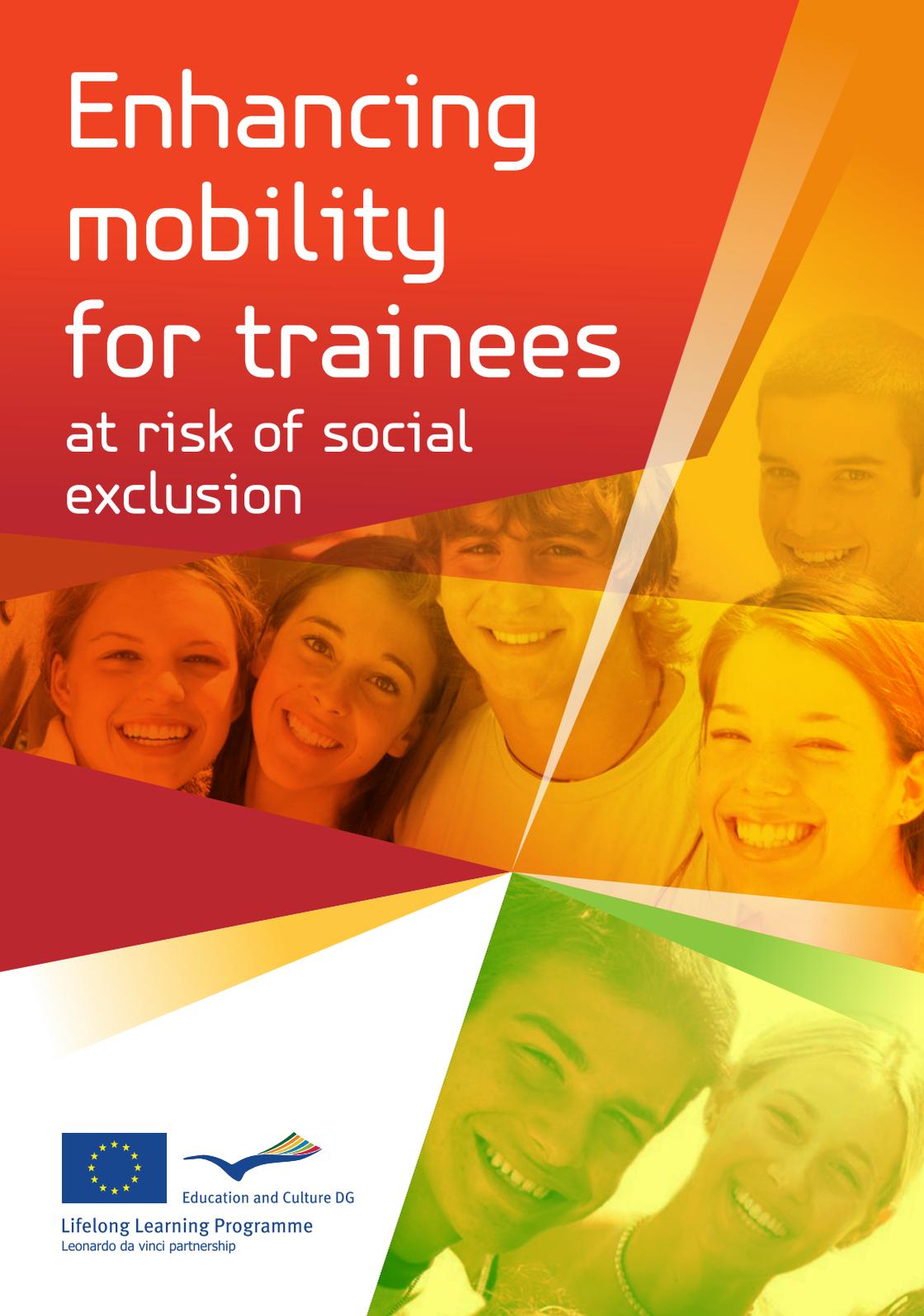


Enhancing mobility for trainees at risk of social exclusion



Education and Culture DG

Lifelong Learning Programme
Leonardo da Vinci partnership

Our project at a glance

21-25 September 2009

1st Meeting Kick off meeting in KARTUZY, POLAND

27-30 January 2010

2nd Meeting Research meeting in BERLIN, GERMANY

14-17 March 2010

3rd Meeting Research meeting in PATRAS, GREECE

May 2010

Adopting leading questions for evaluation the collected information;
Evaluation of collected information per country; Formulate obstacles/ questions which arose out of the examination visits.

June 2010

Collecting further information to answer these questions/ to deal with obstacles

July 2010

Launch of project website

12-15 September 2010

4th Meeting Research meeting in OREBRO, SWEDEN

9-14 November 2010

5th Meeting Research meeting in KARIS, FINLAND

1 December 4 December 2010

6th Meeting Research meeting in KARTUZY POLAND

December 2010

Adopting leading questions for evaluation the collected information;
Evaluation of collected information per country; Formulate obstacles/ questions which arose out of the examination visits.
Collecting further information to answer these questions/ to deal with obstacles, preparing of national presentations of the information collected in the visited countries and further results

12-15 January 2011

7th Meeting Evaluation workshop in PATRAS GREECE

February 2011

Preparing the guidebook chapters

9-12 March 2011

8th Meeting Documentation workshop in OREBRO, SWEDEN

May-June 2011

Dissemination of the results

Enhancing mobility for trainees

The project was developed to establish a partnership between five vocational educational organizations from Finland, Germany, Greece, Poland and Sweden. Four partners are vocational schools and one is working in international youth encounters.

We all share the idea of enhancing international mobilities for all kind of students among which we believe are those who would go abroad anyway, those who would never ever leave their home and those who need more support to go for an internship abroad. While designing the project the partners were sure that there exist special obstacles which prevent students from going abroad. With research meetings in every participating country we were looking for social, cultural, language, financial and other obstacles and their influence.

Our point was to involve in the project those students who normally wouldn't take part in an internship abroad. They travelled with their teachers to different research meetings. In the beginning students of the partner schools were asked about their knowledge and willingness of doing an international mobility through answering a questionnaire. Through study visits in companies and schools, interviews with students at the partner schools and individual observations, the students collected a variety of materials. Questionnaires for different groups which are connected with international mobility and internships abroad were developed. All the material collected has been analyzed and is published on the project website www.enhancing-mobility-for-trainees.eu.

The most interesting outcome was achieved by observing the students during the research meetings. They proofed by themselves how useful and encouraging it is to bring the target group in international mobility. They had no idea about the opportunities existing and waiting for them. The students grew in the different situations that appeared. Visiting more than one partner country they got the chance to compare vocational and cultural differences. Almost all students involved overcame their fears of going abroad, got motivated of learning more English and some claimed that this project influenced their life.

www.enhancing-mobi



As a result, the partners agreed that it is not the social, cultural, language, financial obstacles which prevent the target group but the lack of individual guidance. Most of the target group does not get sufficient support from their families or schools to take part in an international internship. Sometimes their expectations need to be guided in a fruitful way. There exist a lot of preparation materials about internships abroad. It is overwhelming for our target group to cope with it. They realized from the very first meeting how important it is to improve their English skills.

The mobility experience improved their self esteem, their capability to adjust to unknown situations and teamwork. To interact with other people and cope with new demands was an impressive and influencing experience. Even the short trips had a positive, motivating influence on their vocational training. Teachers and staff in charge of international mobilities learned from the project to encourage trust and support those trainees.

mobility-for-trainees.eu

Important notes

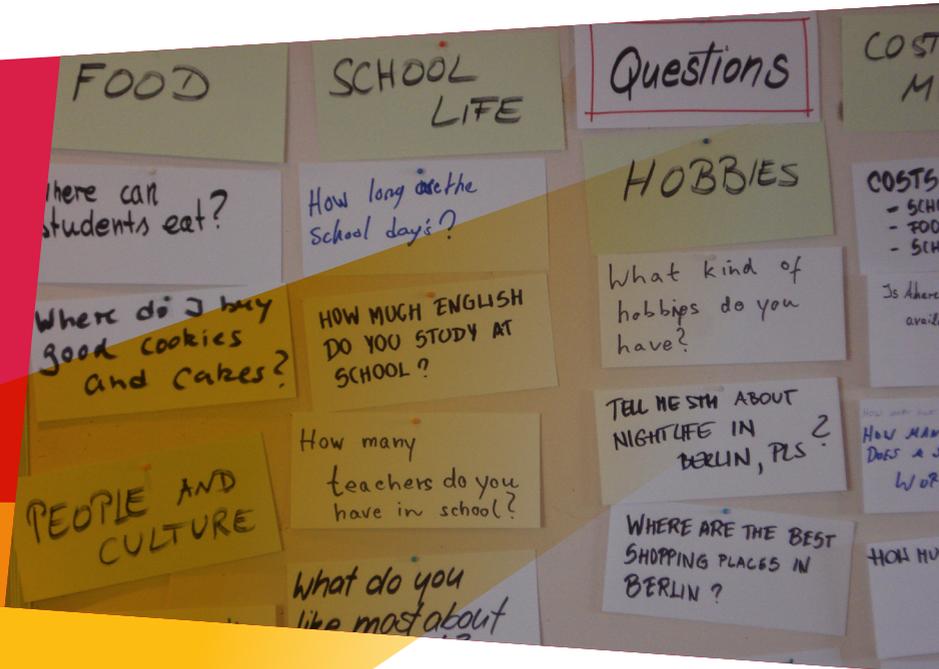
To do an internship abroad is a big step for anybody, for a student struggling with different obstacles the idea of doing an internship abroad is enormous. These students need a lot of support and guidance. To be able to provide the students with the right guidance and to gain their trust takes time.

Many times students are given a role at school that gives them a certain label. Is the student the same person at school and outside in his/her private life? We doubt this very much. Many times the students in the target group face different kinds



of problems in their personal life. The problems might be social, economical or health related. A lot of times these students have low self esteem and have faced many failures in life. To hide their low self esteem they may act out and play overly confident. As you get to know the students you might realize that underneath their hard exterior exists an insecure and shy individual. The better you know the students the easier it is for them to open up.

When a teacher knows the student the teacher will have an easier task when it comes to organizing the student's work placement abroad and find them the adequate work placement. For example, a shy student might need to work in a work placement that hasn't many employees, an insecure student might need more time to observe the work before beginning to work independently. It is important to give the receiving part as much information about the students as is permitted.



Supporting measures when a student goes for an internship abroad:

The sending school

➤ A teacher has a talk with the students asking him/her about her/his hopes, fears and expectations before starting to organize the internship. If you are allowed involve the families.



➤ Contact the receiving school and find out if it is possible to arrange a work placement. Ask the receiving school for help in finding work placements suitable for the students needs



➤ The teacher is in contact with the school/work placement and finds out what documents they need for the placement (e.g. Europass CV, application letter)



➤ The teacher gives the student information about the placement, country etc... and helps him/her in filling in the necessary documents

➤ The teacher is there for support when the student makes the first contact with the work placement/school

➤ The teachers buy the plane tickets and helps with insurances etc. (the teacher keeps a copy of the plane ticket just in case). The teacher informs the students about what is expected of the student at the airport.

➤ The teachers finds out information about who will be picking up the students and where they will be picked up and gives this information to the student

➤ Is in regular contact with the students and the teachers at the receiving school during his/her internship. This contact can be made through e-mail, phone calls or by using different kinds of social medias, for example Facebook

➤ When returning to his/her native country the teacher at the sending school will talk with the student and help him prepare a presentation that the student will give to his/her classmates. The teacher has an evaluation talk with the student to find out what went well and which problems needs to be addressed for the next time when a student goes for an exchange abroad.





The receiving school

- A teacher from the receiving school picks the student up at the airport/train station and takes him/her to where he/she will be staying. The teacher will take the student to the nearest shop so that the student can buy the necessary groceries. The teacher will also give the student practical information about the area.
- The receiving school has an appointed tutor (a student from the receiving school) that will spend time with the student from abroad. The tutor will be the person that shows the student around the town, takes him out and functions as a “friend” during the exchange.
- The teacher from the receiving school takes the student (and the accompanying teacher) to the work place and spends the morning at work with the student (and the accompanying teacher). The teacher will visit the student at the work placement a few times a week or every day if necessary. The aim of these visits is to evaluate the student and the work placement.





➔ During the visit the teacher at the receiving school and the tutor plans some social activities for the students. The aim of this is to help the student get in touch with local people and to have an opportunity to take part in some cultural events.

➔ Before the student returns to his/her native country the teacher from the receiving school has an evaluation talk with the student. The aim of these evaluation talks are to improve the exchanges in the future.

➔ The teacher at the sending school helps the student in buying the necessary transportation tickets to the airport. The teacher will also take the student to the train station/airport.



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The future depends on what we do in the present

Mahatma Gandhi

Turn yourself to the sun and all the shadows will be behind you! (saying in Uganda) Thinking positively was one of the experiences the project team shared from the very beginning. This gave us the energy and the easiness to go through this project. Students and teachers were mobile not only in travelling but in their minds. Openness and trust are helpful companions into a world of mobility. Thus, I just wish to go on!

Renate Krekeler-Koch *from Germany*

I had a chance to work with fantastic people- great teachers and outstanding students. Trivial, as it may seem, I can say, it was «an experience of a lifetime». I saw people changing. I saw myself changing. Thanks to such work, we can make it happen. We can make happen, that «Impossible is nothing» when you really want it. Thank you for everything! Thank you for being «the best project group ever»

Magdalena Fryt *from Poland*

Besides that we have done a great job, we also met friends for life. Thank you all for a lovely project. «After you have figured out who you are, share yourself with the world!»

Therese Thorstensson & Carina Petterson *from Sweden*

Working with this project made me realize how much good international mobilities can do for a students. Watching the students, who were involved in this project, grow as professionals and as persons is a fond memory that I will carry with me for the rest of my life!

Tanja Halttunen *from Finland*

Working with my colleagues was an experience; working with the whole group was an opportunity to change my mind and see things differently. Everyone deserves a chance and we «the teachers» have the duty to provide and preserve it for our students.
Thank you all!

Sindy Tasoula *from Greece*



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