



Education and Culture DG

EUROPEAN COMMISSION

Guide to Comenius Individual Pupil Mobility



Comenius Programme

Individual Pupil Mobility

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INTRODUCTION

The Comenius Individual Pupil mobility is a European initiative allowing secondary school pupils to spend between 3 and 10 months in a host school abroad. The action aims to develop their understanding of the diversity of European cultures and languages and to help them acquire competences necessary for their personal development. It also aims to strengthen the cooperation between participating schools and to enable them to recognise the studies undertaken at the partner school abroad.

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.

Content of the Guide

This guide provides practical information for participants and is organised according to the different needs and interests of all those involved.

Section 1 gives an overview of Comenius Individual Pupil Mobility.

Section 2 clarifies the roles and responsibilities of those involved.

Section 3 sets up the deadlines to be met.

Section 4 is aimed at schools sending pupils on a Comenius mobility. It contains a checklist on how to manage the action at school level and use the documentation. It also gives guidance on how to select pupils.

Section 5 gives advice to pupils taking part and specifies which documents they and their parents/guardians have to read and sign.

Section 6 is aimed at host schools. It contains a checklist on how to manage the action at school level and use the documentation. It also gives guidance for mentors and instructions on how to select host families.

Section 7 gives advice to host families taking part and specifies which documents they have to read and sign.

Section 8 focuses on how to set up and apply a learning agreement between the sending and the host school.

Section 9 provides guidelines on how to manage a crisis and deal with the insurance procedures.

Section 10 contains all templates that need to be filled in.

All documentation is available in English on the Europa website. Other language versions are available on the National Agencies' websites.

Section 1: General information on Comenius Individual Pupil Mobility

Individual Pupil Mobility is one of the actions of the Comenius programme, which focuses on school education. Comenius is a part of the Lifelong Learning Programme¹.

Who can apply?

Secondary schools that are located in the countries listed below can apply for grants for organising Individual Pupil Mobility. These schools must be or must have been involved in a Comenius School Partnership. Future participants, selected by the schools, need to be pupils aged at least 14 and enrolled full-time in an eligible school².

Which countries?

In the school year 2010-11, 13 countries will participate: Austria, German-speaking part of Belgium, Czech Republic, Denmark, Estonia, Finland, France, Italy, Latvia, Luxembourg, Norway, Spain, Sweden.

How to apply?

Sending schools apply for funding from the [National Agency](#) in their country. The National Agency also provides the application forms and detailed information on the application procedure. All the relevant administrative information on the action can be found in the [Lifelong Learning Programme Guide](#) published every year together with the general call for proposals.

What does the funding cover?

The grant is paid to the sending schools by their National Agency. The sending school is responsible for managing and distributing the funds. The grant will contribute to the following costs:

- ▶ Administrative costs incurred by the sending school
- ▶ Cost of linguistic preparation of the pupil
- ▶ Administrative costs incurred by the host school, including costs for mentoring
- ▶ One return journey for the pupil (domestic travel included)
- ▶ A monthly allowance for the pupil

Costs related to compulsory training for pupils and teachers will be paid directly by the National Agency.

Pupils are covered by a group insurance during their stay abroad.

¹ Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning.

² The relevant NA can provide more information on which are the eligible schools and the age limit of participating pupils in each country.

Section 2: Roles and responsibilities

The sending school

- ▶ Nominates a contact teacher
- ▶ 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

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

- Carry out the selection of suitable pupils
- Together with the host school, establish a *Learning agreement*, a *Crisis action plan* and *Rules of conduct*
- Arrange the pupil's travel to the host country and back
- Prepare the pupil for the mobility
- Attend the training for sending schools organised by the National Agency
- Act as the link between the sending school and the sending National Agency, the host school, the pupil and his/her parents/guardians (including passing on information and documents)
- Treat all the personal data received in the framework of this action as confidential
- Transfer the monthly allowance to the pupil/pupil's parents
- Transfer the lump sum contribution to the host school
- Communicate regularly with the mentor in the host school
- Provide support to the pupil to help reintegration into the home community
- Send the final report to the National Agency
- After the acceptance of the final report, transfer the balance of the grant to the pupils (or parents) or reimburse the National Agency

The host school

- ▶ Nominates a mentor/s and a contact teacher (can be the same as the mentor; he/she should be responsible for the *Learning agreement* and other school-related tasks)
- ▶ Provides the mentor/s and the contact teacher (if applicable) with all the necessary means (resources and help from colleagues) to facilitate the integration and follow-up of the Comenius pupil

The mentor, in collaboration with his/her colleagues, will:

- Identify and select host families (including visits to the potential families)
- Identify a contact teacher (can be the same as the mentor; responsible for the *Learning agreement* and other school-related tasks)
- Prepare and sign the learning agreement together with the sending school and the pupil
- Together with the sending school, establish *Rules of conduct* and a *Crisis action plan*
- Be aware of child protection issues
- Establish contact with the host family before the pupil arrives
- Provide the host family with necessary information, contacts and documentation (about the action, child protection issues, crisis management, insurance)
- Attend the training for host schools organised by the National Agency
- Act as the link between the host school and the hosting National Agency, the sending school, the pupil and his/her host family and, if necessary, parents/guardians (including passing on information and documents)
- Treat all the personal data received in the framework of this action as confidential
- Arrange domestic travels 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 the National Agency informed of any changes
- Offer language learning opportunities for the pupil, if applicable
- Contact the insurance company where necessary
- Contact parents/legal guardians/contact teacher at sending school if necessary (in emergency)
- Refer to the National Agency for advice and counselling
- In very urgent cases decide to terminate the pupil's stay (after agreement with the hosting National Agency)
- Have available for cases of emergency: signed *Pupil application form*, original signed *Parental/Guardian consent form*, signed *Host family charter*, insurance agreement, copy of the pupil's European Health Insurance Card. He/she should also have the translations of the forms into the local language. He/she should check that the pupil has brought a completed Health form in a sealed envelope. All personal data received in the framework of this action is to be kept confidential.
- Carry out the end-of-stay evaluation of the pupil's stay
- Assist the sending school with any follow-up or evaluation

The host family

The host family will:

- ▶ Agree that every adult member living in the family have a criminal record check prior to the decision on the selection of the host family
- ▶ 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
- ▶ Ease the pupil's transition and possible culture shock
- ▶ Familiarise themselves with child protection requirements and abide by them
- ▶ Read about the risks and emergency procedures set out in the *Crisis management* document and the *Crisis action plan*
- ▶ Communicate with the mentor/host 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*, insurance agreement, copy of the pupil's European Health Insurance Card. The family should also have the translations of the forms into the local language. They should check that the pupil has brought a completed Health form in a sealed envelope. All personal data received under this action be kept confidential.

The pupil

The pupil will:

- ▶ At the application stage, provide all necessary information (no omissions) 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 with the sending and the host 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 (*Country guide*)
- ▶ Sign the *Parental/Guardian consent form* and follow the rules of conduct established by the *Parental/Guardian consent form* and also those agreed by the two schools

- ▶ Know who to contact in a crisis (*Crisis action plan*)
- ▶ Not take unnecessary risks
- ▶ Behave responsibly
- ▶ Be sensitive to local codes and customs
- ▶ Give the sending and host schools and the mentor 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 will be put into a sealed envelope and the pupil will keep it during the whole stay.
- ▶ Write a final report

The parent(s)/guardian(s)

The parent(s)/guardian(s) will

- ▶ At the application stage, provide all necessary information (no omissions) which might be relevant for a long stay abroad (*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 (*Country guide*)
- ▶ Sign the *Parental/Guardian consent form*
- ▶ Support the pupil throughout the mobility
- ▶ Communicate any relevant problem to the contact teacher at the sending school

Section 3: Deadlines

When?	What has to be done?	Who?
October-November 2009	Sending schools that plan to submit an application inform their staff and pupils about the action.	Sending schools
October-November 2009	Host schools which have agreed possibly to host pupils inform the school community and announce that host families might be needed.	Host schools
1 December 2009	Deadline for applications by sending schools (filled in and signed by both sending and host schools).	Sending schools
By mid-February 2010	The sending National Agencies to inform sending schools of the selection results via a letter of intent.	Sending NAs
From mid-February 2010	Selected sending schools inform pupils and host schools (and remind them to use the <i>Guide to Comenius Individual Pupil Mobility</i> to prepare for the action).	Sending schools
By end of March 2010	Host schools identify suitable host families.	Host schools
By end of March 2010	Sending schools select pupils.	Sending schools
End of March	Sending schools send the details of the selected pupil(s) to host school.	Sending schools
End of April 2010	Host schools decide on the host families (on the basis of the pupil profiles) and communicate host family details to the sending schools.	Host schools
Beginning of May	Sending schools inform the pupil and his/her family about the selected host family and encourage communication between the sending and host families. 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/pupil/s ending family
Mid-May 2010	Sending school, host school and the pupil draw up and sign the learning agreement.	Sending schools/host schools/pupil
20 May 2010	Sending schools to give to the sending National Agency details about the selected pupil, the host school and the host family (plus copies of the signed <i>Parental/Guardian consent form</i> and <i>Learning agreement</i>).	Sending schools
May 2010	The sending National Agency establishes the grant agreement and sends it to the sending school.	Sending NAs
May 2010	Sending schools to purchase the travel ticket on the basis of the	Sending

	start day of activity in the host country	schools
May/June 2010	Pre-departure preparation to be provided	Sending schools
May to August	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
August-September 2010	On-arrival training for incoming pupils/mentors from host schools (the training is organised by host National Agencies) – starting August/September 2010	Pupils/mentors from the host schools
October 2010	After the pupil's arrival, host school to send the signed <i>Request for payment</i> to the sending school in order to receive its lump sum for the administration of the action.	Host schools
End of October 2010	Sending schools to pay the lump sum to the host school on the basis of the above-mentioned document.	Sending schools
December 2010 to August 2011	Final reports from sending schools, containing information provided by the pupil and host school and also signed copies of documents requested (<i>Learning agreement</i> , signed <i>Parental/Guardian consent form</i> , signed <i>Host family charter</i>) to be submitted to the sending National Agency. This should also contain proof that the host school received the payment from the sending school for the administration of the action.	Sending schools
December 2010/January 2011	On-arrival training for incoming pupils/mentors from host schools (the training is organised by host National Agencies) – starting January/February 2011	Pupils/mentors from host schools

Section 4: Guidance for sending schools

Checklist for sending schools

This checklist shows the tasks that sending schools must carry out in connection with Comenius Individual Pupil Mobility. To make it easier to follow, the tasks have been grouped in three stages:

- ▶ before departure
- ▶ during the stay
- ▶ after returning home
- ▶ throughout the contract period

At the end, there is a checklist on how to deal with the 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* will help you to organise the selection in your school. Once the pupil is selected, ensure that the *Health form*, the placement annex to the *Pupil application form* and the *Parental/Guardian consent form* are completed and signed.

Contact teacher: Appoint a contact person to liaise with the mentor in the host 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 forms — the *Pupil application form (including the placement annex)* and the *Parental/Guardian consent form* — are sent to the mentor at the host school. 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 host school, host family and the host country). It is also necessary to explain the practicalities and the purpose of the individual pupil mobility 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 produced with and agreed (signed) by the host school and the pupil(s). This agreement should facilitate the recognition of the stay 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 Comenius 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/europass/home/vernav/InformationOn/EuropassMobility/navigate.action>).

Crisis action plan: Agree with the host school on procedures in the event of a crisis or emergency during the stay. Make sure that parents/guardians and 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 (available in the document called *Country guide*).

Rules of conduct: Agree with the host 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 host school. The pupil should arrive in the host country in time to follow the compulsory on-arrival training. The NA in your country will inform you about the dates of this training.

During the stay

Stay in touch with the pupil: Maintain regular contact with the pupil and the mentor in the hosting school. It is also good to help the pupil to share his/her experience. It might 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 host school on the basis of what was agreed in the *Learning agreement*.

Help if there are problems: Assist the host 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 host school via the *Template for the report on the learning agreement* 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. The Europass certificate can also be used by the pupil as an official recognition of his/her 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 to your National Agency. This report will contain the information provided by the pupil, host school, signed copies of documents requested (signed *Learning agreement*, signed *Parental/Guardian consent form*, signed *Host family charter*, signed *Confirmation of payment received*) and supporting documents (proofs of payment).

Throughout the contract period

Grant management: Ensure that the pupil's monthly allowance is paid to the pupil/parents of the pupil. Purchase the return travel ticket for the pupil and make sure that all other eligible expenditure related to the trip is covered. On receipt of the signed *Request for payment*, transfer the relevant part of the grant to the host school. Remember that you must keep receipts for all expenditure related to the mobility. Your National Agency will give you more details on grant management.

Contact with the National Agency: Make sure to send your National Agency the details and destinations of the selected pupils. Take part in the training and comply with all reporting requirements of the National Agency. If you and the host school decide that a pupil should be sent back home, make contact immediately with your National Agency in order to agree on the termination of the stay.

Documents checklist:

Documents to read:

- Guidance for sending schools on selecting of 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:

- Pupil application form (including placement annex)
- Health form (Part 1 only)
- Parental/Guardian consent form

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

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 Comenius Individual Pupil Mobility action. 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 actual 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 host 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.

You should not make the mistake of making excellent marks a condition for participation: it is the overall ability that counts, and not the actual level of attainment at a specific moment in time. In fact, so called 'underachievers' can make perfect participants, and the experience may help bring out their real competence. Teachers will often know whether one of their 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 them in the selection process rather than just relying on exams and test results.

Specific criteria

Besides considering general criteria in the selection process, you may wish to impose *additional specific criteria* linked to the context of the mobility. As the visit is between schools which are/have been involved in a larger Comenius project, some schools may choose to treat individual pupil mobility as a continuation of this, and restrict recruitment and selection to pupils who were involved in the larger 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 will be kept strictly

confidential and will 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 will need to submit the completed and signed placement annex to the *Pupil application form*, and the *Parental/Guardian consent form*. The pupil will also need to 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 selection will only be confirmed after having received these two documents.

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.
- ▶ 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 host 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 exchange; 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 host school will prepare a learning agreement for your stay abroad. Make sure that you know what you are expected to learn during your stay abroad, what will be recognised by your school and what will not.
- ▶ Attend the compulsory pre-departure training organised by the National Agency in your country.

During the stay

- ▶ Attend the compulsory on-arrival training organised by the Comenius National Agency in the host country.
- ▶ 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 host and sending school. While some rules may seem strict, they are for

your own good. 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 host school and 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.
- ▶ 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 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
- Insurance guide
- Crisis action plan
- Country guide

Section 6: Guidance for host schools

Checklist for host schools

This document gives a general overview of the main responsibilities of the host 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 returning home

Throughout the period, you can contact your National Agency for any clarifications or help concerning this action. Your National Agency will provide you with the necessary documentation and organise training for mentors.

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

Before the pupil's arrival

- **Application form:** Help the sending school to fill in the *Application form* to apply for a Comenius Individual Pupil Mobility grant from the National Agency of the sending country, and sign this application.
- **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 host 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 host school on selecting host families* will provide you with advice in this process. The *Host family information form* indicates which information is required about the host family. You should ensure that the host family signs the *Host family charter* and you should send all the information required 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:** Assist 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 host 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.
- **Information on the school and the local community:** Send relevant information on your school and the local community to the pupil selected.

During the stay

- **Grant for the host school:** Send the completed and signed *Request for payment* to the sending school as soon as possible after the pupil's arrival. On the basis of this document and its annexes (signed *Host family charter* and signed *Learning agreement*), the sending school will transfer your school's part of the grant to you.
- **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 training organised by your National Agency and accompany him/her to these training events.
- **Check-up on progress:** Follow the pupil's progress in the cooperation with the sending school on the basis of what was agreed in the *Learning agreement*.
- **Europass:** As a host school you are encouraged to deliver, in collaboration with the sending school, a Europass mobility certificate for the Comenius 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/europass/home/vernav/InformationOn/EuropassMobility/navigate.action>).
- **End-of-stay evaluation:** Carry out an evaluation of the pupil's progress in accordance with the stipulations of the *Learning agreement*. 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 returning home

- **Reporting:** Provide the sending school with any information that is necessary for evaluating the stay and for reporting to the National Agency in the sending country. Make sure that you send the *Confirmation of payment received*, which the sending school has to attach to the report. Send a copy of the report to your National Agency as well.

Document checklist:

Documents to read:

- Guidance for mentors
- Guidance for host 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
- Request for payment
- Confirmation of payment received

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 host schools

Guidance for mentors

The mentor is the interface between the pupil, the host family and the host 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 hosting 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 Comenius 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 Comenius 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:

- ▶ The mentor is responsible for finding and selecting a host family (see *Guidance for host school on selecting host families*). The mentor informs the family about the necessity for each adult member living in the family to have the criminal record check. The mentor keeps the criminal record check certificate.
- ▶ The mentor assists the sending school in drafting the learning agreement for the pupil (see *Guidance for schools on the learning agreement* and *Template for the learning agreement*).
- ▶ The mentor and the contact teacher in the sending school are responsible for drafting a set of rules of conduct for the pupil (see *Rules of conduct*) and agreeing on 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 (probably by the host family).

During:

- ▶ The mentor receives the pupil at the host 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 the National Agency 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 will accompany the pupil to the compulsory on-arrival training for incoming pupils, and at the same time follow the compulsory training for mentors.
- ▶ The mentor keeps an eye on the pupil's school attendance and behaviour in relation to the *Rules of conduct* agreed between the hosting and the sending school, and decides on consequences if the rules are broken, in liaison with colleagues from the host school and the contact 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)
- Insurance contract
- Translations of the Health form and the Parental/Guardian consent form

Section 6: Guidance for host schools

Guidance for host 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 mentor appointed by the host school. However, he/she needs help from one or more others 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 host 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 the sending school has confirmed that it has been approved for Comenius Individual Pupil Mobility 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

A visit by the mentor to the host family before the Comenius pupil arrives is mandatory. At this visit, you should check that the physical conditions are satisfactory, and form an overall impression of the suitability of the home to host the pupil. Do not make any final decision on selection before you have undertaken this visit.

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 Comenius Individual Pupil 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 that if they are selected each adult living in the family will have to undergo the police clearance check and sign the *Host family charter* so that the selection can be confirmed. 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 in the Comenius Individual Pupil mobility scheme, provided of course that the conditions are suitable. But bear in mind that it can be problematic if one of the pupils has 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 no payment of host families is foreseen in the programme.

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 Comenius Individual Pupil Mobility. You will 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 host school.
- ▶ You as a host family have an important role in making the 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. If the trip involves high expenses, agree with the pupil's parents on how to cover the costs. You are not allowed to take the pupil to destinations which are not covered by the insurance provided for this scheme unless you take out a proper insurance for the trip, also accepted by the parent(s)/guardian(s) of the pupil. 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 the programme 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, help preparing the 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
- Insurance guide

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

- Parental/Guardian consent form
- Pupil's European Health Insurance Card
- Insurance contract
- 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 host 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 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 host 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 host 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 host 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 host school will evaluate the pupil's progress on the basis of what was agreed in the learning agreement. The 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 checked, let alone 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).

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 obviously takes 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 host school, and the pupil. This is easier if all have been involved in this 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 host school. It is important for the schools involved to exchange detailed information on each other's curricula. You can also use information material from Eurydice (www.eurydice.org) to get a general overview of the education systems in the countries involved.

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 host 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 mobility projects 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' curricula. The quickest and easiest way to do this is to put the subject teachers in the sending and the host schools into contact with each other and let them work out what is compatible, based on the minimum acceptable requirements for subject.

6. Use of project work

Individual pupil mobility should ideally be project-oriented and linked to the topic of the Comenius Partnership. 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 host 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). Setting a schedule for assessment at regular intervals will make it possible to observe developments and to intervene if the process 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 host school, and all communication should pass through these. The person responsible in the host 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 host 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, host 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 host school

1. Report on the learning agreement by the host school

At the end of the pupil's stay, his/her progress should be evaluated by the host school on the basis of what was agreed in the *Learning agreement*. The *Report on the learning agreement* established by the host school will help the sending school in recognising the studies undertaken abroad. This report should be coordinated by the mentor or the contact teacher at the host 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. Include the learning agreement in your final report to the sending NA

The learning agreement (including the pupil's timetable) should be attached to the final report sent by the sending school to the sending NA. The NA will use it as a tool for monitoring purposes.

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/europass/home/vernav/InformationOn/EuropassMobility/navigate.action>).

Section 9: Guidance on crisis management

Crisis management ³

The purpose of this document on *Crisis management* is to ensure a successful Comenius individual pupil mobility experience for all involved. The guidelines provide information on what constitutes a crisis (Chapter 1), who should be involved in preventing and managing a crisis (Chapter 2), on how to prevent the crisis from happening (Chapter 3) and on how to handle crises and ensure that 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, together with the *Insurance guide* and the relevant section of the *Country guide*, should be distributed to all those involved in an exchange; the mentor at the host school, the contact teacher at the sending school, the host family, the pupil and his/her parent(s)/guardian(s). 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

³ The content of this text is adapted from the European Voluntary Service crisis manual.

- 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 Comenius 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 correct selection of a host family, as set out in the document *Guidance for host 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 and mentors at the host school must attend the on-arrival training organised by the host National Agency.
- ▶ Pupils must know and observe the rules of conduct provided in the *Parental/Guardian consent form*, and also those laid down by the sending and the host school (the template *Rules of conduct* is attached in Section 10).
- ▶ Pupils should also know and observe the law in the host country (available in *Country guide*).
- ▶ 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, are 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/other to/from the home of the host family and to/from the compulsory training sessions.
- ▶ All parties must abide by their 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 host school coordinates the drawing up of a detailed *Crisis action plan* prior to the pupil's arrival. The 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 and the host family are not able or competent to solve the pupil's problem at local level, they should contact the host 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, except in cases where the pupil's behaviour has already made it unlikely that the stay will be successful.
- ▶ In very urgent cases, the mentor can decide to terminate the pupil's stay. However, if possible, he or she should consult with the hosting National Agency (which will inform the sending National Agency) before taking the decision. If this is not possible, the hosting National Agency should be informed as soon as possible after taking such a decision.

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 National Agency of the host country 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) and the insurance contract as well as the translations of the *Health form* and the *Parental consent form*. The mentor should keep the originals and the host family the copy of 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 insurance company regarding the return of body. In the meantime, liaison with a local funeral parlour.

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 parent(s)/guardian(s) are informed by the mentor and involved where appropriate.
- ▶ The mentor assists the pupil in reporting the case to the relevant authorities.

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 hosting National Agency (via the mentor)

In case of a serious breach of rules/laws of the country, the mentor can decide to terminate the pupil's stay, where possible after consulting the host National Agency.

4.2.5 Family pressure to return home

- ▶ The pupil/the host family tells 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 and the sending NA may decide to terminate the stay. The travel expenses are 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 acts as quickly as possible and helps arrange a trip home for the pupil
- ▶ Travel expenses in this case are reimbursed by the insurance provided for the Comenius Individual Pupil Mobility
- ▶ The mentor contacts the insurance company to find out how to arrange reimbursement of the travel expenses.

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 host school must 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 host school to make arrangements for alternative accommodation or repatriation. In case of repatriation, the travel costs will be borne by the parent(s)/guardian(s) of the pupil.
- ▶ In the event of any doubts in relation to a host family and child protection risk issues, the mentor will 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 guide (tenderer to specify)

1. Pupil's own health cover

- ▶ All the participating pupils should be covered by a national health scheme prior to the departure. This cover entitles them to receive a European Health Insurance Card⁴.
- ▶ The pupil/parent(s)/guardian(s) 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. The European group insurance for participants in the Comenius Individual Pupil Mobility scheme will ensure that all pupils participating in the action are subject to the same cover during the period of mobility.

The insurance company will provide a guide on insurance procedures. The mentor/host family will be familiar with procedures/modalities of application set out in the guide and follow them in case of emergency.

⁴ Details on European Health Insurance Card can be found at <http://ec.europa.eu/social/main.jsp?catId=559&langId=en>. 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 Comenius Individual Pupil Mobility action gives pupils the opportunity to spend 3 to 10 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 the EU contributing to costs incurred during the stay, such as costs linked to local transport or learning materials. The National Agency in the sending country will pay the monthly allowance for the pupil to the sending school, which will transfer it to the pupil/pupil's parent(s)/guardian(s). Furthermore, he or she will be covered in terms of medical care and personal liability during the stay through insurance provided by the European Commission.

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. If you travel abroad with the pupil, make sure that you have taken into account the possible insurance and liability implications.
- 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.
- agree to 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 host 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 rules of conduct for the action and those defined by the schools), 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 up to 3 days).

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

Agreed and accepted by:

Place:

Date:

Name in capital letters:

Signature:

Name in capital letters:

Signature:

SAMPLE

Parental/guardian consent form

Name of participant:

Home address:

Name, address and country of sending school:

Name, address and country of hosting 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 Individual Pupil Mobility, including prior preparation and subsequent follow-up activities;

- I confirm that I have received adequate information concerning the Comenius Individual Pupil Mobility 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 and on-arrival training sessions for pupils are 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

- 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 host school and the host family.

- I agree to keep all personal data concerning host family confidential.

- I agree that the sending school will communicate the data concerning my child included in the Pupil Application Form to the host school, and that the host 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 sending and host National Agencies in charge of the Comenius Individual Pupil Mobility action and to the European Commission. All the personal data will be treated as confidential.

- I understand that photographs and film and video footage (the images) of current and former exchange pupils are occasionally used by the European Commission and/or the National Agencies in promotional materials. By signing this Parental Consent Form, I grant to the European Commission / the National Agency the right to use, publish and/or reproduce excerpts from interviews and letters, images and audio recordings of the pupil taken during his/her involvement with the Comenius Individual Pupil Mobility Programme.

Signature and date:

I do not agree to such use of the photographs, films and video footages 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 cover costs related to the pupil mobility. International travel will be organised by the school and covered by the grant. I understand that my child must give to the school all evidence related to his/her travel expenses (invoices, boarding passes, used travel tickets). I understand that the travel costs will not be reimbursed if the relevant evidence cannot be provided.

- If my child needs to buy domestic travel tickets in the home or host country when travelling to or from the host country, the costs of these tickets will be reimbursed by the sending school, within the limits of the grant awarded. The costs will be reimbursed on the basis of real costs, as justified with receipts and used travel tickets or boarding passes.

- I am aware that my child is entitled to a monthly allowance, according to the amounts specified per destination country. The monthly allowance is a contribution to costs incurred during the

stay abroad such as costs for 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/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 the final report which will be submitted by the sending school to the Comenius National Agency. The model for the report will be provided by the school.

Agreed and accepted by:

Place:

Date:

(Parent/Guardian) Name in capital letters:

Signature:

(Parent/Guardian) Name in capital letters:

Signature:

Place:

Date:

(Pupil) Name in capital letters:

Signature:

Contact details of the parent/guardian:

Name:

Address:

Telephone:

Mobile telephone:

E-mail address:

SAMPLE

Pupil application form

1. Name and address of the applicant

First name:	
Last name:	
Telephone:	
Fax:	
Mobile phone:	

Street:	
Postal code and city:	
Email address:	
Date of birth	

2. Host school(s) — in order of preference

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

3. Preferred duration

_____ (min 3, max 10 months)

4. Family data

I live with:

Mother and father

Mother and partner

Father and partner

Mother

Father

Other
(explain):

Mother/Stepmother/Guardian

First name:	
Last name:	
Occupation:	

Mobile phone:	
Daytime phone:	

Father/Stepfather/Guardian

First name:	
Last name:	
Occupation:	

Mobile phone:	
Daytime phone:	

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?

SAMPLE

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?

SAMPLE

c. Academic abilities

Describe your preferred subjects briefly and explain why you like them

SAMPLE

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 Comenius Individual Pupil Mobility and describe what you expect to gain from participating in this programme, at both personal and academic level. Describe how you could contribute to your host family, your host school and the country you will be visiting. If you were involved in the Comenius Partnership activities between your school and the potential host school(s), how would you like to contribute to the continuation of 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 Comenius Individual Pupil Mobility.

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 in the framework of the Comenius Individual Pupil mobility. I agree that these data are communicated to the host school, and that the host school will transmit them to the family which will host my child. I understand that the data contained in this form will also be communicated to the sending and host National Agencies in charge of the Comenius Individual Pupil Mobility action. All those people receiving these data will be required to treat them as confidential.

Agreed and accepted by

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

(Date)

Name and signature of pupil

(Date)

Pupil application form

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

5. Other

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

Yes No

If yes, please explain:

6. For visa and travel purposes

City of birth:	
Date of birth:	
Nationality:	

Country of birth:	
-------------------	--

Passport / ID:			
Number:		Issue date:	
Place of issue:		Expiration date:	

7. Candidate photos

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

8. Introductory letter

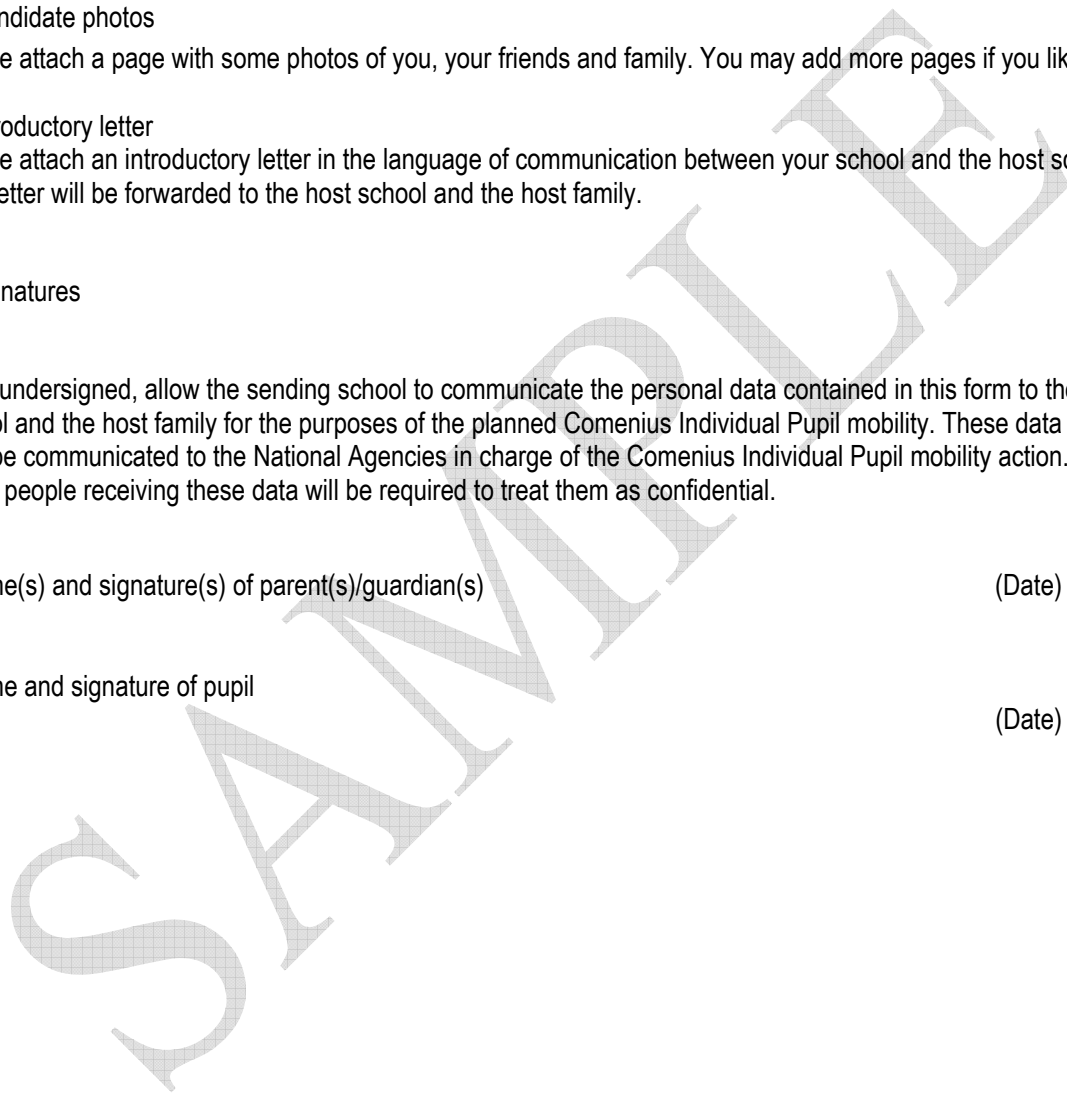
Please attach an introductory letter in the language of communication between your school and the host school. This letter will be forwarded to the host school and the host family.

8. Signatures

I, the undersigned, allow the sending school to communicate the personal data contained in this form to the host school and the host family for the purposes of the planned Comenius Individual Pupil mobility. These data will also be communicated to the National Agencies in charge of the Comenius Individual Pupil mobility action. All those people receiving these data will be required to treat them as confidential.

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

Name and signature of pupil (Date)



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. The 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 Comenius Individual Pupil Mobility. Part 2 will be completed by the doctor, signed by parents/guardians and the pupil, 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 Comenius Individual Pupil 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 programme.

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 Comenius Individual Pupil Mobility action.

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 3 and 10 months in a host school and living with a host family abroad. Incorrect or incomplete information on his/her health could lead to problems while abroad. The form must be completed by the 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 diseases/conditions listed below:

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

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	<input type="checkbox"/>	<input type="checkbox"/>	e) Heart blood vessels	<input type="checkbox"/>	<input type="checkbox"/>
b) Lungs, respiratory system	<input type="checkbox"/>	<input type="checkbox"/>	f) Tonsils nose or throat	<input type="checkbox"/>	<input type="checkbox"/>
c) Bones, joints, locomotor system	<input type="checkbox"/>	<input type="checkbox"/>	g) Blood, endocrine system	<input type="checkbox"/>	<input type="checkbox"/>
d) Genito-urinary system	<input type="checkbox"/>	<input type="checkbox"/>	h) Eyes/vision, ear/hearing	<input type="checkbox"/>	<input type="checkbox"/>

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 disorders? Yes No

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

If yes to either (12 or 13), a FULL report by the specialist and a statement by the parents about the illness or specific problem must be attached. Note: Placement in a foreign host family, school and community requires adjustment which often involves emotional stress. It will not be a time for relaxation or temporary relief from any current therapy. If the 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 while on the programme? Yes No

Frequency?

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

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

If other, please specify:

18 TB Test? Which 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 programme.

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 programme. I agree that the envelope containing this form can be disclosed to a doctor treating my child while on the programme where medically necessary. If necessary, I agree to communicate all relevant information relating to the health of my child to the host school and the host family. All personal data will be treated as confidential.

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

SAMPLE

Host family information form

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

First name:	
Street:	
Telephone:	
Fax:	
Mobile phone:	

Last name:	
Postal code and city:	
Email address:	

2. Preferred duration for hosting a pupil

_____ months (minimum 3 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 Comenius 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 Comenius 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 Comenius 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 completing the programme successfully.

I/We, the undersigned, permit the host school to communicate the personal data indicated in this form to the sending school, to the Comenius pupil and to his/her family for the purposes of the planned Comenius Individual Pupil mobility. I/We understand that the information contained in this form will also be communicated to the sending and host National Agencies. All those 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 in the programme.

I/We, the undersigned, are aware that the support we give to the Comenius pupil is crucial to the success of this mobility. If I am/we are selected, I/we will do our best to welcome the Comenius 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) sign the *Host Family Charter*.

Agreed and accepted by

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

SAMPLE

Learning agreement

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

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:	
Contact details (telephone and e-mail):	
Name and address of host school:	
Name of mentor/contact teacher responsible for the execution of this learning agreement — host school:	
Contact details (telephone and e-mail):	

2. General aims of the mobility period:

This section can be taken/adapted from the application form submitted by the sending school to its National Agency.

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 Comenius Partnership or another form of school cooperation)*
- *other knowledge and competences*

4. Class attendance:

Host class/es	
Compulsory subjects to be studied in the host school (if possible, specify for each subject the number of lessons per week)	
Exemption from lessons in the host 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 (host school):			
At the end of the stay (host school):			
After completion of the stay (sending school) ⁶ :			

Signatures:

Before the stay:

	Date, place	Name	Signature
Sending school			

⁶ This information is only indicative. The sending school should allow enough time for the pupil to settle back.

Host school			
Pupil			

Amendments (if applicable):

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

--

	Date, place	Name	Signature
Sending school			
Host school			
Pupil			

SAMPLE

Report on the learning agreement

The template for the Report on the learning agreement provides the host school with a structure and a list of the 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:	
Contact details (telephone and e-mail):	
Name and address of host school:	
Name of contact teacher/mentor responsible for the execution of this learning agreement — host school:	
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 Comenius Partnership or another form of school cooperation)
- 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 host school

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

Signatures:

	Date, place	Name	Signature
Host 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 host and sending schools should be inserted here:

- a.
- b.
- c.
- d.

Accepted and signed by:

	Date, place	Name	Signature
Sending school			
Host 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 host school:

Mentor at host 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

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

SAMPLE

4. Emergency numbers in host country

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

5. Details of the European Insurance Scheme for Comenius Individual Pupil Mobility

- ▶ Address and telephone number of insurance company:
- ▶ Insurance policy number(s):

6. Document checklist

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

- 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 documentation on the European Insurance Scheme for Comenius Individual Pupil Mobility
- the translations of the Health form and the Parental/Guardian consent form

Request for payment

On the basis of this request made by the host school, the sending school will transfer the lump sum amount for the administration of the scheme to the host school. It must be filled in by the host school and sent to the sending school once the pupil has/ pupils have arrived at the host school.

Name of the pupil(s):	
Sending school (name and country):	
Host school (name and country):	

I, the undersigned, confirm that(name) was nominated to be the mentor for the above-mentioned pupil (s) and that the host school selected a host family/host families for this pupil/these pupils. The *Host family charter(s)* signed by this family/these families and the signed *Learning agreement* are attached to this letter.

Signature:

Date:	
Place:	
Name:	
Position at the host school:	
Signature:	

Confirmation of payment received

This confirmation is proof that the sending school has transferred the lump sum amount for the administration of the action to the host school. It must be filled in by the host school and sent to the sending school once the payment has been received. This confirmation will be attached to the report that the sending school must send to its National Agency.

Name of the pupil(s):	
Sending school (name and country):	
Host school (name and country):	

I, the undersigned, confirm that the host school has received the payment of (amount/currency) from the sending school for the administration of the Comenius Individual Pupil Mobility. This payment arrived on (date of payment received)

Signature:

Date:	
Place:	
Name:	
Position at the host school:	
Signature:	

SAMPLE

SAMPLE

SAMPLE



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