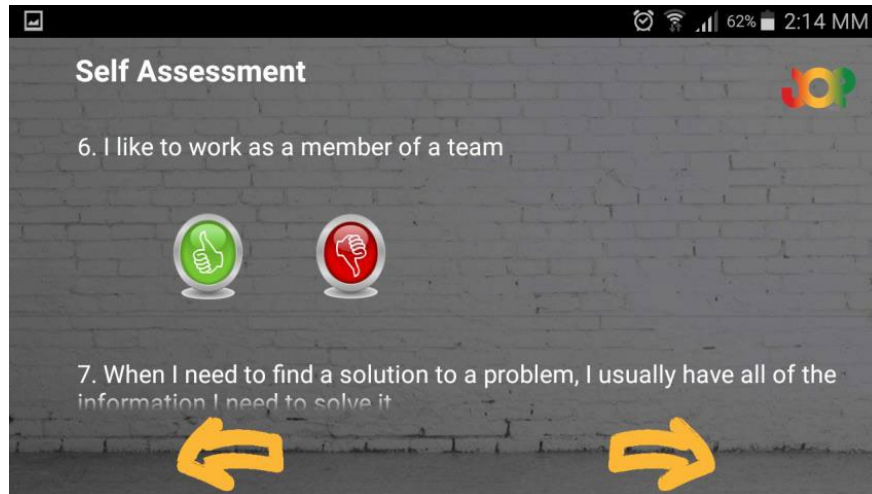
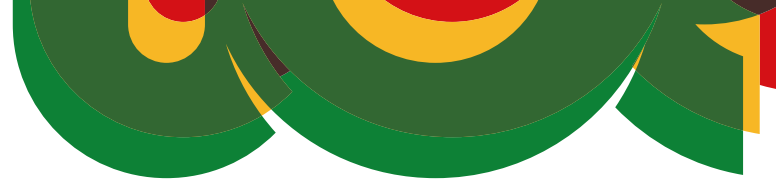


Screen 47

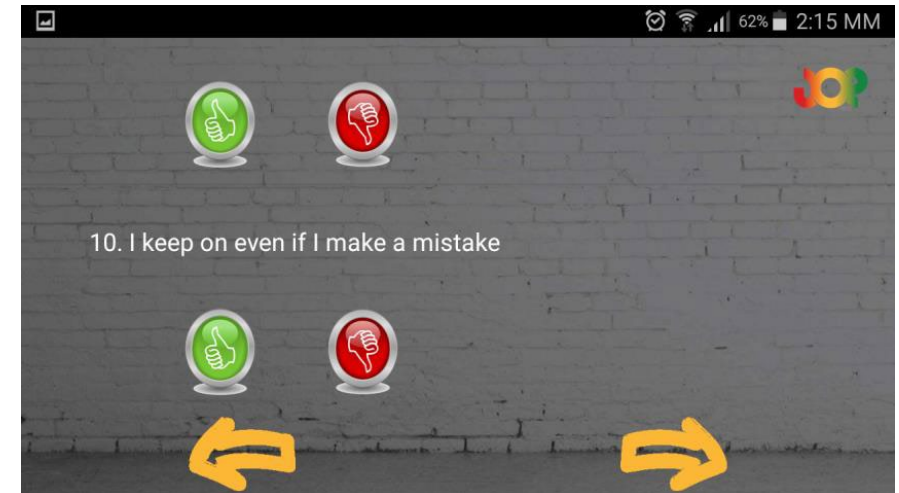


Screen 48

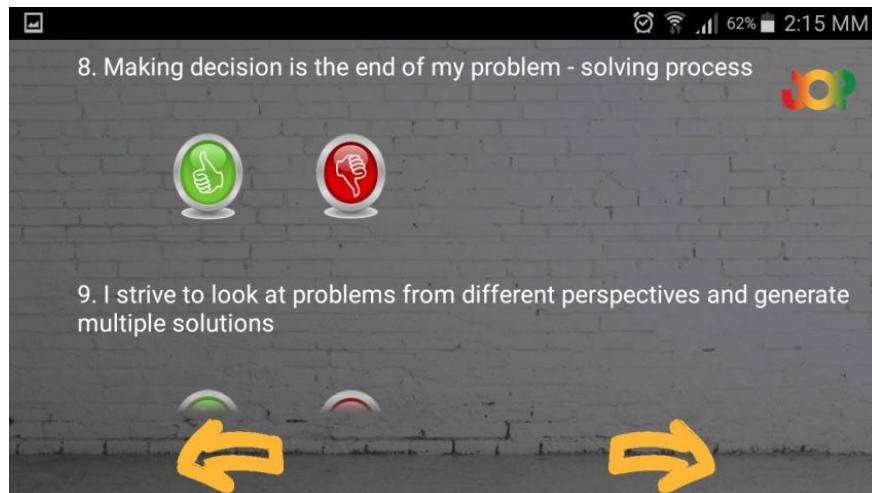




Screen 49

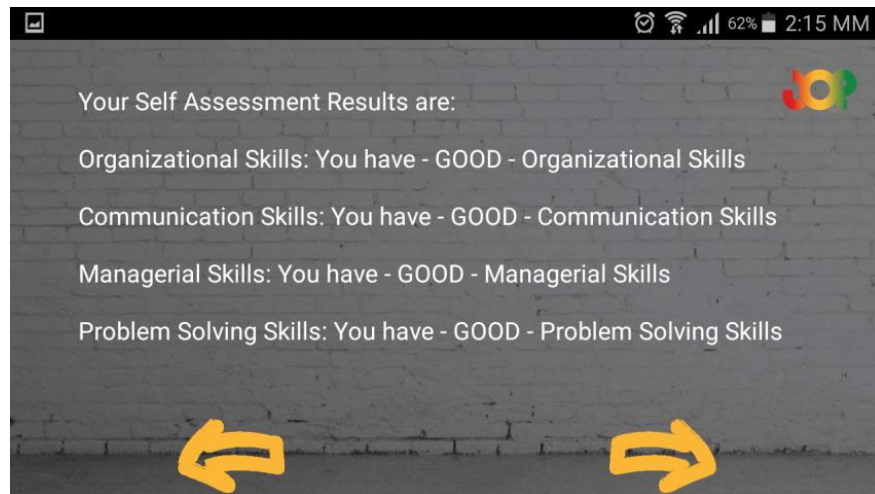
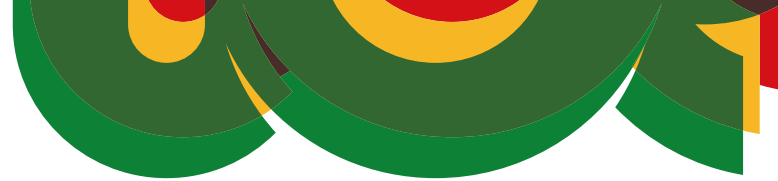


Screen 51

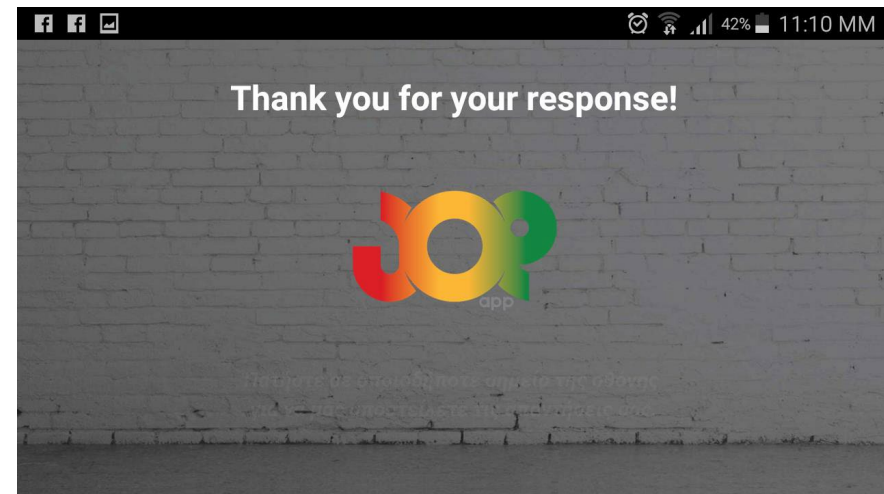


Screen 50

According to the answers given, user will receive a message if they have good or not good skills and competences to the above categories (for example Screen 52)



Screen 52



Screen 53

## 4 CASE ESTUDIES



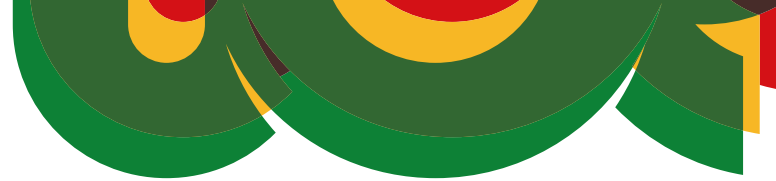


## 1. INTRODUCTION

**Student mobility**, i.e. periods of studies and work placements abroad are particularly important for student personal development with positive effects to their subsequent places of employment.

**Erasmus+ mobility**, whether it is a couple of months or a semester in another European educational institution or a period of practical training in companies, is a very specific experience for most students, regardless their age or cultural background. For students who choose to go on an **Erasmus+** funded mobility for the first time it may be connected with a totally new leaf in their lives.

While administrative arrangements is the responsibility of the international offices of the sending institution, the student is responsible for all areas, related to her/his dwelling in a foreign country, adaptation to the local environment, etc. In other words, for all kind of situations the student may get in during her/his mobility period.



However, no matter how well prepared and instructed the student may be, they are likely to encounter different situations, which will require additional problem solving skills. Like in everyday life, it is impossible to foresee each and every type of situations, but is it always good to learn by example and draw conclusions from similar cases. We offer a short catalogue of cases, which are divided into three categories by the profile of skills/ knowledge needed to tackle the problem:

#### 1. Personal.

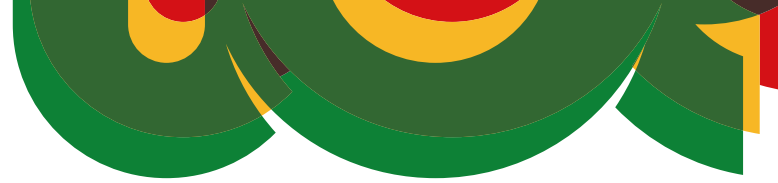
- 1.1. Relations with the “home country” (boy/girlfriend; family; sending institution);
- 1.2. Relations with subjects in the receiving country (receiving educational institution; employer; intermediary organization; landlord; fellow students and other young people; room/flatmates, etc.)

#### 2. Socio-cultural

- 2.1. Cultural peculiarities of the receiving country, habits and traditions; transport; money; legal system; bargaining, etc.

#### 3. Everyday survival skills.

- 3.1. Dealing with personal finances;
- 3.2. Keeping order in rented living space.



## 2. CASE STUDIES

# CASE STUDY 01

## EQF LEVEL

(type of educational institution):

PROFESSIONAL SCHOOL (LEVEL 4-5)

## CATEGORY AND SUBCATEGORY OF CASE:

CAT. 1 - PERSONAL

Sub – Cat. 1.2. Relations with the subjects of the host country (host institution Employee employer, intermediary organization, colleagues and other young roommates and accommodation).

## DESCRIPTION OF THE CASE :

We had a situation of two students who stayed out of the apartment until late and when they wanted to enter they found that they had forgotten the keys.

Instead of accepting the suggestion of colleagues from the other apartment and staying there until morning, they decided to break the door and enter. The door was damaged and the landlord called the police.

## CASE STUDY 01

---

### HOW THE PROBLEM WAS SOLVED:

The intervention of the partner entity of the project, was determinant for the solution found.

They called us right away and made the payment to the landlord (otherwise the students would be arrested) and got the nullification of the complaint. Otherwise, it would have been a much more unpleasant situation.

The students in question had some difficulty in assuming their conduct saying that they had no alternative because the next day they had internship and they lacked the uniforms to it!

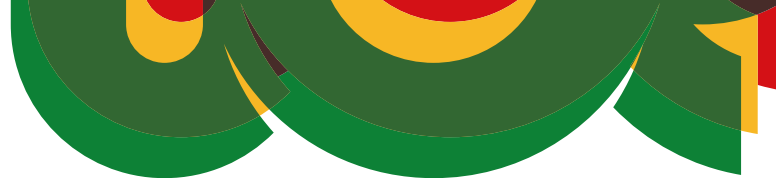
The parents were contacted by the school board and were given notice of what had happened. Unfortunately they did not have the reaction we expected.

On the way back, there was a meeting with these students and their respective caretakers where the students were forced to retract and apologize.

### LESSONS TO LEARN

- In students' preparation, we must take into account all the experiences we have had and share them with the candidates for the new mobilities.
- Telling what has already happened, the problems that existed and what this entailed for the student in question, for the school and for the project.





# CASE STUDY 02

## EQF LEVEL

**(type of educational institution):**

PROFESSIONAL SCHOOL (LEVEL 4-5)

## CATEGORY AND SUBCATEGORY OF CASE:

CAT. 1 - PERSONAL

Sub – Cat. 1.1. Relations with the “home country” (boy/girlfriend; family; sending institution)

## DESCRIPTION OF THE CASE :

In this context we have the example of students who in the first week of their stay abroad begin to denote inability to adapt to the situation of absence of their affective and family surroundings.

They say that they feel sick, begin to miss the traineeship and when questioned they respond that they are very homesick for the family, the boyfriend and some even ask if they can give up.

## CASE STUDY 02

---

### HOW THE PROBLEM WAS SOLVED:

We usually act immediately, saying that giving up will involve the payment of the scholarship that has already been allocated and spent and that will have to return the money. It is also told that they are wasting a unique opportunity, that they must resist to the first impression of discomfort in relation to the absence of those who are dear to us.

In the meantime, the Direction of School also intervenes talking to the student and bridging with the family, trying to manage the situation in the best possible way and safeguarding all situations.

We have always maintained a very close relationship through digital networks with the tutor of the host organization and until today, we have always been able to convince the dropouts to stay on the project and even, in the end, they thank us for not letting them give up.

### LESSONS TO LEARN

- In students' preparation, we must take into account all the experiences we have had and share them with the candidates for the new mobilities.
- Telling what has already happened, the problems that existed and what this entailed for the student in question, for the school and for the project.



## CASE STUDY 03

### EQF LEVEL

(type of educational institution):

PROFESSIONAL SCHOOL (LEVEL 4-5)

### CATEGORY AND SUBCATEGORY OF CASE:

CAT. 2 – SOCIO-CULTURAL

Sub – Cat. 2.1. Cultural peculiarities of the receiving country, habits and traditions; transport; money; legal system; bargaining, etc.

### DESCRIPTION OF THE CASE :

Situation of Health Assistants students who were accepted at an institution to support the elderly in Athens and when they presented themselves to start their internship they were told that it would not be possible to stay because they did not speak Greek.

This situation had been discussed previously and the entity knew that the language of communication was English so we had to find a solution right away.

## CASE STUDY 03

### HOW THE PROBLEM WAS SOLVED:

Since during the first week we always have a teacher accompanying the students' installation, this accompanying teacher and the intermediary's tutor on the spot immediately joined forces to resolve the situation.

Thanks to a contact, it was possible to find another nursing home with various clinical conditions.

Immediately, the necessary formalization was made so that the internships began quickly because at that time four days had already elapsed.

The results of the work carried out by the students in this organization and the nature of the tasks they performed were highly praised and the evaluation of those tasks performed were described in detail in the final evaluation sheets.

We all realized that, despite the lack of language skills at the level of the Greek language, these students were caring, patient caregivers, involved in the nature of the tasks they performed and they could feel that they would be missed very much. Their eye-to-eye communication was very good, they transmitted tranquillity to the patients, nourished patients in the mouth for as long as it took with affection caring, and students became indispensable. After all, the difficulties in Greek language did not prevent them to be exemplary in the tasks, nor did it prevent them from carrying patients out with rigor!

### LESSONS TO LEARN

- In the preparation of the students we must take into account all the experiences we have had and share them with the candidates for the new mobilities.
- Telling what has already happened, the problems that existed and what this entailed for the student in question, for the school and for the project.
- Again we must explain that all situations can be seen from rights points of view and that not always what for some companies is not valid, in others can be valued.



# CASE STUDY 04

## EQF LEVEL

(type of educational institution):

PROFESSIONAL SCHOOL (LEVEL 4-5)

## CATEGORY AND SUBCATEGORY OF CASE:

CAT. 2 – SOCIO-CULTURAL

Sub – Cat. 2.1. Cultural peculiarities of the receiving country, habits and traditions; transport; money; legal system; bargaining, etc.

## DESCRIPTION OF THE CASE :

Situation of students housed in family houses:

- This modality of accommodation very common in some European countries, has shown not to be adequate to the mentality of the students of our school.
- There are large asymmetries and significant disparities in family housing conditions as well as food supply for different meals.
- As habits are already different from country to country, and although we are careful to alert students to these situations, we have had numerous complaints regarding these issues, which is why we are definitely opting for apartments for students to make their own meals.

## CASE STUDY 04

---

### HOW THE PROBLEM WAS SOLVED:

As there were students complaining that they were not provided enough food in quantity or quality, we transferred money to their accounts to enable them to buy the food they needed and buy meals according to their needs.

The intermediary entity was alerted to the situation but there was not much to do since this situation was related to the culture of the host country. In addition, it was not easy to intervene directly with the families concerned and could be misunderstood and generate a situation in the relationship with students.

They were told that they would have more money to solve the situation but were also asked to adapt to the situation by not dramatizing and realizing that it was also a learning for their future life.

### LESSONS TO LEARN

- In the preparation of the students we must take into account all the experiences we have had and share them with the candidates for the new mobilities in order to avoid some problems already known.
- Telling what has already happened, the problems that have occurred and what this entailed for the students in question, for the school and for the project.
- We continue to explain that all situations can be seen from different points of view and that we do not always easily adapt to the habits and culture of other European countries, but we need to try to find a balance and not reject what we do not know.

# CASE STUDY 05

## EQF LEVEL

(type of educational institution):

PROFESSIONAL SCHOOL (LEVEL 4-5)

## CATEGORY AND SUBCATEGORY OF CASE:

CAT. 1 - PERSONAL

Sub – Cat. 1.1 Relations with the “home country” (boy/girlfriend; family; sending institution) transport; money; legal system; bargaining, etc.

## DESCRIPTION OF THE CASE :

One of the problems identified by one of the students who completed this internship was family separation, this being the first experience away from family and friends.

## CASE STUDY 05

---

### HOW THE PROBLEM WAS SOLVED:

In the course of training in the work context, the interpersonal relationship established with the host and the trainer was essential to overcome this gap. The fact that the internship was for the students an excellent experience at all levels also contributed to fill the lack of family and friends. It is obvious that new technologies, the Internet among others, have also helped in this regard.

It is added that a Escola Técnica e Profissional do Ribatejo (Technical and Professional School of Ribatejo) teacher accompanied the students at the beginning of their internship, establishing personal contact with the company of destination and could somehow guide in the early days thus minimizing possible problems of adaptation.

### LESSONS TO LEARN

- Whenever possible, students should be accompanied to their internships by a teacher or course coordinator, as is done with national companies, as students feel more supported in this first contact, since they are alone without the support of the family and friends.
- In this way students feel more confident and able to face the new experience and to draw from it positive lessons.





# CASE STUDY 06

## EQF LEVEL

(type of educational institution):

PROFESSIONAL SCHOOL (LEVEL 4-5)

## CATEGORY AND SUBCATEGORY OF CASE:

CAT. 1 - PERSONAL

Sub – Cat. 1.1. Relations with the “home country” (boy/girlfriend; family; sending institution)

## DESCRIPTION OF THE CASE :

This situation involved a student who always showed a lot of emotional tranquillity, and proposed to the project in a thoughtful and rational way.

A day after arriving in the host country, the young woman went into emotional decompensation, and it was very difficult to motivate her to stay in the car.

The young woman, for fear of being unfounded and unable to justify herself, was prepared to assume all the consequences inherent to her return two days after she had been on mobility for a period of 60 days.

## CASE STUDY 06

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### HOW THE PROBLEM WAS SOLVED:

Intense dialogue with the young woman, family members and several school professionals.

### LESSONS TO LEARN

- It is important, in the promotion phase of the project, to refer to the experience with regard to the positive aspects, but also always to the negative ones, so that the students prepare as much as possible for the experience from the emotional point of view.

# CASE STUDY 07

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## EQF LEVEL

(type of educational institution):

PROFESSIONAL SCHOOL (LEVEL 4-5)

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## CATEGORY AND SUBCATEGORY OF CASE:

CAT. 3 - EVERYDAY SURVIVAL SKILLS

Sub – Cat. 3.1 - Dealing with personal finances.

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## DESCRIPTION OF THE CASE :

Financial management.

## CASE STUDY 07

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### HOW THE PROBLEM WAS SOLVED:

Although the financial management of the money received by the students is their responsibility, the school tries to alert them and their parents to: living standards, weekly budget management, card use, mobile phones/roaming, bank fees, costs with transfers, among other issues of this nature.

### LESSONS TO LEARN

- Before the mobility, and after the selection of the students, a clarification meeting with all the students and their parents in charge of education is held. In this meeting, they are informed about all the questions related to mobility (a descriptive document is delivered).
- During this meeting, the school reinforces the importance of the above aspects and coordinates efforts with partner entities to ensure that there are conditions at all times for the normal development of mobility.

# CASE STUDY 08

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## EQF LEVEL

(type of educational institution):

PROFESSIONAL SCHOOL (LEVEL 4-5)

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## CATEGORY AND SUBCATEGORY OF CASE:

CAT. 1 - PERSONAL

Sub – Cat. 1.1. Relations with the “home country” (boy/girlfriend; family; sending institution)

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## DESCRIPTION OF THE CASE :

In general, there are some students, but especially those in charge of education, whose management of “homesickness” and emotions is done in a more delicate way.

## CASE STUDY 08

### HOW THE PROBLEM WAS SOLVED:

In these cases, the school establishes a closer contact/communication with the parents in order to ensure the normal development of mobility.

### LESSONS TO LEARN

- After the selection of the students for mobility, the school conducts a clarification meeting with all students and their parents before the mobilities, during which they are informed about all mobility issues (a document is delivered).
- At the moment, during the meeting, the school reinforces the importance of the management of emotions, in particular by the parents, so that there is more balance and common sense in the monitoring of issues related to mobility, especially during the period of adaptation of the students.

# CASE STUDY 09

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## EQF LEVEL

(type of educational institution):

PROFESSIONAL SCHOOL (LEVEL 4-5)

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## CATEGORY AND SUBCATEGORY OF CASE:

CAT. 1 – PERSONAL

Sub – Cat. 1.2 Relations with subjects in the receiving country (receiving educational institution; employer; intermediary organization; landlord; fellow students and other young people; room/flatmates, etc.)

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## DESCRIPTION OF THE CASE :

Due to constipation, a student on mobility took a medication suggested by a colleague (who does not require a prescription) and had an allergy to an existing component of this drug.

## CASE STUDY 09

### HOW THE PROBLEM WAS SOLVED:

With the support of the school and the entity partner in the country, the student was immediately referred to the hospital and performed medical tests to solve the problem.

The parents were immediately informed and accompanied at all times by the school.

### LESSONS TO LEARN

- After the selection of the students, the school conducts a clarification meeting with all students and their parents before the mobilities. In this meeting, they are informed about all mobility issues. The school always provides a document with various information inherent to the development of the project, namely indicating that students should take a first aid kit, but advises not to self-medication other than the European Health Insurance Card.
- At this time, this information is given with the reinforcement that the only medication to be taken should be the one prescribed for the student, so that there are no situations like the one described above.





# CASE STUDY 10

## EQF LEVEL

(type of educational institution):

LEVEL 5-6

## CATEGORY AND SUBCATEGORY OF CASE:

1.1. "Homesick/cultural shock"  
(traditional 1st week syndrome)

## DESCRIPTION OF THE CASE :

A student went for an internship. It was his first time abroad. He had strong bonds with his mother and his girlfriend, so the first week of the placement was a breakdown for him. He was homesick all the time and he wanted immediately to leave the placement and return home. His mother was also calling numerous times to ask about his situation. He was putting the blame on the workplace, the food, the country, the bad arrangements of his work placement, while the reason for this was his bad emotional state due to staying on his own for such a long time for the 1st time.

## CASE STUDY 10

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### HOW THE PROBLEM WAS SOLVED:

After the first signals of his bad condition, the Erasmus+ coordinator called him and his receiving organization in order to find out the facts about his life and work conditions. After making totally sure that the placement and the living conditions were appropriate and as agreed on, the coordinator asked the student some extra fundamental questions to find out more of his emotional state. It became clear the student is simply homesick/girlfriend-sick. The coordinator convinced him to continue the practice, explaining the "1st week syndrome symptoms" and that they will soon pass. She also reminded the students of his contractual obligations (Erasmus+ Financial Agreement for Mobility abroad). The Agreement specifies the funding conditions, according to which in case of abandoning the place of the placement, the students must return the whole Erasmus+ grant to the sending organization.

### LESSONS TO LEARN

- We learnt that we need to inform the students about the first week stress and prepare them that they will face some challenges.

### ADDITIONAL INFORMATION

- Stepping out of the comfort zone always help acquire new skills; first of all – responsibility, independence and teach them to cope with challenges in their future jobs.

# CASE STUDY 11

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## EQF LEVEL

(type of educational institution):

LEVEL 5-6

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## CATEGORY AND SUBCATEGORY OF CASE:

1.2. Solving problems with the hosting intermediary organization

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## DESCRIPTION OF THE CASE :

The place of the practice was negotiated and agreed upon by the three parties involved: the student, the sending organization and the intermediary organization.

Prior to the start of the placement, the three- party Agreement was signed by all the sides. When the student reached the place of the placement, he realized that the work place had been changed without any prior notice. As an effect the working and other conditions, offered by the new company, were considerably worse than the agreed conditions. The student was very disappointed and reluctant to engage in this position. In addition, he was putting blame on the sending organization.

## CASE STUDY 11

### HOW THE PROBLEM WAS SOLVED:

At first the coordinator asked the student to try to solve the problem himself by contacting the intermediary organization. However, the student's individual communication with the intermediary did not help to solve the problem, and the coordinator (the sending institution) had to interfere. The terms and conditions of the Erasmus+ Agreement, that has been signed prior to the placement, were put on the table. As a result, the intermediary organization had to admit their mistake and changed the work place, which corresponded to the conditions of the Agreement.

### LESSONS TO LEARN

We learnt that cases of non-reliable partners may occur and the student has to be instructed how to deal with such cases.

1. Try to solve the problem individually and independently.
2. Inform the sending organization immediately.

### ADDITIONAL INFORMATION

It is very important to get the students understand that they have to keep the contact with international office constantly even if everything is going smooth, just to give the feedback and send some photos for dissemination.

# CASE STUDY 12

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## EQF LEVEL

(type of educational institution):

LEVEL 5-6

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## CATEGORY AND SUBCATEGORY OF CASE:

2.1. Solving the problems of unknown infrastructure (transport etc.)

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## DESCRIPTION OF THE CASE :

A student went to Turkey. The first day she went to the bus stop. She was waiting for a bus in a bus stop, and her buses were passing her one after another, without even stopping at the stop, even though she was standing there and waiting. After having missed at least three busses, she was so worried, that she called the international coordinator of her institution and told she was worried, because she might be late on her very first day of the internship. Later on a local lady came to the bus stop and stopped the bus by raising her hand. It was exactly the bus our student was waiting for, and so the girl entered the bus and reached her destination on time. The girl realized now, that you need to raise your hand to stop a bus in Turkey. Otherwise you can wait for hours on end, and the bus will not stop. The girl was used to busses stopping at every stop, regardless if there were passengers or not, because they do so in her native country, and she had no prior travel experience.

## CASE STUDY 12

### HOW THE PROBLEM WAS SOLVED:

This problem was very simple and not critical enough, so as to endanger the quality of the placement. However, it may affect the student's feeling of self-confidence. It simply illustrates the diversity in the arrangements of infrastructure indifferent countries. In a way it is a part of cultural differences, which may only become obvious in specific environment and can only be solved by a good preparation before the placement. The Erasmus+ coordinator contacted the staff of the workplace and informed them about the problem and why the girl may be a little late on her first day to work. It was also an opportunity to discuss the cultural differences between the two countries with the workplace staff.

As a result, we recommended the student to invest extra time in more precise research about the transport, tickets and other useful information about the city she was staying at.

### LESSONS TO LEARN

- Instructing students and equipping them with a tool (like Jobapp) is essential. A specific set list of topics for students' instruction should be in the agenda of all international coordinators, working with Erasmus+ students at all levels. Especially when it comes to having a placement in the countries outside the EU or with obvious cultural diversities (e.g. the North and the South, etc.)
- Preparatory seminars are essential for the students to ensure their first steps in the country of their work placement (or study visit) are with as little stress as possible.
- The role of an international coordinator is important in supervising and monitoring the adaptation phase of the students.
- Good relations with the intermediary organization and the host organization are essential.



# CASE STUDY 13

## EQF LEVEL

(type of educational institution):

LEVEL 4-5-6

## CATEGORY AND SUBCATEGORY OF CASE:

1.2. Problems of sending a big group of students

## DESCRIPTION OF THE CASE :

We sent a group of 5 students to the same town. After two weeks an email from the receiving institution arrived, stating that the students were behaving unfriendly with flatmates from other countries at their hostel as well as in the work place.

## CASE STUDY 13

### HOW THE PROBLEM WAS SOLVED:

The international office contacted the students immediately trying to listen to the other side of the story and to find out where the problems lay. We discussed the situation with each student separately and found out that there was an informal group leader, who initiated the conflicts and set the “unfriendly – towards – others” attitude for all of them. We asked the girls not to be afraid to tell their own opinion and to resist to the “leader”.

We also reminded them about all aspects in the evaluation of their placements and about the consequences of the poor evaluation report by the receiving organization at the end of their Erasmus+ placement. They knew this evaluation will also be reflected in their final certificates and practice evaluation. We kept a close look on them for the whole period, asking them to give us feedback about the situation periodically.

The discussion gave positive results, and the students avoided any possible conflicts. In fact, their behavior improved in such a way that they finally made friends with some of the fellow students.

### LESSONS TO LEARN

- The biggest lesson: try to avoid sending big groups of students alone. The accompanying teacher can be the mediator between the students and their new environment as well as settle a healthy atmosphere within the group.
- A big group of students going on a placement may cause communication problems and devalue the benefits of the placement abroad. The students should go on individual placements, or in a pair at the maximum.
- The importance of socializing can't be overestimated during the periods of international work placements.
- Especially, the language skills only develop when the student are exclusively in an international environment.
- Instructing the students about internationalization and the cultural diversities is essential.



# CASE STUDY 14

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## EQF LEVEL

(type of educational institution):

LEVEL 4-5-6

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## CATEGORY AND SUBCATEGORY OF CASE:

1.2. Personal space: differences between the South and the North

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## DESCRIPTION OF THE CASE :

A catering student was on a work placement in Italy. She shared the workplace (the kitchen) with another student. It was a local male student, speaking only his Mother tongue and no English, and would communicate a lot with the chef, using only the local language (Italian in this case). She was the only foreigner working in the kitchen. She felt uneasy, she felt ignored and even hurt, as there was no normal interaction with the fellow student. On the contrary, after some time she felt that the male student was acting really unfriendly: disturbing her work, teasing her, etc. She called her teacher at her home university, and the teacher discussed this with the Erasmus+ coordinator. The sending staff was trying to decide how and whether or not an interaction is needed. Finally, since she could not communicate with him because of the language barrier, so she complained to the manager, explaining the situation to him. However, the manager thought that the guy was just trying to get involved into a romance in his own way, so she didn't react.

## CASE STUDY 14

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### HOW THE PROBLEM WAS SOLVED:

The Erasmus+ coordinator contacted the manager and tried to find out the nature of the situation in the workplace. They both talked about the situation with each student separately, so that both of them could explain their point of view. It turned out that the guy just tried to get in contact with her, and since he couldn't speak English, he was trying to get her attention by touching her shoulder, etc. and he couldn't understand why she was so angry. At this point they realized the differences between the North and the South of Europe: the importance of the personal space for the Northern Europeans and the opposite behavior of their counterparts in the South. The meaning of personal physical contact, and differently it is treated in different cultures. After the conversation the guy became restrained and our student was satisfied.

### LESSONS TO LEARN

1. Learning the basic phrases in the language of the target country is essential, as it can help solving many problems and can prevent from getting into difficult situations. It is obvious that the language barrier is one of the most common problems that students face.
2. The students should not expect every single person in the country of their placement to speak English or any other foreign language the student knows (in every country only a small percent of the grown population speak foreign languages).
3. Cultural differences, with regard to the body language is a core issue (after the professional skills) to be taught to the students going on an international placement.

# CASE STUDY 15

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## EQF LEVEL

(type of educational institution):

LEVEL 5-6

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## CATEGORY AND SUBCATEGORY OF CASE:

2.1 Travel to/from the workplace. Transport. Not one airport in the city

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## DESCRIPTION OF THE CASE :

A student wanted to spend some hours in Paris, on her way back home from a work placement abroad (in the Mediterranean area). She felt experienced and independent enough, so without consulting the International officers she booked her flight ticket, which included a connection in Charles de Gaulle airport, Paris. She didn't know the distance from the airport to the city of Paris. When she landed at the airport quite late in the evening, it turned out that the airport was not functioning during the night hours, and was to be closed for passengers in an hour. Since the airport was located outside the city, it would have taken a few hours to go to the city to find a place (a hostel or a hotel) to stay overnight. Her flight to Lithuania was scheduled for the early morning next day, so naturally, the girl didn't have the time for going to the city and coming back. Voila!!! No Paris, no sleep!:) )

## CASE STUDY 15

### HOW THE PROBLEM WAS SOLVED:

The student managed to get out of the situation successfully, without any help from the outside. It was summertime, so the girl decided to spend the night outside, near the airport!!! Her young age and her boldness saved her. It appeared that there were more passenger like her, so spending the night outside was not specifically dangerous. Her flight to Lithuania was on time, so she reached her home –sweet - home where she could rest properly.

### LESSONS TO LEARN

This case applies to the students at higher education, where their independence is encouraged and they have to buy the flight tickets individually. The VET students usually get support in planning and arranging their trips abroad from their international coordinators, which usually means, that buying the flight tickets is not the responsibility of the students.

However, in all types of travel arrangements, it is essential to provide the students with the basic information about the different airports, and that the cheap flight air companies usually use not the central airports, located closer to cities. I.e, a ticket to Brussels or Paris does not mean you will land in the Zaventem (Brussels International) or Charles de Gaulle airport. In addition, even the central airport is usually located relatively far from the city. So additional time may be required to reach the capital city or the city of your destination.

#### Lessons to learn:

1. This case illustrates you how difficult situation can teach you independence and how to cope with challenges and problems;
2. Additional information about air transport and different airports is needed for the students, especially those going on individual placements.
3. This teaches the students to estimate their time for transfers.



# CASE STUDY 16

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## EQF LEVEL

(type of educational institution):

LEVEL 5-6

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## CATEGORY AND SUBCATEGORY OF CASE:

3.1.

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## DESCRIPTION OF THE CASE :

A second year student went to Norway. Even though she had heard that the country was rather expensive, she was shocked when she first went to the nearest supermarket and discovered prices. Her placement agreement for accommodation was on the B&B basis, and she had to take care of the rest. She spent one third of her grant within the first few weeks. Her parents had financial difficulties, so they could not support her. She was at the verge of breaking and was very stressed, when she called her Erasmus+ coordinator asking for assistance to go home. She felt insecure and in a way as if she was let down. She had no prior experience of taking care of her own finances and being away from home for such a long time.

## CASE STUDY 16

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### HOW THE PROBLEM WAS SOLVED:

The Erasmus+ coordinator had a serious talk with the student. It appeared that the situation was not as dramatic as the student had felt and had described. An advice on budget planning was given, so that the fund were distributed for all daily needs in a sustainable manner. Given that some corrections are made in her spending habits, there still were enough funds to live the rest of the placement without any danger of starving!!! :-)

Having spoken with the coordinator, the student began spending money more carefully. Actually, at the end of the placement she even had some savings!!!

### LESSONS TO LEARN

Regardless the age of the student, the Erasmus+ coordinator should not expect every student to have the skills in managing personal finances. Therefore basic information about the international work placement should necessarily include information on budget management.

Staying with their parents the students usually don't develop personal economic skills, as they always can expect a helping hand at home!

The student must have a clear picture of his personal budget, available for his international placement, and how to spend the grant on a sustainable basis.

In addition, it is advisable to include information about negotiation/bargaining habits in local markets.

If the country of the placement uses different currency than her/his own, information on exchange rates/conditions and other details related to the currency exchange are essential.

# CASE STUDY 17

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## EQF LEVEL

(type of educational institution):

LEVEL 5-6

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## CATEGORY AND SUBCATEGORY OF CASE:

1.2

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## DESCRIPTION OF THE CASE :

A student of applied English chose a Spanish institution as his placement for translation practice. The receiving institution provided him with a number of administrative tasks, none of which was translation-related. The student asked for some translation tasks, but he was told that his Spanish was not good enough and Lithuanian translations were not needed.

## CASE STUDY 17

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### HOW THE PROBLEM WAS SOLVED:

The Erasmus+ coordinator contacted the responsible person and tried to figure out the situation there. There were no possible translation material for the student, so the coordinator contacted the lecturer of the college, who provided the student with some additional material, which he had to translate during the practice.

### LESSONS TO LEARN

- This case illustrates that no matter how well the coordinator discusses the details of the placement with the intermediary organization or the receiving partner, some discrepancies do occur. In such cases when the student is not provided with the tasks corresponding to her/his course and the job profile and well as placement expectations, it is necessary to immediately contact the receiving part and try to solve the problem if possible, without sending the student back home. In order to ensure the quality of the placement, it is essential that the receiving institution provides the tasks and the job place, which corresponds to the expectation of the student and the sending institution and contributes to the personal development of the student.



# CASE STUDY 18

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## EQF LEVEL

(type of educational institution):

LEVEL 5-6

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## CATEGORY AND SUBCATEGORY OF CASE:

2.1 The body language differences

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## DESCRIPTION OF THE CASE :

A student went to Bulgaria. He tried to integrate as soon as possible, however, he started feeling there was something wrong with his communication or with people's attitude towards him. He felt as if people were not treating him seriously and lying straight in his face!!! It was related to the body language- saying "no" people would nod their head, whereas at "yes" they would shake it. And people seemed not to understand him as well, staring sometimes at him in a strange manner, especially, when he would nod or shake his head.

## CASE STUDY 18

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### HOW THE PROBLEM WAS SOLVED:

The student was able to solve the problem himself. It took some time for him to find out that nodding in Bulgaria meant "no", whereas at "yes" people shake their head, which is exactly the opposite in his own country!!! Having found out the right way of expressing "yes" and "no", the student would no longer face confusing situations. And of course he had a good laugh at this with his Bulgarian friends!

### LESSONS TO LEARN

- The problem was indeed minor, and yet it caused some misunderstandings.
- Body language is different in different cultures, and this should be included in the info portfolio for the students' placement.

# CASE STUDY 19

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## EQF LEVEL

(type of educational institution):

EQF LEVEL 5-6

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## CATEGORY AND SUBCATEGORY OF CASE:

3.1

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## DESCRIPTION OF THE CASE :

A student was on a placement in a small town in Poland. He didn't want to have cash in his pocket, so he took his credit card instead. And the currency in Poland is not Euro, so he would have had to go to the bank or the moneychanger. However, shops and other small institutions would not accept card and insisted on paying in cash. So at the beginning, the student was not able to buy the necessary stuff for him. And the ATM was not around.

## CASE STUDY 19

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### HOW THE PROBLEM WAS SOLVED:

The student managed to solve the problem himself. After some efforts, he found someone who directed him to the ATM (the only one in the small town!). After he withdrew some cash, he bought the things he needed.

### LESSONS TO LEARN

- This relates to information pack on budget: the type of currency, the exchange related information, cashing out, etc.
- It may happen, that smaller town have only one ATM, and if possible, the student should informed about it.

# CASE STUDY 20

## EQF LEVEL

(type of educational institution):

LEVEL 4-5

## CATEGORY AND SUBCATEGORY OF CASE:

1.2. Employer-employee disagree

## DESCRIPTION OF THE CASE :

He was a very successful student, with really good marks and skills. But his expectations regarding job training turn out not to be realistic.

When he started the job training and had comments for changes on his work, he did not accept them. According to his opinion his work was fine and did not need change. He decided to quit the job.

## CASE STUDY 20

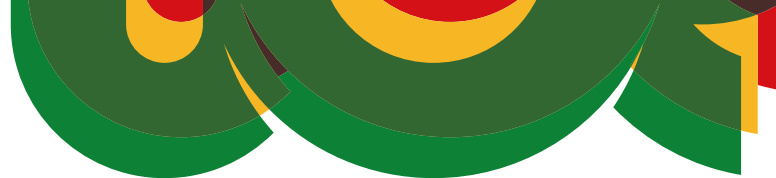
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### HOW THE PROBLEM WAS SOLVED:

Erasmus+ coordinator talked to him via social nets and skype to explain that the final job responsible is the company and has to be done as they and their clients expect. He had to return to the job and adapt to the company needs.

### LESSONS TO LEARN

- It is important to prepare students for real job situations before the mobility, where there might be different solutions to the work proposed and students have to be ready to be flexible and adaptable.



# CASE STUDY 21

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## EQF LEVEL

(type of educational institution):

LEVEL 4-5

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## CATEGORY AND SUBCATEGORY OF CASE:

3.1 Financial issues

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## DESCRIPTION OF THE CASE :

Financial issues, the student only took one bank card and it did not work properly. It was his first experience abroad and was on his own. This situation stressed him and his family.

## CASE STUDY 21

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### HOW THE PROBLEM WAS SOLVED:

Erasmus+ coordinator talked to him and his family. He explained the family how to ask for a second bank card and send it abroad. Meanwhile, the bank has an option to withdraw money without a card which was used to solve the moment problem.

### LESSONS TO LEARN

- It is important to prepare students about financial issues and different situations regarding payment that may occur, for which jopapp can be a very useful tool.





## CASE STUDY 22

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### **EQF LEVEL**

**(type of educational institution):**

LEVEL 4-5

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### **CATEGORY AND SUBCATEGORY OF CASE:**

1.2. House holding Problems

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### **DESCRIPTION OF THE CASE :**

We sent a group of 4 students to the same town. After 10 days the mother of one of them call to college complaining her son had no sheets or blankets.

## CASE STUDY 22

### HOW THE PROBLEM WAS SOLVED:

Until the phone call message reached its destination all college was aware of the situation. We were really surprised as the hosting organization was a usual partner and did not have problems of this kind before.

We contacted the students group by mobile to learn directly about their situation. As expected they had all necessary household items, and the student had just commented with his family about the number of bed sheets.

We suggested students to ask directly about these kind of issues to their contact in the receiving country.

### LESSONS TO LEARN

- This problem is very simple. But it is important to check directly with students their situation especially at the beginning. And also make sure they and their families can understand it is a temporary stay and should adapt to it, for which jopapp can be very useful.

### ADDITIONAL INFORMATION

- It is very important to get them understand that they have to keep the contact with international office constantly even everything is going fine, just to give the feedback.



# CASE STUDY 23

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## **EQF LEVEL**

**(type of educational institution):**

LEVEL 4-5

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## **CATEGORY AND SUBCATEGORY OF CASE:**

1.2. Language skills differences

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## **DESCRIPTION OF THE CASE :**

Two students of the same level and working in the same company had really different experience because of their language skills. One of them had more responsibilities and enriching tasks than the other.

## CASE STUDY 23

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### HOW THE PROBLEM WAS SOLVED:

Erasmus+ coordinator contacted the intermediary and they pointed out that it was not possible to give more than basic tasks to student with less language skills as her language skills were basic. The student started language classes to improve her level.

### LESSONS TO LEARN

- Depending on the kind of tasks students have to carry out, language skills are necessary to have a successful job training period and get the maximum of it.



# CASE STUDY 24

## EQF LEVEL

(type of educational institution):

LEVEL 4-5

## CATEGORY AND SUBCATEGORY OF CASE:

3.2 Language skills differences

## DESCRIPTION OF THE CASE :

The international department received a phone call from the receiving institution, stating that the students were not taking care nor keeping order of the flat. They even had to repair some of the damages caused.

## CASE STUDY 24

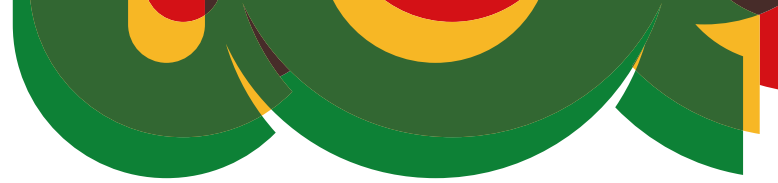
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### HOW THE PROBLEM WAS SOLVED:

We contacted the students asking for information, they accepted they had been untidy. The international department informed that the landlord would take part of the deposit to pay the damages they caused.

### LESSONS TO LEARN

- It is really important students are aware of giving a proper use to the living and working space, and also to the devices there.



**Partners:**