



# **Erasmus+ Comenius:** Guide to Long Term Study Mobility of Pupils in Strategic Partnerships (Key Action 2)

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## **Introduction**

Erasmus+ Strategic Partnerships allow schools and other organisations to work together on improving teaching and learning. Within the framework of a Strategic Partnership, participating schools may organise study mobility of up to 12 months for pupils aged 14 and over at a partner school abroad. It is up to the participating organisations to plan and carry out such activities. Ensuring a good quality preparation, implementation and follow-up of mobility activities is essential for a successful project. This Guide is designed to help the schools, teachers, pupils, parents and host families involved to ensure a successful learning experience and the pupil's well-being during their stay abroad. The Guide indicates roles and responsibilities, proposes deadlines to be respected, gives guidance and provides the necessary templates and forms for participants. The Guide is available in English at the Europa website and in translation at the website of the relevant National Agency.

## Section 1: General Information on Long Term Study Mobility of Pupils in Strategic Partnerships

In the Erasmus+ programme, long term study mobility of pupils is one of the activities of Strategic Partnerships within Key Action 2: cooperation for innovation and good practices.

### Why organise long-term study mobility of pupils?

Long-term study mobility of pupils can enhance the cooperation between the participating schools and make it more sustainable. By involving as many actors as possible (school management, teachers, parents, other pupils) the schools can maximise the impact of the activities on the institutional level, and use them as tools for internationalisation and opening the school.

On the individual level, the activity allows pupils to develop their understanding of the diversity of European cultures and languages, and helps them acquire competences necessary for their personal development. In order to ensure the quality of the mobility experience and the learning outcomes for the pupils, the sending and receiving schools should establish a learning agreement.

Long-term study mobility of pupils can also be a valuable international pedagogical experience for the teachers involved in the organisation and implementation of the mobility.

### Who can organise study mobility of pupils?

Long-term study mobility of pupils can only be carried out by schools<sup>1</sup> that are partners in a Strategic Partnership. In order to receive grants for long-term study mobility of pupils, this activity must be integrated in the project proposal. It needs to be well justified and embedded in the project design.

For each mobility activity, there is a *sending school* and a *receiving school*. The participants are selected by the sending school and must be pupils aged at least 14 and enrolled full-time in the school. Selected pupils can spend between 2 and 12 months in the receiving school and a host family abroad. A reciprocal exchange of pupils between schools/host families is encouraged but is not compulsory.

### Where to find more information?

All the relevant administrative information on Key Action 2 – Strategic Partnerships, including the level and type of funding, award criteria and how to apply, can be found in the Programme Guide published every year together with the general call for proposals.

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<sup>1</sup> The relevant NA can provide more information on which are the eligible schools and the age limit of participating pupils in each country.

## Organising long-term study mobility of pupils: overview of tasks

### Nomination of a contact teacher and a mentor

It is strongly advised that the sending school nominates a contact teacher and the receiving school nominates a contact teacher/mentor responsible for the preparation and follow-up of the study mobility. Participating schools should give suitable recognition to the work of these staff members for their involvement in the study mobility.

### Selection of pupils

The selection of pupils is carried out by the sending school after the Strategic Partnership has been approved by the relevant National Agency. This guide proposes criteria and advice for the selection of pupils.

### Information on selected pupils

Once the pupil is selected, sending families need to provide all personal information relating to the pupil which is relevant for a long stay abroad (health, medication, psychological issues) and sign a Parental/Guardian consent form indicating responsibilities of the pupil and his/her family.

### Learning agreement

It is strongly recommended that sending and receiving schools establish a learning agreement together with the pupil before the start of the mobility, detailing the courses and curriculum to be followed during the period abroad and their planned outcomes. The aim of this agreement is to facilitate the recognition by the sending school of the studies the pupil carries out during the stay abroad. It is also recommended to use Europass mobility certificate.

### Selection of host families

The selection of host families is carried out by the receiving school. It is strongly recommended that the school visit the home of the possible host families to ensure the suitability of the accommodation for the incoming pupil. Schools should also identify reserve host families which could accommodate the incoming pupil in the case of difficulties with the original host family. Receiving schools should ensure that each host family has signed the Host Family Charter, stating its rights and responsibilities, before receiving an incoming pupil. The pupil may be hosted in boarding accommodation belonging to the school provided that they assume all the responsibilities defined for the host family.

### Compulsory training sessions

Selected pupils have to attend compulsory pre-departure training sessions organised by the National Agencies of the sending countries. The teachers involved should also attend a training session organised by the relevant National Agency. Training sessions for pupils and for teachers will be held at the same time so that pupils are accompanied during their domestic travel.

### **Insurance**

The sending school must make sure that the pupils have the necessary insurance coverage. Please refer to the Programme Guide, chapter "Protection and safety of participants".

### **Crisis management**

It is strongly recommended that the receiving school establish and distribute a Crisis Action Plan on the basis of the template provided in this Guide, and that all actors are required to follow these guidelines.

## Section 2: Roles and responsibilities

### The sending school

- Carries out the selection of pupils
- Establishes, together with the receiving school, a Learning agreement, a Crisis action plan and Rules of conduct
- Nominates a contact teacher for the pupil(s)
- Ensures that the contact teacher has all the necessary means (resources and help from colleagues) to support the pupil's mobility in the best possible way
- Makes necessary practical arrangements for the pupil(s), including appropriate insurance cover, travel to the host country and back, transfer pocket money to the pupil(s) or their parents/guardians.

The contact teacher, in collaboration with his/her colleagues, should:

- Prepare the pupil for the mobility
- Attend the pre-departure training organised by the National Agency
- Act as the link between the sending school and the National Agency, the receiving school, the pupil and his/her parents/guardians (including passing on information and documents)
- Communicate regularly with the contact teacher/mentor in the receiving school
- Provide support to the pupil to help reintegration into the home community after the stay.
- Keep confidential all personal data received in the framework of the mobility activity.

### The receiving school

- Nominates a mentor and a contact teacher. The contact teacher is responsible for the Learning agreement and other school-related tasks, while the mentor is responsible for practical support and the pupil's integration and well-being. The mentor and contact teacher may be the same person.
- Provides the mentor/contact teacher with all the necessary means (resources and help from colleagues) to facilitate the integration and follow-up of the pupil.
- Identifies and selects host families, including visits to the potential families. It is recommended to carry out a criminal records check of all adult members of selected host families.
- Prepares and signs the learning agreement together with the sending school and the pupil



- Establishes, together with the sending school, Rules of conduct and a Crisis action plan
- Provides the host family with necessary information, contacts and documentation (about the project, child protection issues, crisis management, insurance)
- Offers language learning opportunities for the pupil, if applicable

The mentor/contact teacher, in collaboration with his/her colleagues, should:

- Establish contact with the host family before the pupil arrives
- Attend the training for receiving schools, if organised by the National Agency
- Act as the link between the receiving and the sending school, the pupil and his/her host family and, if necessary, parents/guardians (including passing on information and documents)
- Arrange domestic travel to accompany the pupil on arrival and on departure
- Introduce the pupil in the school and help him/her adjust to the new school system
- Support the pupil throughout the stay and be easily reachable by the pupil and the host family
- Take the decision to change the host family if necessary
- Maintain records of host family details and keep everyone involved informed of any changes
- Contact parents/legal guardians/contact teacher at sending school if necessary (in emergency)
- If necessary: decide to terminate the pupil's stay, in agreement with the sending and receiving schools,
- Carry out the end-of-stay evaluation of the pupil's stay
- Assist the sending school with any follow-up or evaluation

It is important that the mentor/contact teacher:

- Is aware of child protection issues
- Is well informed about the pupils' insurance cover.
- Has available for cases of emergency the following documents: signed *Pupil application form*, original signed *Parental/Guardian consent form*, signed *Host family charter*, the copy of the pupil's insurance plan with necessary contact details (the original stays with the pupil) the copy of the pupil's European Health Insurance Card, as well as translations of the forms into the local language.

- Checks that the pupil has brought a completed Health form in a sealed envelope.
- Keeps confidential all personal data received in the framework of the mobility activity.

### **The host family**

The host family should:

- Agree that every adult member living in the family have a criminal record check
- Make sure that all the family members fully understand their rights and responsibilities as a host family (set up in the Host family charter)
- Sign the Host family charter
- Provide suitable accommodation and food
- Ensure that suitable means of transport are available for the pupil to go to school
- Exercise parental supervision of the pupil
- Help ease the pupil's transition and possible culture shock
- Familiarise themselves with child protection requirements and abide by them
- Familiarise themselves with the risks and emergency procedures set out in the Crisis management document and the Crisis action plan
- Communicate with the contact teacher/receiving school in case of problems
- Have the following documents for cases of emergency: copy of signed Parental/Guardian consent form, copy of signed Host family charter, copy of signed Pupil application form, the copy of the pupil's insurance plan with necessary contact details (the original stays with the pupil), as well as the copy of the pupil's European Health Insurance Card, as well as translations of the forms into the local language.
- Check that the pupil has brought a completed Health form in a sealed envelope.
- Keep confidential all personal data received in the framework of the mobility activity.

### **The pupil**

The pupil should:

- At the application stage, provide all necessary information which might be relevant for a long stay abroad (Pupil application form, Health form)

- Prepare for the stay abroad (linguistic preparation if necessary, participation in training events provided)
- Prepare and sign the learning agreement together with the sending and the receiving school
- Get to know possible risks and emergency procedures (Crisis management)
- Get to know the laws concerning minors in the host country and abide by them
- Sign the Parental/Guardian consent form and follow the rules of conduct established by the Parental/Guardian consent form and also those agreed by the two schools
- Know who to contact in a crisis (Crisis action plan)
- Not take unnecessary risks
- Behave responsibly
- Be sensitive to local codes and customs
- Give the sending and receiving schools and the mentor/contact teacher all necessary information about his/her health (i.e. any problem which could develop into an emergency during the stay). The Health form (Part 2) completed by the doctor should be put into a sealed envelope and the pupil should keep it during the whole stay.
- Contribute to the evaluation and final report of the mobility activity.

### **The parent(s)/guardian(s)**

The parent(s)/guardian(s) should:

- At the application stage, provide all necessary information which might be relevant for a long stay abroad (Pupil application form, Health form)
- Get to know possible risks and emergency procedures (Crisis management)
- Get to know the laws concerning minors in the host country
- Sign the Parental/Guardian consent form
- Support the pupil throughout the mobility experience
- Communicate any relevant problem to the contact teacher at the sending school

## Section 3: Indicative Deadlines

| When?   | What has to be done?   | Who?  |
|---|--|---|
| At least three months before the application deadline | Sending schools that plan to submit an application for a Strategic Partnership (KA2) including study mobility of pupils inform their staff and pupils.   | Sending schools                               |
| At least two month before the application deadline    | Receiving schools which have agreed to host pupils inform the school community and announce that host families might be needed.  | Receiving schools                             |
| <b>As defined in the annual Call for Proposals</b>    | <b>Deadline for KA2 – Strategic Partnership applications.</b>  | <b>Sending schools</b>                        |
| Once the application is selected                      | Sending schools inform pupils and receiving schools (and remind them to use the <i>Erasmus+ Guide to Long Term Study Mobility of Pupils</i> to prepare for the action).  | Sending schools                               |
| At least 3 months before the start of the mobility    | Receiving schools identify suitable host families.   | Receiving schools                             |
| At least 3 months before the start of the mobility    | Sending schools select pupils.   | Sending schools                               |
| At least 2 months before the start of the mobility    | Sending schools send the details of the selected pupil(s) to receiving schools.  | Sending schools                               |
| At least 1 month before the start of the mobility     | Receiving schools decide on the host families (on the basis of the pupil profiles) and communicate host family details to the sending schools.   | Host schools                                  |
| At least 3 weeks before the start of the mobility     | Sending schools inform the pupil and his/her family about the selected host family and encourage communication between the sending and host families.<br><br>On the basis of the information provided (host family details, mentor/contact teacher details and the learning agreement), the parents sign the <i>Parental/Guardian consent form</i> . | Sending schools, pupils, parents or guardians |
| Before the start of the mobility                      | Sending school, receiving school and the pupil draw up and sign the learning agreement.  | Sending & Receiving schools, pupils           |
| When the start  | Sending schools to purchase the travel ticket on the   | Sending                                       |

|  |  |  |
|--|--|--|
| date agreed                                    | basis of the agreement with the receiving school.  | schools  |
| At least one month before the departure        | Sending schools to register the participating pupils with an appropriate Insurance Plan (see the Programme Guide on recommended coverage; chapter "Safety and protection of participants") | Sending schools                                    |
| Before the departure                           | Pre-departure preparation to be provided   | Sending schools                                    |
| Before the departure                           | Pre-departure training for outgoing pupils/contact teachers from sending schools (the training is organised by sending National Agencies)  | Pupils & contact teachers from the sending schools |
| Within the deadline set in the grant agreement | Final reports to be submitted to the sending National Agency.  | Sending schools                                    |

## Section 4: Guidance for sending schools

### General guidance for sending schools

This guidance shows the tasks that sending schools should carry out in connection with long-term study mobility of pupils in Strategic Partnerships. To make it easier to follow, the tasks have been grouped in the following stages:

- before departure
- during the stay
- after returning home
- throughout the project period

At the end, there is a checklist on documentation.

### Before departure

**Motivation and recruitment:** Ensure that information about the possibility of a stay abroad is brought to the attention of all pupils, and especially those who might not otherwise have such opportunities.

**Selection:** Conduct a thorough selection process to ensure that the pupil(s) who go abroad have the necessary personal and academic competence to make a success of the stay. The documents *Guidance for schools on selecting pupils* and the *Pupil application form template* will help you to organise the selection in your school. Once the pupil is selected, the *Health form*, the placement annex to the *Pupil application form* and the *Parental/Guardian consent form* should be completed and signed.

**Contact teacher:** Appoint a contact person to liaise with the mentor in the receiving school, with the pupil and also his/her parents/guardians. The work of the contact teacher should be recognised by the school as a part of this person's workload (e.g. financial compensation, reduced working hours).

**Information requirements:** Ensure that the necessary information is sent to the mentor at the receiving school. It is recommended to use the *Pupil application form (including the placement annex)* and the *Parental/Guardian consent form*. The information contained in the *Health form* (Part 2) is strictly confidential, so it should be put into a sealed envelope, be kept by the pupil and only be opened by a doctor when medically necessary. Send the contact details of the mentor and host family to the parent(s)/guardian(s) of the pupil as soon as these are confirmed.

**Preparation:** Accompany the selected pupil(s) to the pre-departure training conducted by the National Agency. A training session for the contact teachers at the sending school will be held at the same time. Carry out any necessary preparation (e.g. linguistic preparation, providing information on the receiving school, host family and the host country). It is also necessary to explain the practicalities and the purpose of long-term study mobility of pupils to the parents/guardians of the pupil. Give the pupil the document *Tips for participating pupils* and discuss the advice in it with him/her.

**Learning agreement:** Work out an individual learning agreement for the pupil(s) going abroad. The learning agreement should be developed in cooperation with and agreed (signed) by the receiving school and the pupil(s). This agreement should facilitate the recognition of the pupil's learning outcomes and ensure that 'double coursework' and extensive catching-up after the stay are avoided as far as possible. The documents *Guidance for schools on the learning agreement* and the *Template for the learning agreement* will help you in the process.

**Europass certificate:** As a sending school you are encouraged to apply for a Europass mobility certificate for the pupil. This certificate specifies the content of the mobility and is recognised in all EU countries, and as such will be valuable for the pupil's future.

Ask your National Agency or consult the Europass website for more details on how to proceed (<http://europass.cedefop.europa.eu/en/home>).

**Crisis action plan:** Agree with the receiving school on procedures in the event of a crisis or emergency during the stay. Make sure that parents/guardians and pupils have a copy of the *Crisis management* document and *Crisis action plan*. Make sure that pupils and their parents/guardians are aware of the laws concerning minors (provided by the receiving school/National Agency).

**Rules of conduct:** Agree with the receiving school a set of clear rules of conduct for the pupil in addition to those covered by the *Parental/Guardian consent form*, including possible consequences if they break the rules.

**Travel arrangements:** Organise the pupil's travel in agreement with the receiving school. The pupil should arrive in the host country in time to follow the on-arrival training, if organised by the host NA. The NA in your country will inform you about the dates of this training.

**Insurance:** Make sure that the pupil is properly insured for his/her study mobility abroad (see the Programme Guide on recommended insurance coverage; chapter "Safety and protection of participants")

## During the stay

**Stay in touch with the pupil:** Maintain regular contact with the pupil and the mentor in the receiving school. It is also good to help the pupil to share his/her experience. It may be a good idea to organise some ICT-based collaborative activities (videoconference, weblog diary, etc.) between the pupil's home class and his/her class at the partner school.

**Check up on progress:** Follow the pupil's progress in cooperation with the receiving school on the basis of what was agreed in the *Learning agreement*.

**Help if there are problems:** Assist the receiving school in solving any problems that may occur and communicate with the pupil's parents if needed.

## After returning home

**Evaluation:** Evaluate the outcomes of the stay with the pupil, on both a formal level (academic outcomes, according to the requirements in the *Learning agreement*) and an informal one (personal outcomes). The assessment of the pupil provided by the

receiving school (the *Template for the report on the learning agreement* could be used for this) should be taken as a basis for this evaluation. The evaluation should follow the schedule agreed upon by the sending school and the pupil.

**Recognition:** Ensure that the stay is recognised by your school to the best possible extent and that the pupil has the opportunity to share his/her experience with the school community. The Europass certificate can also be used as an official recognition of the pupil's stay abroad.

**Reintegration:** Provide the pupil with any support needed to ensure smooth reintegration into the home environment. Give him/her the opportunity to reflect on the impact of the experience and to build on it.

**Reporting:** You have an obligation to report on your Strategic Partnership to your National Agency. This report must include any mobility activities carried out within the Strategic Partnership. It should also contain the information and/or documents requested by the NA.

### Throughout the contract period

**Grant management:** Ensure that the pupil's pocket money is paid to the pupil or his/her parents/guardians. Purchase the return travel ticket for the pupil and make sure that all other eligible expenditure related to the trip is covered. The Programme Guide and your National Agency will give you more details on grant management.

**Contact with the National Agency:** Take part in the training, if applicable, and comply with all reporting requirements of the National Agency.

### Documents checklist

Documents to read:

- Guidance for sending schools on selecting pupils
- Guidance for schools on creating the learning agreement
- Crisis management
- Templates to fill in and sign:
- Learning agreement
- Crisis action plan
- Rules of conduct
- Documents to collect from the pupil (duly filled out and signed):
- Pupil application form (including placement annex)
- Health form (Part 1 only)
- Parental/Guardian consent form
- Insurance documentation



- Documents to transmit to the pupil and the parents/guardians:
- Tips for participating pupils
- Crisis management
- Crisis action plan
- Rules of conduct

## Section 4: Guidance for sending schools (cont.)

### Guidance for sending schools on selecting pupils

The aim of this document is to help sending schools carry out the selection of pupils who will participate in the long term study mobility. The selection process can be divided into two phases: the *recruitment phase* and the actual *selection* of pupils.

#### The recruitment phase

During the recruitment phase potential participating pupils are invited to sign up, so that a list of candidates for the selection can be established. In its simplest form, recruitment may just consist of putting an announcement on the school's notice board or website. It may also be done over a longer period of time and involve more elaborate publicity. Pupils to whom the thought of a period abroad does not occur naturally should also be encouraged to apply. Talks or presentations by former participants on exchange projects can have the strongest impact on interested pupils.

#### Selection

The sending school should define the selection procedure, i.e. the documentation that the applicants need to submit and how it will be treated. Ideally schools should make a first selection on the basis of written applications (a model *Pupil application form* is provided) and then interview the most suitable candidates before making the final choice.

There are a number of general criteria that should always be considered in a selection process, even though an element of subjective judgment will always be involved. It is strongly recommended to form a *selection committee*, which could also involve external people, rather than letting one staff member take the decision alone.

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

#### General criteria

General selection criteria relate to the following factors:

- motivation
- parental support
- open-minded personality
- self-reliance
- academic ability

These factors are briefly described below. None of these criteria has precedence over the others — they should *all* be considered and the final decision should be based on a global judgment.

### **Motivation**

Motivation should be a key factor in selection. First of all it is important to ensure that the pupils have a good idea about what a mobility period abroad implies. They need to know that being abroad and on their own for a longish period of time is not always easy, and that they will probably go through tough periods and encounter problems that they need to cope with on their own.

One way of checking up on motivation and commitment is to let the pupils demonstrate that they are willing to invest resources — in terms of time and effort — in the project. This can be done e.g. by asking them to write a motivation letter describing their expectations and reasons for applying.

### **Parental support**

Parents must be in full agreement with the project and willing to give their full support to pupils while they are away. Parents who are constantly worried and who transmit these worries to their children have a disruptive influence on the stay, and may in the last instance push them to drop out.

The pupil's application should therefore include a statement from the parents which makes it clear that they understand this and that they are prepared to provide support and encouragement throughout the stay.

### **Open-minded personality**

The pupil will be alone in a new world, and will need to make friends and integrate into a new school community. Those who tend to avoid challenges will not make the most of the experience and could face serious difficulties during the stay. Having an open-minded personality is not necessarily the same as being popular; sometimes popularity is due to factors in the environment rather than in the personality itself.

A good indicator of an open-minded personality is involvement in hobbies and leisure activities, where friendships are formed with people that have a shared interest. This can be music, sports, chess or politics — anything that is undertaken jointly with others.

### **Self-reliance**

Being away from family and friends for a long period of time is not easy, and it may happen that pupils are overwhelmed by the situation and return home after only a couple of days or weeks. Good preparation and support can reduce the risk considerably, but pupils must also have sufficient mental resources to cope with difficult periods on their own.

It is important to be aware of the fact that outspoken behaviour does not necessarily indicate self-reliance, and that quiet and apparently timid personalities may in fact possess great powers of adaptation and endurance. The pupil selected should be self-confident and be able to face and overcome obstacles.

### **Academic ability**

Academic ability is an advantage for someone participating in a long-term mobility project in an educational context. Not only will the pupil have to follow lessons in a system that is likely to be very different from what he or she is used to (and in a foreign language of which the pupil may not necessarily have any previous knowledge) – there may also be work to do in catching up with the others after the return to the home country. For someone who is already struggling in the home country, there is a risk that a prolonged absence may worsen these problems.

Schools should not make the mistake of making excellent marks a condition for participation: it is the overall ability that counts, and not the actual level of attainment at a specific moment in time. In fact, so called 'underachievers' can make perfect participants, and the experience may help bring out their real competence. Teachers will often know whether one of their pupils is performing according to his or her true potential or just putting in a mediocre performance due to a temporary lack of motivation. This is a good argument for involving teachers in the selection process rather than just relying on exams and test results.

### **Specific criteria**

Besides considering general criteria in the selection process, you may wish to impose *additional specific criteria* linked to the context of the mobility. As the visit is between schools which are involved in a Strategic Partnership, some schools may choose to restrict recruitment and selection to pupils who are already involved in the project.

### **Crisis prevention**

It is important to think carefully about the participation of any pupil in the scheme. A pupil might not be ready for the challenging experience of living abroad. He/she might also have false expectations, which must be clarified at the earliest stage.

During the interview, the selection committee should try to find out whether the pupil has any difficulties which might be relevant as regards his/her participation in the programme (e.g. psychological/health/family/school related problems). The information must be kept strictly confidential and only be disclosed to those who are directly involved in the selection. The selection should take into consideration the opinion of the doctor written in the *Health form* (Part 1).

After the selection, the pupil should be asked to submit the completed and signed placement annex to the *Pupil application form*, and the *Parental/Guardian consent form*. The pupil should also bring with him/her a completed Health form (Part 2) in a sealed envelope. The pupil's family needs to be aware that providing accurate and complete information is essential for a successful visit. The school should confirm the selection only after having received these two documents. The school should keep a written record of the selection in case a need to justify the reasons for the choice of participating pupils should arise.

## Section 5: Guidance for pupils and parent(s) / guardian(s)

Tips for participating pupils

### Prior to departure

- Make sure that you have understood the practical details and the rules of conduct. If you are unsure about something, ask questions in the training sessions and be in touch with your contact teacher at your school.
- Make sure that you have made all the necessary arrangements concerning passport, tickets, medical arrangements, insurance (you need to get a European Health Insurance Card) etc.
- Make sure that you are registered with an appropriate insurance plan at the latest one month before departure.
- Learn as much as possible about your host country before you go (customs, government, legal matters, history, language etc.). If possible, contact people from your host country who live in your neighbourhood.
- Learn about your own country's history and heritage. Being aware of your own country's traditions and values will make it easier to adapt to those of your host country. Collect some information about your country (leaflets, CDs, etc.) that you can show or give to teachers and classmates in the receiving school.
- Contact your host family before you go, to introduce yourself and get to know more about them.
- Think about things that you want to accomplish during the stay and how to achieve them.
- Think of ways to handle homesickness during the stay (e.g. think of the benefits of the stay; start learning something new; improve your skills in an activity you like; meet new people; use opportunities you would not have at home, etc.)
- If possible, get in touch with former exchange students and ask them to share any experiences that might be valuable for you.
- Your school and the receiving school will prepare a learning agreement for your stay abroad. Make sure that you know which classes you are expected to take part in, what independent work you are required to do, and what you are expected to learn during your stay abroad. Make sure you understand what schoolwork will be recognised by your home school and what, if anything, you will need to catch up on when you return.
- Attend the compulsory pre-departure training organised by the National Agency in your country.

### During the stay

- Remember that you are expected to act responsibly and not to take any unnecessary risks. You are required to follow the rules of conduct set out in the parental consent form and those established by the receiving and sending school. While some rules may seem strict, they are there to protect you. Be aware that during your stay in the host country, you must also abide by the laws of the country.
- During the stay you are under the authority of your host family. Do your best to adapt to life with the family. Agree with your host family on clear household rules (chores, meal times and homecoming times) and respect your host family's wishes.
- Your host family always needs to know where you are. It is your responsibility to inform them about your whereabouts and your plans. You are not allowed to travel outside of the host community without the permission of the receiving school and the host family.
- Learn the language of the host country. However, be patient when adjusting to speaking the language in everyday life. Be prepared for some misunderstandings and frustrations.
- You may start feeling homesick after the initial period in your host country. Realise that this is a natural part of the process of adjusting to a new culture. Remember that your host family and your mentor are there to help you.
- Get involved in extra-curricular activities. This will help you make friends and integrate well in the host country.
- Try to limit the time you spend on-line and/or on the phone with your parents and friends at home. While it distracts you from other activities, it might also make it harder to integrate into the new culture.
- Try to be positive, open-minded and flexible.
- If you are not sure about something, do not hesitate to ask for clarifications.
- You should talk with your host family, mentor and/or any other adult counsellor at school that you trust if you encounter any problem or any form of behaviour towards you that makes you feel uncomfortable.
- Try to do your best in achieving the objectives of the learning agreement and ask for help if you have any difficulties.

### After the stay

- The experience of living abroad does not end immediately when you leave the host country. Your return may also bring with it mixed feelings as you readjust to life at home. This is also a normal part of the experience.
- After living abroad you might feel more mature and independent and see your family, friends or school in a different way. Try not to make critical comparisons between your life during the stay abroad and your life at home. Remember that they are not better or worse, only different.

- Share your experience with your family, school and friends.
- Be prepared to reintegrate into learning activities of your own school.
- Write to your mentor and to your host family to thank them.
- If possible, help the next pupils to prepare for their stay abroad.
- Keep in touch with friends you met during the stay.
- Remember that you will need to contribute to the final report written by your school. Also remember to keep all receipts or other documents you will need to enclose with this report.

### **Document checklist for pupils and parent(s)/guardian(s):**

To be completed and signed by pupils and parent(s)/guardian(s):

- Pupil application form (including placement annex)
- Health form (Part 2) (will stay with the pupil during the whole stay in a sealed envelope)
- Parental/Guardian consent form

To be signed by pupils:

- Learning agreement
- Rules of conduct
- Report on the learning agreement

To be read and kept by pupils and parent(s)/guardian(s):

- Crisis management
- Crisis action plan

## Section 6: Guidance for receiving schools

### Checklist for receiving schools

This document gives a general overview of the main responsibilities of the receiving school. The tasks of the mentor in relation to the individual pupil are outlined in the document *Guidance for mentors*, which is also referred to below. To facilitate the overview, the tasks have been grouped in three stages:

- before the pupil's arrival
- during the stay
- after the pupil's return home

Throughout the period, you can contact your National Agency for any clarifications or help concerning the project. Your National Agency will provide you with the necessary documentation and inform you if it decides to organise a training for mentors.

There is a checklist at the end on how to deal with the documentation.

### Before the pupil's arrival

- **Mentor:** Appoint a mentor to carry out the tasks described in detail in the *Guidance for mentors*. Some of these tasks can also be entrusted by the mentor to other persons in the receiving school as explained in the *Guidance for mentors*. However, tasks and responsibilities have to be clearly allocated and communicated to all concerned. Ensure that the identity and the contact details of the mentor/s are known by the pupil, his/her parents, the host family and the contact teacher at the sending school. Nominate a replacement for cases when the mentor is absent or unable to carry out his/her tasks. The work of the mentor should be recognised by the school as part of his/her workload (e.g. financial compensation, reduced working hours, etc).
- **Host family:** Find and select a suitable host family who will provide the pupil with board and lodging during the stay. The document *Guidance for the receiving school on selecting host families* will provide you with advice in this process. The *Host family information form* indicates information that should be required from the host family. You should ensure that the host family signs the *Host family charter* and you should send all the information about the host family to the sending school. The document *Tips for host families* can help the host family to prepare and make the pupil's stay as successful as possible.
- **Learning agreement:** Cooperate with the sending school in drawing up the learning agreement for the pupil and sign this. The documents *Guidance for schools on the learning agreement* and the *Template for the learning agreement* give guidance on the preparation of the learning agreement.
- **Crisis action plan:** Draw up a *Crisis action plan* outlining procedures and contact details in the event of crises and emergencies. Ensure that the plan is agreed upon by the mentor and the host family. Make sure that the pupil, his/her parents, the sending school, the host family, the receiving school and



the mentor have a copy of the *Crisis management* document and the *Crisis action plan*.

- **Rules of conduct:** Agree with the sending school on a set of clear *Rules of conduct* for the pupil in addition to those covered by the *Parental/Guardian consent form*, including possible consequences if they break the rules.
- **Welcome package:** Send a welcome package to the selected pupils in order to reassure them and raise positive expectations for the stay abroad. The receiving school's welcome package may contain:
  - A welcome letter signed by the headmaster/mentor/school council/pupils' council
  - Information on the school (link to the school website; school leaflet; subjects taught in the year the pupil will attend, rules, school holidays, after-school activities)
  - Information on the city (link to the city website in EN, map, leaflets)
  - Contact details of the mentor/host family
  - Contact details of a pupil mentor willing to welcome the pupil to the school and help him/her adjust.
- **Advice to pupils:** Encourage the pupil to:
  - Contact the mentor/host family/pupil mentor before the arrival in order for them to be well informed about what to expect
  - Bring resources to introduce his/her country to the receiving school pupils/teachers such as:
    - Power point presentation/leaflets on his/her school and city/country
    - Photos of family and home area
    - Postcards
    - Traditional and popular songs
    - Typical recipes
    - A few packets of sweets from his/her home country
    - Contact details of pupils in his/her school who would like to get in touch with pupils abroad
  - Get the international student's card in order to have discounts for entrance fees, etc.

## During the stay

- Supervision:** Supervise the well-being and academic progress of the pupil during the stay. Provide assistance with any problems or barriers that the pupil encounters. Arrange provision of necessary language training. Make sure that the pupil takes part in the pre-departure, or any other, training organised by your National Agency and accompany him/her to these training events.
- Check-up on progress:** Follow the pupil's progress in cooperation with the sending school on the basis of what was agreed in the *Learning agreement*.
- Europass:** As a receiving school you are encouraged to deliver, in collaboration with the sending school, a Europass mobility certificate for the pupil. This certificate specifies the content of the mobility and is recognised in all EU countries, and as such will be valuable for the pupil's future. Ask your National Agency or consult the Europass website for more details on how to proceed (<http://europass.cedefop.europa.eu/en/home>).
- End-of-stay evaluation:** Carry out an evaluation of the pupil's progress in accordance with the stipulations of the *Learning agreement*. You can use the *Report on the learning agreement* to assess the pupil's progress. This document will be used by the sending school as a basis for recognising the pupil's studies at your school.

## After the pupil's return home

- Reporting:** Provide the sending school with any information that is necessary for evaluating the stay and for including in the final report for the Strategic Partnership.

### Document checklist

#### Documents to read:

- Guidance for mentors
- Guidance for receiving schools on selecting host families
- Guidance for schools on the learning agreement
- Crisis management

#### Templates to fill in and sign:

- Learning agreement
- Report on the learning agreement
- Crisis action plan
- Rules of conduct

#### Documents to collect from the host family:

- Host family information form

- Host family charter

**Documents to transmit to the host family:**

- Tips for host families
- Crisis management
- Crisis action plan
- Rules of conduct

## Section 6: Guidance for receiving schools (cont.)

### Guidance for mentors

The mentor is the interface between the pupil, the host family and the receiving school. Concretely, this translates into a number of tasks and responsibilities which are listed and described below. The mentor is normally a teacher or another member of staff at the receiving school.

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

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

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

#### Before:

- When a host family has been selected, the mentor contacts them and ensures they have all necessary information. The mentor keeps all documentation related to the host family (host family information form, signed host family charter, criminal record check certificate).
- The mentor takes part in the preparatory work of the sending and receiving schools, such as drafting the learning agreement (see Guidance for schools on the learning agreement and Template for the learning agreement), rules of conduct for the pupil (see Rules of conduct) as well as procedures in emergency situations (they can be drawn up on the basis of the Crisis action plan).
- If necessary, the mentor oversees the pupil's travel from the host country airport to the host family, and ensures that he/she is accompanied (e.g. by the host family).

#### During:

- The mentor welcomes the pupil at the receiving school and conducts a short introduction session, shows him/her around the school and introduces him/her to teachers and pupils.
- The mentor is responsible for helping the pupil to integrate into the new school system and with any practical problems during the stay that cannot be resolved by the host family.

- The mentor maintains contact with the host family during the stay, and helps solve any problems that occur between the family and the pupil. In the event of serious disagreements, the mentor may try to mediate. If a change of host family is needed, the mentor organises this. The mentor also maintains records of host family details and keeps all those involved informed of any changes.
- The mentor ensures that the pupil takes part in any training events organised by the National Agency in the host country. The mentor keeps an eye on the pupil's school attendance and behaviour in relation to the Rules of conduct agreed between the receiving and the sending school, and decides on consequences if the rules are broken, in liaison with colleagues from the receiving school and the contact teacher at the sending school.
- The mentor supervises the learning process of the pupil, and reports on progress to the sending school in accordance with the learning agreement.
- The mentor coordinates the end-of-stay assessment of the pupil at the host school (the template for the Report on the learning agreement is available) and conducts an evaluation session with the pupil before his/her departure.

**After:**

- The mentor provides the sending school with the Report on the learning agreement and any other material it requires for evaluation and reporting purposes.

**Document checklist**

The mentor keeps the following documents (signed and completed):

- Pupil application form
- Parental/Guardian consent form
- Rules of conduct
- Host family charter
- Learning agreement
- Criminal record check certificate for each adult member living in the host family

The following documents should be available for emergencies:

- Health form (Part 2) (will stay with the pupil during the whole stay in a sealed envelope)
- Parental/Guardian consent form
- Copy of the pupil's European Health Insurance Card (the original stays with the pupil)
- Copy of the pupil's Insurance Plan with contact details to the insurance and to the assistance company (the original stays with the pupil)
- Translations of the Health form and the Parental/Guardian consent form

## Section 6: Guidance for receiving schools (cont.)

### Guidance for receiving schools on selecting host families

The stay in a host family is not just about board and lodging, but is an important part of the whole learning process for the pupil. It is therefore a key element for the success of the mobility. The task of finding a suitable host family is the responsibility of the host school. The process should involve more than one staff member in order to ensure objectivity, a wider perspective and a good final decision. Finding a host family requires an investment in time and an element of tact, since it means entering other people's private sphere. The purpose of this document is to give receiving schools guidance on how to carry out the recruitment and selection of host families.

#### 1. Start a long time in advance of the stay

Finding a host family is too important an issue to be tackled at the last minute. You should start looking for families at the latest when you have confirmation that your Strategic Partnership has been selected for funding. If it is not possible to carry out a reciprocal exchange, start looking for families with children in the class that is hosting the pupil, or families of staff at the school.

#### 2. Draw up a list of interested families

Even if your school only receives one pupil, it is advisable to create a small pool of interested families. Focusing only on one family makes the arrangement vulnerable, e.g. if the family suddenly has to withdraw at short notice. Also, with more families to choose from it is easier to find one which suits the pupil's needs, and you have a reserve list to fall back on, if for some reason it becomes necessary to change the host family during the stay. The *Host family information form* can help you to find out more about each family.

#### 3. Find more information about the host family

Send out the *Host family information form* to interested families to get information about the suitability of the home for hosting a pupil. The host family should be motivated to host the pupil, the pupil should preferably have his or her own room, and the location of the home should be within a convenient distance of the school, or with access to suitable transportation to the school and possible leisure time facilities. The form also contains sections on other children in the family (age, gender, interests), special dietary choices (e.g. vegetarians), pets (in the event of allergies), and about hobbies and interests, which may be useful for you when you match the pupil and the host families later.

#### 4. Check up on commitment and understanding of the role as a host family

You must ensure that the potential host family is fully informed of the tasks and responsibilities that are associated with this role (these are outlined in the *Host family charter*, which you can send out with the *Host family information form*).

## 5. Selecting potential host families

On the basis of the completed *Host family information forms* that you have received, you can then select the families that you consider suitable for hosting. It is recommended to have at least two potential host families per pupil to be hosted. It is important to be able to offer an alternative homestay placement in the event of an emergency.

It is difficult to give any specific criteria for what makes a good host family. The physical surroundings must be satisfactory, the family members should have a positive and open attitude and they should be willing to spend time and resources on integrating the pupil into the family. Ask yourself the question: would I be willing to let my own child live with this family for a while?

## 6. Visit the host family before taking a final decision

The mentor should always visit the host family before the pupil arrives. At this visit, the mentor should check that the physical conditions are satisfactory, and form an overall impression of the suitability of the home to host the pupil. No final decision on selection should be made before this visit has been undertaken.

### Checklist for the visit:

- Check on physical conditions. They should be satisfactory. The pupil should preferably have his/her own room. The atmosphere in the family should be positive.
- Give more information about the Strategic Partnership and the study mobility.
- Explain the role and responsibilities of the host family as specified in the *Host family charter* and the *Tips for host families*.
- Discuss any relevant issues from the *Host family information form* (e.g. what would be the family's expectations of the pupil if they are vegetarian or have any religious affiliation).
- Explain the importance of regular and open communication between the host family and the mentor.
- Explain what they should do in case of a conflict or a crisis (information flow, procedures, emergency numbers, insurance issues) and provide the necessary documentation (*Crisis management*).
- Explain any requirements for selection as host family, e.g. police clearance check for adult family members, signing of *Host family charter*. Do not place a child in a family in which an adult has a criminal record or if there are any question marks, rumours or any doubts in relation to child protection issues.
- Establish a good relationship with the host family.

## 7. Matching pupil and host family

Once you know the identity of the pupil and you have received the completed *Pupil application form*, you can proceed to match the pupil with the host families in order to find the one that is most suitable (on the basis of the information contained in the placement annex to the *Pupil application form* and in the *Host family information*

*form*). In addition to a straightforward comparison of material conditions and your own impression, you can use criteria such as similar ages of other children in the family, compatibility of hobbies, interests and personal values, presence of pets etc. If the pupil must share a room it should be with a child of the same gender and similar age. Preferably, a single female should not be placed in an all male household and a single male should not be placed in an all female household.

## **8. Reciprocity**

In some cases, the exchange is reciprocal — i.e. you send out a pupil to the same school from which you receive one, and they stay with each other's families. This approach is encouraged, provided of course that the conditions are suitable. However, bear in mind that it can be problematic if one of the pupils experience problems with the host family, and/or returns home prematurely.

## **9. Host families do not receive any remuneration for hosting**

The decision to host a pupil should be taken on the basis of curiosity and open-mindedness, therefore payment to host families is not recommended.



## Section 7: Guidance for host families

### Tips for host families

#### Prior to the pupil's arrival

- The mentor will visit your family to explain what your role as a host family is and give more information about the study mobility of pupils. You may be informed that every adult member of your family will need to get a criminal records check. Once you have it, give the document to the mentor at the receiving school.
- You as a host family have an important role in making the pupil's stay a success. Make sure that the family members fully understand what your rights and responsibilities are as a host family (as stated in the Host family charter).
- Make sure that the pupil has their personal quiet space.
- Contact the pupil and their parents prior to arrival and welcome the pupil to your family. You might want to send them information on your family and the local community.
- If you are planning to travel as a family during the pupil's stay, make the necessary arrangements to take the pupil with you. Ensure the trip is agreed with the school and with the pupil's parents or guardians. If the trip involves high expenses, agree with the pupil's parents/guardians on how to cover the costs. You cannot take the pupil to destinations which are not covered by the pupil's insurance unless you take out a proper insurance for the trip, also accepted by the pupil's parents/guardians. Remember to take a copy of a signed Parental/Guardian consent form and make sure that the pupil takes his/her Health form (Part 2) for medical emergencies.

#### During the stay

- The host parents are expected to exercise parental supervision during the pupil's stay in the family. In general, treat the pupil as you would wish your child to be treated while living abroad.
- The pupils that participate in a study mobility abroad may be more open and mature than many teenagers. However, they are teenagers living in a foreign country and often trying to learn a foreign language. Make every effort to ease the pupil's transition to your culture and language.
- Agree on clear household rules with the pupil to avoid any misunderstandings. You may want to discuss the following issues:
  - Household routines such as meal and bed times
  - The pupil's responsibilities for household tasks such as cleaning his/her room, helping to prepare meals etc.
  - Other practical matters such as arrangements for school lunch, transportation etc.

- Homecoming times
- Rational use of telephone and computer
- Encourage the pupil to get involved in school and local community activities.
- Remember that you can always contact the mentor appointed for the pupil for any advice or clarifications.

### **Document checklist**

To complete and sign:

- Host family information form
- Host family charter

To read and keep:

- Crisis management
- Crisis action plan

Copies of documents to keep in case of a medical emergency:

- Parental/Guardian consent form
- Copy of the pupil's European Health Insurance Card (the original stays with the pupil)
- Copy of the pupil's insurance with contact details to the insurance and assistance companies (the original stays with the pupil)
- Translations of the Health form and the Parental/Guardian consent form (the original of the Health form, Part 2, is put into a sealed envelope and stays with the pupil)

## Section 8: Guidance for sending schools and receiving schools on the learning agreement

### Guidance for schools on the learning agreement

The learning agreement is a document which sets out the main objectives and planned outcomes of the study period spent by a pupil abroad. It has to be produced individually for each outgoing pupil. The main parties involved in drawing up a learning agreement are the sending school, the receiving school and the pupil. These guidelines and the **Template for the learning agreement** will help you in the process.

#### The agreement fulfils two functions:

- firstly, it is a document that makes it possible for the sending school to recognise the study period abroad (or at least parts of it) and avoid pupils being faced with 'double coursework' and a lot of catching-up after returning home;
- secondly, it is an important information and coordination instrument between the sending and the receiving schools, with the purpose of helping to clarify expectations and ensuring that the pupil experiences the stay in the school as meaningful.

The learning agreement is concluded between the receiving and the sending school, but should also be signed by the pupil as a sign of his or her understanding and acceptance.

At the end of the stay abroad, the sending school should evaluate the pupil's progress on the basis of what was agreed in the learning agreement. A template for the *Report on the learning agreement* is available in this Guide.

### Putting together a learning agreement

The aim is to ensure that enough of the requirements of the home school are covered to allow the stay to be recognised, but the learning agreement cannot cover all aspects of learning in stays abroad. Certain elements of the learning process cannot be easily checked or measured, for instance the informal learning that takes place in the host family or from participation in leisure activities. The learning agreement is therefore first and foremost aimed at defining learning in the school environment. It should also take into account the acquisition of competences, not only the content of various subjects (see the European Framework for Key Competences at [http://ec.europa.eu/education/lifelong-learning-policy/doc42\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc42_en.htm)).

When putting together the agreement for individual pupils, you need to take into account the points listed below. There is a certain line of progression in the list, in so far as some steps must be completed before you can move on to others, and it is certainly wise to think about all of them before you proceed to the actual drafting of the agreement.

#### 1. Drawing up a learning agreement is a collaborative task

Whereas the sending school would normally take the lead in this process, it is not a task that it can complete alone. A major condition for success is that the learning

agreement is accepted and agreed upon by all parties — the sending school, the receiving school, and the pupil. This is easier if all have been involved in the process from the start.

## **2. Make sure you have the necessary background information before you start**

It greatly facilitates the process of drafting the learning agreement if both parties have a basic understanding of differences and similarities between the curricula and the education systems of the sending and the receiving school. You can use information material from Eurydice ([www.eurydice.org](http://www.eurydice.org)) to get a general overview of the education systems in the countries involved. However, it is also important for the schools involved to exchange detailed information on each other's curricula as well as specific plans for the relevant school year.

## **3. Individual mobility requires individualised learning agreements**

When sending out individual pupils for an extended period of time, it is not possible to use 'one size fits all' solutions. The learning agreement must be based on the real learning needs of the pupil and the real possibilities offered by the receiving school. Some elements may be recycled if a similar exchange has already taken place involving the same schools and pupils at the same level, but there will always be special considerations in connection with each individual.

## **4. Don't be too ambitious**

The content of the learning agreement should be realistic and take the duration of the visit into account. Also, an important part of the learning in a study mobility is informal and is acquired outside school: in the daily interaction with the host family and peer groups, or by participating in leisure activities. This learning is hard to monitor and measure, but it is very important. If you force the pupil to study at weekends and in the evenings to comply with a rigid and over-ambitious learning plan, these opportunities will be lost.

## **5. Involve subject teachers**

For individual subjects it may be necessary to get a more detailed overview of similarities and differences between the two schools' syllabi. The quickest and easiest way to do this is to put the subject teachers in the sending and the receiving schools into contact with each other and let them work out what is compatible, based on the minimum acceptable requirements for the subject.

## **6. Use of project work**

The long term study mobility of pupils should be linked to the topic of the Strategic Partnership of which it forms part. Pupils should have an assignment to carry out during the stay in the partner school (e.g. a project on a set theme relating to the host country).

Project work can also be used in cases where it is not relevant that the pupil follows all the classes at his or her level in the receiving school — for instance in cases where the pupil's language skills are not yet sufficient to follow all lessons. In these cases, it may be a good idea to make the pupil work on the assignment in these intervals, both to

maximise the outcome and to avoid frustration. However, the amount of individual project work should not be so high that it isolates the pupil from peers.

### **7. Make sure that learning aims are operational, and that progress is measured at regular intervals**

The learning aims should be expressed in specific terms. For example for targets in relation to language learning, schools could use the Common European Framework of Reference for Languages, which clearly defines levels of competence in mastering a foreign language. See:

[http://www.coe.int/T/DG4/Portfolio/?L=E&M=/documents\\_intro/common\\_framework.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/documents_intro/common_framework.html)

Setting a schedule for assessment at regular intervals will make it possible to observe developments and to intervene if learning is not progressing satisfactorily.

### **8. Delegate responsibility at each end of the project**

The responsibility for ensuring that the learning agreement is implemented should be delegated to a named person (contact teacher/mentor) in both the sending and the receiving school, and all communication should pass through these. The person responsible in the receiving school should also monitor the progress of the pupil at regular intervals.

### **9. Don't be afraid of deviating from the plan, if there is a good reason**

It may be necessary to change elements of the agreement once the pupil has spent some weeks at the receiving school — either because new and better learning opportunities arise, or because one or more aspects prove to be too difficult to implement. This is normal, but make sure that all changes are agreed by all parties, and that they are put in writing and added to the learning agreement.

### **10. Obtain signatures from all parties**

When the learning agreement has been agreed upon, let all parties — sending school, receiving school and pupil — sign the agreement to approve the principles laid down (including any amendments or changes that have occurred in the process).

### **11. Clarify the consequences of not following the learning agreement**

It may be necessary to decide what will happen if the learning agreement is not followed by the pupil. However, any problems should be solved as they occur and the pupil should be aware of all decisions concerning the learning agreement. Schools should commit to on-going communication in order to avoid major problems.

## **Recognition of studies at the receiving school**

### **1. Report on the learning agreement by the receiving school**

At the end of the pupil's stay, his/her progress should be evaluated by the receiving school on the basis of what was agreed in the *Learning agreement*. The *Report on the learning agreement* established by the receiving school will help the sending school in

recognising the studies undertaken abroad. This report should be coordinated by the mentor/contact teacher at the receiving school, but all subject teachers should contribute in describing what the pupil has achieved (not just providing traditional grades). The timetable and also a portfolio of work (i.e. written compositions, art work, tests) should accompany this report in order to help the teachers at the sending school to evaluate what the pupil has learnt.

## **2. Report on the recognition of the pupil's stay in the final report for the Strategic Partnership**

The learning agreement should be used to recognize the pupil's learning outcomes in the sending institution. Please report on the recognition in the final report for the Strategic Partnership.

## **3. Make use of Europass**

In addition to the *Learning agreement* and the *Report on the learning agreement*, the schools should agree on issuing a Europass mobility certificate at the end of the pupil's mobility. This certificate specifies the activities carried out by the pupil (you can re-use the information from the *Report on the learning agreement*) and is recognised in all EU countries, and will therefore be valuable for the pupil's future. Ask your National Agency or consult the Europass website for more details on how to proceed (<http://europass.cedefop.europa.eu/en/home>).

## Section 9: Guidance on crisis management

### Crisis management

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

The present *Crisis management* document should be distributed to all those involved in a study mobility; the mentor at the receiving school, the contact teacher at the sending school, the host family, the pupil and his/her parents/guardians. All these parties should also receive the *Crisis action plan* and *Rules of conduct* established by the schools.

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

### 1. What is a crisis?

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

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

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

- Medical problems
  - serious illness or allergy
  - serious injuries
  - accidents (e.g. traffic accident)
  - unwanted pregnancy
- Death of the pupil
- Psychological problems
  - depression

- psychological consequences of suffering violence / rape
- problems related to abuse of alcohol or drugs
- eating disorders
- Mental and/or physical abuse of the pupil
  - sexual / physical abuse
  - bullying
  - racism / xenophobia
  - living in a host family and/or area where living conditions are not healthy or are insecure
- Being a victim of a crime
- Breaches of the rules of conduct and legal problems caused by the pupil
  - risk behaviour
  - the pupil goes missing
  - police arrest or detention
  - violent behaviour
  - theft
  - abuse of alcohol or usage of drugs
- Other
  - Family pressure to return home
  - Death/serious illness of a family member
  - Conflicts with the host family
  - Conflicts with the mentor

## **2. Who has to be involved in preventing and managing a crisis?**

The mentor and the host family have a key role in crisis prevention and management during the pupil's stay in their country. Their efficient collaboration and communication is crucial in preventing and managing crises.

The mentor needs to build a supportive relationship with the pupil. This can happen thanks to regular, frequent and face-to-face contact. The mentor should be available to deal with any matters that the pupil or host family would like to raise, and be easy to reach in case of emergency. A replacement person for the mentor should be nominated in case the mentor is absent or unable to perform his/her tasks. The school



must make sure that the pupil can always contact somebody in case of emergency. The pupil must have a copy of the *Crisis action plan* with phone numbers he/she can call if necessary.

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

If the pupil shows signs of serious difficulties (e.g. serious personal problems or difficulty in adapting to the host country) the mentor and the host family should be able to act quickly to prevent any dangerous situation. This may require more intense counselling of the pupil or helping him/her to overcome emotional challenges. However, both the mentor and the host family should seek expert help if the pupil shows signs of serious difficulties and not try to solve them on their own. The mentor and the host family should look out for any signs that the pupil is feeling uncomfortable and should encourage him/her to speak honestly about his/her feelings.

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

### **3. How to prevent crisis situations?**

- The recruitment and selection of pupils should follow the guidelines provided in the Guidance for sending schools on selecting pupils.
- The mentor must understand and perform his/her tasks as outlined in the document Guidance for mentors
- The good selection of a host family, as set out in the document Guidance for receiving schools on selecting host families, is one of the key elements in preventing crises.
- Pupils and contact teachers at the sending school must attend the pre-departure training organised by the sending National Agency.
- Pupils should know and observe the rules of conduct provided in the Parental/Guardian consent form, and also those laid down by the sending and the receiving schools (the template Rules of conduct is attached in Section 10).
- Pupils should also know and observe the law in the host country.
- Pupils must always know in advance the persons they can turn to in case of problems. In principle, these should be the mentor and the host family. Contact details of these persons, and also emergency numbers, should be provided in the Crisis action plan drawn up by the schools.
- Both schools must make the necessary arrangements to ensure that pupils do not travel alone from/to the airport/railway station etc. on their way to/from the home of the host family and to/from any training sessions organised by the National Agency.
- All parties should abide by their agreed roles and responsibilities as outlined in Section 2.

## 4. How to manage crisis situations?

### 4.1 Creation of a *Crisis action plan* by schools

The receiving school should coordinate the drawing up of a detailed *Crisis action plan* prior to the pupil's arrival. A template is available in Section 10. All those involved in the mobility, including host family, mentor, sending school, parents and pupil, should have a copy of the *Crisis action plan* so they are informed of who is responsible in an emergency, what are his/her contact details and what each actor is expected to do.

### 4.2 Basic emergency procedure

Basic procedure to be followed in case of crisis:

- The first action to solve the situation has to be taken by the mentor or the host family, depending which is informed first (i.e. calling emergency, expert help).
- The host family/the mentor immediately inform each other about what happened.
- If the mentor/school and the host family are not able or competent to solve the pupil's problem at local level, they may contact the National Agency for help and advice.
- The mentor contacts the pupil's parents/guardians.
- After a crisis situation, the pupil's wish to continue the mobility should be respected, unless the pupil's behaviour has already made it unlikely that the stay will be successful.
- In very urgent cases, the mentor in agreement with the sending and receiving school, can decide to terminate the pupil's stay.
- At the end of the crisis, a detailed report should be produced by the mentor, summarising the circumstances and consequences of the case, and giving an evaluation of what to do in the future (e.g. recommendations on how to avoid similar situations and on how to act in a similar crisis). This report may be necessary for purposes of insurance, legal action or other administrative procedures. It should also be sent to the sending school for information.

This basic procedure should be applied in any case of emergency. In addition, specific procedures apply to certain types of emergencies, as described below.

#### 4.2.1 Medical emergencies

Medical emergencies can be any situation related to the health and well-being of the pupil. They include serious illness, allergies, unwanted pregnancy, accident, physical consequences of violence and drug or alcohol abuse.

The basic emergency procedure should be followed as described above. The following documents should be kept together and be available for medical emergencies: the *Parental consent form*, the copy of the pupil's *European Health Insurance Card* (the original stays with the pupil), a copy of the pupil's insurance plan with contact details to the insurance and assistance companies (the original stays with the pupil), as well as the translations of the *Health form* and the *Parental consent form*. The mentor

should keep the original of the Parental consent form and the copies of the other above mentioned documents. The host family should keep the copy of all the above-mentioned documents. The pupil should keep his/her *Health form* in a sealed envelope.

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

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

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

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

#### **4.2.2 Psychological emergencies**

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

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

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

#### **4.2.3 In the event of crime committed on the pupil**

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

The following procedure should be followed:

- Either the pupil contacts the police immediately, or notifies the mentor, who helps in dealing with the police and possible insurance issues;
- If the pupil contacts the police himself/herself (or if this is done by the host family) the mentor must be notified as soon as possible;
- The host family and parents/guardians are informed by the mentor and involved where appropriate.
- The mentor assists the pupil in reporting the case to the relevant authorities.
- The mentor assists the pupil in contacting the pupil's insurance company if necessary.

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

#### **4.2.4 Breaches of the rules of conduct and legal problems caused by the pupil**

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

- Quickly collect the reasons for arrest or charges made
- Find out whether the pupil has been detained and, if so, where
- Find out the details of the police staff involved
- Liaise with pupil and police
- Inform the pupil's parents/guardians and the sending school

In case of a serious breach of rules/laws of the country, the mentor in agreement with the sending and receiving schools can decide to terminate the pupil's stay.

#### **4.2.5 Family pressure to return home**

- The pupil/the host family informs the mentor that the family would like the pupil to come back
- The mentor at the host school/contact teacher at the sending school discuss the reasons with the family
- Unless the reason is related to serious illness or death in the family, the mentor/contact teacher should first try to convince the family that the pupil should continue the mobility

- If the family still wants the pupil to come home, the mentor in agreement with the sending and receiving schools may decide to terminate the stay. The travel expenses should be borne by the family.

#### **4.2.6 Serious illness/death in the family**

- The pupil informs the mentor about the serious illness/death in the family
- The mentor contacts the pupil's insurance company and requests help in arranging a trip home for the pupil..

#### **4.2.7 Conflicts with the host family**

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

#### **4.2.8 Conflict with the mentor**

- The pupil/the host family/the contact teacher at the sending school informs the principal of the host school about the problem
- In case of a minor conflict, the headmaster tries to mediate
- In case of irreconcilable conflict or a loss of trust, a new mentor is nominated
- In case of a major local conflict, the National Agency in the host country should be contacted

## Insurance for pupils on long-term study mobility

### 1. Pupil's own health cover

- All the participating pupils should be covered by a national health scheme prior to departure. This cover entitles them to receive a European Health Insurance Card<sup>2</sup>.
- The pupil/parents/guardians should compile documentation related to the pupil's national or other health scheme and make sure that the pupil has a European Health Insurance Card.
- Copies of this documentation should be transmitted to the mentor.

### 2. Additional insurance coverage

Schools should make sure that the participating pupils have necessary additional insurance coverage as requested in the Programme Guide, chapter "Safety and protection of participants".

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<sup>2</sup> Details on European Health Insurance Card can be found at <http://ec.europa.eu/social/main.jsp?catId=559>. Participants from Turkey and EFTA countries should contact their National Agency for advice on insurance.

## Section 10: Templates to fill in

### Host family charter

The long term study mobility of pupils gives pupils the opportunity to spend 2 to 12 months in a school abroad. Staying in a host family is part of the intercultural experience and facilitates the pupil's integration in the foreign country and culture.

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

The pupil that you will be hosting receives a monthly allowance from his or her home school contributing to costs incurred during the stay, such as costs linked to local transport or learning materials. Furthermore, he or she will be covered in terms of medical care and personal liability during the stay through insurance provided by his/her home school/parents/guardians.

### Role:

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

### Facilitator:

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

### Parental authority:

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

### Responsibilities:

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

- welcome \_\_\_\_\_ (name of pupil) into your home for a duration of \_\_\_\_ months.
- provide him/her with suitable board and lodging free of charge.
- integrate him/her to the greatest extent possible into family life.
- inform him/her about household rules.

- inform him/her about customs and help him/her to integrate into the culture and mentality of your country.
- help ensure that the pupil attends school on a regular basis, including ensuring that adequate transportation facilities between the school and home are available.
- ensure that the pupil is not left alone overnight (e.g. at weekends or holidays). If this implies significant extra costs, you should agree on them in advance with the pupil's parents/guardians. If you travel abroad with the pupil, make sure that you have taken into account the possible insurance and liability implications, that the pupil's mentor is informed and that you have the prior agreement of the pupil's parents/guardians.
- help ensure that the pupil observes the rules of conduct for pupils agreed between the participating schools.
- contact the pupil's mentor in the event of any problems.
- keep all personal data concerning the pupil confidential.
- not terminate the stay of the pupil abruptly and unilaterally without a prior attempt at mediation (except in the cases outlined below under 'rights').
- follow the procedures described in the crisis management documentation in emergencies.

### **Rights:**

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

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

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

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



Agreed and accepted by:

Place:

Date:

Name in capital letters:

Signature:

Name in capital letters:

Signature:

### **Parental/guardian consent form**

Name of participant:

Home address:

Name, address and country of sending school:

Name, address and country of receiving school:

Mobility period: from \_\_\_\_\_ to \_\_\_\_\_

Contact details of the contact teacher at the sending school (should be prefilled here by the sending school):

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

#### ***As a parent/guardian of the above pupil,***

- I hereby give my consent to his/her participation in the above Comenius Long Term Study Mobility of Pupils, including prior preparation and subsequent follow-up activities;
- I confirm that I have received adequate information concerning the Comenius Long Term Study Mobility of Pupils action and the practical details of the exchange, such as information on the grant, the insurance and the training sessions, and have received the documentation on crisis management;
- I understand that the pre-departure session for pupils is compulsory
- I declare that I have provided accurate and appropriate information on the health condition as well as any special requirements of my child on the Pupil application form and the Health form. I agree to inform the contact teacher at the sending school of any change in this information occurring between the

date of signature of this form and the end date of the stay (day of departure from the host country);

- I agree that he/she during this stay will be under the authority of, and be responsible to, the appointed mentor at the host school and the host family;
- My child is aware of the rules of conduct agreed between the sending and host school for the stay and is familiar with the crisis procedures, and he/she will act in accordance with them;
- I accept that it may be necessary to send my child home earlier in the following circumstances:
  1. In case of a serious breach of the following rules:
    - Attending school is compulsory. The pupil is required to participate fully in school activities and to complete all assignments and school work.
    - Abuse of alcohol and use of drugs is strictly forbidden.
    - Driving of any motorised vehicle is not allowed.
  2. If he/she displays behaviour that is deemed inappropriate or offensive to the host community, endangers him/herself or other people, or causes damage to property
  3. For medical reasons
    - I furthermore acknowledge that in case of (1) and (2), this will happen at my responsibility and cost;
    - I agree to my child receiving necessary medication and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present;
    - I agree that the envelope containing the Health form (Part 2) can be disclosed to a doctor treating my child while on the programme where medically necessary. If necessary, I agree to communicate all relevant information relating to the health of my child to the receiving school and the host family.
    - I agree to keep all personal data concerning the host family confidential.
    - I agree that the sending school will communicate the data concerning my child included in the Pupil Application Form to the receiving school, and that the receiving school will transmit the relevant data to the family which will host my child. I understand that basic information on my child will also be communicated to the relevant National Agencies in charge of the Erasmus+ Programme and to the European Commission. All personal data will be treated as confidential.

Signature and date:

I understand that photographs and film and video footage (images) of current and former participating pupils are occasionally used by the schools in promotional or information materials.

- I grant to the sending and receiving schools the right to use, publish and/or reproduce images and audio recordings of my child taken during his/her involvement in the Erasmus+ Programme.
- I do not agree to such use of the photographs, films and video footage of my child.

Signature and date:

- I authorise the host family for my child to sign any authorisation required by the school for my child to participate in any school-sponsored activities, events or programmes.
- I am aware that the sending school receives a grant to contribute to the costs related to my child's study mobility. International travel will be organised by the school. I understand that my child must give to the school all requested documentation related to his/her travel expenses. I understand that the travel costs will not be reimbursed if the relevant evidence cannot be provided.
- I am aware that my child will receive a monthly allowance as a contribution to costs incurred during the stay abroad such as school books, local transport, school excursions etc. No receipts need to be provided to justify the use of the monthly allowance. I understand that this part of the grant will be transferred to me (to be transferred to my child) or directly to my child by the sending school. I am aware that, in case of early return of my child, the allowance for the remaining period will need to be reimbursed to the school.
- I am aware that my child must contribute to a report on his/her study mobility period, as required by the sending school.

Agreed and accepted by:

Place:

Date:

(Parent/Guardian) Name in capital letters:

Signature:

(Parent/Guardian) Name in capital letters:

Signature:

(Pupil) Name in capital letters:

Signature:

Contact details of the parent/guardian:

Name:

Address:

E-mail address:

Telephone:

Mobile telephone:

## Pupil application form

### 1. Name and address of the applicant

|               |  |                     |  |
|---------------|--|---------------------|--|
| First name:   |  | Street:             |  |
| Last name:    |  | Postal code & city: |  |
| Telephone:    |  | Email address:      |  |
| Mobile phone: |  | Date of birth       |  |

### 2. Receiving school(s) – in order of preference

| Ranking | Name of host school | Country |
|---------|---------------------|---------|
| 1.      |                     |         |
| 2.      |                     |         |
| 3.      |                     |         |
| 4.      |                     |         |

### 3. Preferred duration

\_\_\_\_\_ (min 2, max 12 months)

### 4. Family data

I live with:

- Mother and father     
  Mother and partner     
  Father and partner  
 Mother     
  Father     
  Other (explain):

Mother/Guardian

|             |  |                |  |
|-------------|--|----------------|--|
| First name: |  | Mobile phone:  |  |
| Last name:  |  | Daytime phone: |  |
| Occupation: |  |                |  |

Father/Guardian

|             |  |                |  |
|-------------|--|----------------|--|
| First name: |  | Mobile phone:  |  |
| Last name:  |  | Daytime phone: |  |
| Occupation: |  |                |  |

### 5. Brothers and sisters

| Name | Age |                 | Yes                      | No                       |
|------|-----|-----------------|--------------------------|--------------------------|
|      |     | Living at home? | <input type="checkbox"/> | <input type="checkbox"/> |
|      |     | Living at home? | <input type="checkbox"/> | <input type="checkbox"/> |
|      |     | Living at home? | <input type="checkbox"/> | <input type="checkbox"/> |

### 6. Languages

|                |  |
|----------------|--|
| Mother tongue: |  |
|----------------|--|

### Other languages:

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

### 7. Self-Description

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

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

c. Academic information

Describe your preferred subjects briefly and explain why you like them

d. Plans for your education and career in the future

Describe your plans for future studies and career

e. Trips abroad

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

8. Motivation

Please explain why you want to participate in the long term study mobility and describe what you expect to gain from participating, at both personal and academic level. Describe how you could contribute to your host family, the receiving school and the country you will be visiting. If you have been involved in the Strategic Partnership activities between your school and the potential receiving school(s), how would you like to contribute to the project?

## 9. Parental support

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

How would you describe your child's character?

Please explain below why you think your child would benefit from taking part in the long term study mobility of pupils.

## 10. Signatures

I, the undersigned, allow the sending school to use the data included in this form for the purposes of the selection of pupils for long term study mobility within the framework of the Erasmus+ programme. I agree that if my child is selected, these data will be communicated to the receiving school, and that the receiving school will transmit them to the family which will host my child. I understand that the data contained in this form may also be communicated to the sending and receiving National Agencies in charge of the Erasmus+ programme. All the people receiving these data will be required to treat them as confidential.

Agreed and accepted by

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

(Date)

Name and signature of pupil

(Date)



## Annex: Placement information

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

1. Name of pupil:

2. Medical requirements and health restrictions

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

Yes                       No

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

I CANNOT live with:

Cats                       Dogs                      Other  
pets:

3. Dietary requirements

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

Yes                       No

If yes, please explain:

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

Fish                       Poultry                       Dairy products

4. Smoking

Do you smoke?

Yes                       No

Must you be hosted in a non-smoking home?

Yes                       No



## Health form

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

### Part 1: Medical opinion on pupil's participation

This part of the document will be printed and transmitted to the sending school in order to confirm the pupil's selection for the participation in the long term study mobility.

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

I consider that, in the light of the pupil's medical and/or psychological history, he/she **is / is not** (delete whichever does not apply) able to take part in the long term study mobility of pupils in the framework of the Erasmus+ programme.

|   |                     |
|---|---------------------|
| Doctor's Name and Degree                                | Stamp and Signature |
|   |                     |
| Contact details (address, phone, e-mail if applicable): | Date                |
|   |                     |

**Part 2: Health form**

The pupil is considering spending between 2 and 12 months in a school abroad and living with a host family. Incorrect or incomplete information on his/her health could lead to problems during the stay. The form must be completed by the pupil’s doctor who is **not** an immediate relative of the applicant. The pupil’s parent(s)/guardian(s) should provide the doctor with all relevant information/documentation on the pupil’s medical history. If the answer to any of the questions 3-14 is ‘YES’, please include or attach detailed information.

This health form will be put in a sealed envelope. The pupil will bring this form with him/her. The envelope can only be opened by a doctor treating the pupil where medically necessary.

|             |               |                |
|-------------|---------------|----------------|
| Pupil Name: | Home Country: | Date of birth: |
|             |               |                |

**1**

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

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

|                  |
|------------------|
| If yes, explain: |
|------------------|

**3**

Tick yes or no. To your knowledge, has the pupil had the disease/conditions listed below:

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

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

**4 ACNE** Yes No

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

**5 ALLERGIES** Yes No

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

**6 ASTHMA** Yes No

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

**7 DIABETES** Yes No

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

**8 SEIZURE DISORDER** Yes No

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

**9**

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

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

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

**10** Has the pupil been hospitalised?

Yes  No

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

**11** Is the pupil currently taking medication or injections (other than those mentioned previously)?

Yes No

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

**12** Has the pupil EVER consulted a neurologist, psychologist or any other specialist for a nervous, emotional or eating disorder?

Yes No

**13** Is there a history of, or present evidence of, an emotional, nervous or eating disorder?

Yes No

**If yes to either (12 or 13), a FULL report by the specialist and a statement by the parents about the illness or specific problem must be attached.** Note:

Placement in a foreign host family, school and community requires adjustment which often involves emotional stress. It will not be a time for relaxation or temporary relief from any current therapy. If the pupil is experiencing current emotional, physical, personal or family difficulties, these difficulties can be severely exacerbated by the adjustment demands of the programme. Therefore, you are requested to evaluate carefully the pupil's current or previous condition and treatment along with his or her ability to manage potential adjustment anxieties and stress in a foreign environment.

**14** Are there any health limitations or restrictions on the pupil's activities and / or sports participation or any medical information which should be considered for a home/school placement?

Yes No

If yes, please describe:

**15** Does the pupil wear glasses or contact lenses?

Yes No

If yes, please give the lens power:

**16**

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

Does the pupil wear dental braces? Yes No

If yes, will orthodontic care be needed during the stay abroad? Yes No

Frequency?

**17** Confirm if the pupil has had the following immunisations. If yes, specify the day, month, and year (or, if possible, attach a copy of vaccination card):

|               | YES | NO | Day/Month/Year |            | YES | NO | Day/Month/Year |
|---------------|-----|----|----------------|------------|-----|----|----------------|
| Measles       |     |    |                | Tetanus    |     |    |                |
| Poliomyelitis |     |    |                | Mumps      |     |    |                |
| BCG           |     |    |                | Rubella    |     |    |                |
| Hepatitis B   |     |    |                | Diphtheria |     |    |                |
| Pertussis     |     |    |                | Other      |     |    |                |

If other, please specify:

**18** If the pupil has had the TB Test, please specify the type:

Mantoux      or      Tine    (circle one)

Date: \_\_\_\_\_      Result (+/-): \_\_\_\_\_

If positive, was a chest x-ray done?

Yes  No      Date:      Result (+/-)

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

**Signatures:**

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



|   |                     |
|---|---------------------|
| Doctor's Name and Degree                                | Stamp and Signature |
|   |                     |
| Contact details (address, phone, e-mail if applicable): | Date                |
|   |                     |

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

|  |      |
|--|------|
| Pupil's signature (if he/she is not a minor) | Date |
|  |      |
| Parent(s)' signature                         | Date |
|  |      |

### Host family information form

#### 1. Name and address of the representative of the host family

|               |  |                     |  |
|---------------|--|---------------------|--|
| First name:   |  | Last name:          |  |
| Street:       |  | Postal code & city: |  |
| Telephone :   |  | Email address:      |  |
| Mobile phone: |  |                     |  |

#### 2. Preferred duration for hosting a pupil

\_\_\_\_\_ months (minimum 2 months)

#### 3. Family data

Host parents:

- Host mother and father    
  Host mother and partner    
  Host father and partner  
 Host mother                    
  Host father                    
  Other (explain):

Children (if any):

| Name | Gender | Age |                 | Yes                      | No                       |
|------|--------|-----|-----------------|--------------------------|--------------------------|
|      |        |     | Living at home? | <input type="checkbox"/> | <input type="checkbox"/> |
|      |        |     | Living at home? | <input type="checkbox"/> | <input type="checkbox"/> |
|      |        |     | Living at home? | <input type="checkbox"/> | <input type="checkbox"/> |

#### 4. Placement information

Do you have:

- a cat                       a dog                      Other  
pets:

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

- Yes                       No

If yes, please explain:

If you are vegetarian, do you eat:

- Fish                       Poultry                       Dairy products

Does somebody in your family smoke?

- Yes                       No

Would you allow the hosted pupil to smoke?

- Yes                       No

Are there any other aspects which should be considered when matching your family with a pupil?

- Yes                       No

If yes, please explain:

#### 5. Languages

|                                       |  |
|---------------------------------------|--|
| Communication language in the family: |  |
|---------------------------------------|--|

Other languages spoken in the family:

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

6. Self-Description

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

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

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

7. Motivation

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

8. Signatures

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

I/We, the undersigned, permit the receiving school to communicate the personal data indicated in this form to the sending school, to the pupil and to his/her family for the purposes of the planned long term study mobility. I/We understand that the information contained in this form may also be communicated to the sending and receiving National Agencies in charge of the Erasmus+ programme . All the people receiving these data will be required to treat them as confidential.

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

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

Agreed and accepted by

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

## Learning agreement

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

### 1. Data on the pupil mobility period and contact details:

|   |  |
|---|--|
| Name of pupil:  |  |
| Date of birth:  |  |
| Mobility period (from/to):  |  |
| Total duration (in months):   |  |
| Name and address of sending school:   |  |
| Name of contact teacher responsible for the execution of this learning agreement – sending school:<br><br>Contact details (telephone and e-mail):   |  |
| Name and address of receiving school:   |  |
| Name of contact teacher responsible for the execution of this learning agreement – receiving school:<br><br>Contact details (telephone and e-mail): |  |

### 2. General aims of the mobility period:

This section can be adapted from the aims given in the Strategic Partnership application.

**3. Specific aims:**

*What do you expect the pupil to achieve in the following areas?*

- *foreign language learning*
- *academic skills (possibly in relation to individual subjects)*
- *project work (e.g. linked with the topic of the Strategic Partnership or another form of school cooperation such as eTwinning)*
- *other knowledge and competences*

|  |
|--|
|  |
|--|

**4. Class attendance:**

|  |  |
|--|--|
| Receiving class(es)  |  |
| Compulsory subjects to be studied in the receiving school (if possible, specify for each subject the number of lessons per week) |  |
| Exemption from lessons in the receiving school (please specify the subject and the duration of the exemption)                    |  |

**5. Special activities (if applicable) such as:**

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

|  |
|--|
|  |
|--|

**6. Assessment of progress**

|  | Nature of assessment (test, interview, portfolio, statements from teachers etc.) | Person in charge of assessment | Schedule of the assessment |
|--|--|--------------------------------|----------------------------|
| During the stay (receiving school):                          |  |                                |                            |
| At the end of the stay (receiving school):                   |  |                                |                            |
| After completion of the stay (sending school) <sup>3</sup> : |  |                                |                            |

**Signatures:**

**Before the stay:**

|                  | Date, place | Name | Signature |
|------------------|-------------|------|-----------|
| Sending school   |             |      |           |
| Receiving school |             |      |           |
| Pupil            |             |      |           |

**Amendments (if applicable):**

Please insert below any changes made to the learning agreement and communicated to all parties.

<sup>3</sup> This information is only indicative. The sending school should allow enough time for the pupil to settle back.



|                  | Date, place | Name | Signature |
|------------------|-------------|------|-----------|
| Sending school   |             |      |           |
| Receiving school |             |      |           |
| Pupil            |             |      |           |

## Report on the learning agreement

The template for the Report on the learning agreement provides the receiving school with a structure and a proposed list of minimum information to be included. This report corresponds to the aims agreed in the learning agreement and should help the sending school to recognise the stay abroad.

### 1. Data on the pupil mobility period and contact details:

|   |  |
|---|--|
| Name of pupil:  |  |
| Date of birth:  |  |
| Mobility period (from/to):  |  |
| Total duration (in months):   |  |
| Name and address of sending school:   |  |
| Name of contact teacher responsible for the execution of this learning agreement – sending school:<br><br>Contact details (telephone and e-mail):   |  |
| Name and address of receiving school:   |  |
| Name of contact teacher responsible for the execution of this learning agreement – receiving school:<br><br>Contact details (telephone and e-mail): |  |

### 2. Specific aims:

What did the pupil achieve in the following areas compared to the aims set out in the learning agreement?

- foreign language learning
- academic skills (in general)
- project work (e.g. linked with the topic of the Strategic Partnership or another form of school cooperation such as eTwinning)
- other knowledge and competences

**3. Class attendance:**

Here, the subject teachers should give a short written assessment of the pupil’s progress. The timetable should be attached. This part can also be accompanied by a portfolio of work (written compositions, tests, art work, etc.) done by the pupil during the stay.

| Subjects followed | Assessment by the subject teacher |
|-------------------|-----------------------------------|
|                   |                                   |
|                   |                                   |
|                   |                                   |
|                   |                                   |
|                   |                                   |
|                   |                                   |

**4. Special activities (if applicable):**

What did the pupil achieve in the following areas compared to the aims set out in the learning agreement?

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

**5. Overall evaluation of the pupil's stay in the receiving school**

This evaluation should be written by the mentor/contact teacher in the receiving school and give an overall assessment of the pupil's achievements. It should also mention the added value of the stay in the receiving school and host family abroad for the pupil (i.e. intercultural skills, personal development, interpersonal skills, etc.).

**Signatures:**

|                  | Date, place | Name | Signature |
|------------------|-------------|------|-----------|
| Receiving school |             |      |           |
| Pupil            |             |      |           |

## Rules of conduct

1. The rules of conduct signed in the Parental/Guardian consent form are as follows:
  - a. Attending school is compulsory. The pupil is required to participate fully in school activities and to complete all assignments and school work.
  - b. Abuse of alcohol and use of drugs are strictly forbidden.
  - c. Driving of any motorised vehicle is not allowed.
  - d. Responsible behaviour is required
2. Other rules of conduct agreed upon by the receiving and sending schools should be inserted here:
  - e.
  - f.
  - g.
  - h.

Accepted and signed by:

|                  | Date, place | Name | Signature |
|------------------|-------------|------|-----------|
| Sending school   |             |      |           |
| Receiving school |             |      |           |
| Pupil            |             |      |           |

## Crisis action plan

### 1. Drawing up and distribution

Plan drafted by:

Distributed to:

### 2. Contact details:

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

Mentor at receiving school:

|                |  |
|----------------|--|
| Name           |  |
| Address        |  |
| Phone          |  |
| Mobile         |  |
| E-mail         |  |
| When available |  |

Person to be contacted if the mentor is not available:

|                |  |
|----------------|--|
| Name           |  |
| Address        |  |
| Phone          |  |
| Mobile         |  |
| E-mail         |  |
| When available |  |

Contact teacher at sending school:

|         |  |
|---------|--|
| Name    |  |
| Address |  |
| Phone   |  |
| Mobile  |  |
| E-mail  |  |

Person to be contacted if contact teacher is not available:

|                |  |
|----------------|--|
| Name           |  |
| Address        |  |
| Phone          |  |
| Mobile         |  |
| E-mail         |  |
| When available |  |

Participating pupil:

|         |  |
|---------|--|
| Name    |  |
| Address |  |
| Phone   |  |
| Mobile  |  |
| E-mail  |  |

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

Mother/Contact 1:

|         |  |
|---------|--|
| Name    |  |
| Address |  |
| Phone   |  |

|        |  |
|--------|--|
| Mobile |  |
| E-mail |  |

Father/Contact 2:

|         |  |
|---------|--|
| Name    |  |
| Address |  |
| Phone   |  |
| Mobile  |  |
| E-mail  |  |

Host family:

Host Mother/Contact 1:

|                |  |
|----------------|--|
| Name           |  |
| Address        |  |
| Phone          |  |
| Mobile         |  |
| E-mail         |  |
| When available |  |

Host Father/Contact 2:

|                |  |
|----------------|--|
| Name           |  |
| Mobile         |  |
| E-mail         |  |
| When available |  |



### 3. Emergency procedures

Basic procedures are described in Section 4 (Crisis management). If you want to adapt or modify any of these procedures or develop additional emergency procedures, these procedures can be inserted here. Indicate who is in charge of overall coordination, the division of responsibilities, and the information chain (who is to be informed and when).

### 4. Emergency numbers in host country

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

### 5. Details of the pupil's insurance plan

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

### 6. Document checklist

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

- Pupil application form (including the placement annex)
- Parental/Guardian consent form
- Rules of conduct
- Host family charter

- Health form (Part 2 is put in a sealed envelope and always stays with the pupil)

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

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