

# EUROPEAN CITIZENSHIP AND WORKING ACROSS BORDERS

## MODULE 3: Preparing Students to Work Abroad

*This module will take approx. 1h* 

Project code: 2022-1-IT01-KA220-VET-000089459

# ACTIVITY 1: Providing/Getting information

## OBJECTIVES:

In this activity you will...

- Learn about the process of dissemination, selection process and legal requirements for an Erasmus + internship.
- Reflect on your dissemination plan and selection process.

## INDEX:

- 1 Introduction
  - 2 1st Step: Dissemination
  - 3 2nd Step: Selection process
  - 4 3rd Step: Legal Requirements
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# Introduction

In this module, we will put into practice everything we have previously analysed. It is the moment to transfer and prepare our students to work in Europe through a mobility internship and to be able to apply for a job in another country in the future. In this first activity, we will focus on how and what we should convey to our students when informing them about the possibilities of working abroad.



Photo credit: [European Commission](#)

# 1ST STEP: DISSEMINATION

It is important to prepare a dissemination plan and explain your institution's offer in this aspect. Students should be informed of the different options available to them when doing their internship or working abroad. As an institution, we can offer them counselling on work placements and the opportunity to do their training abroad with EU-funded programmes such as Erasmus +, previously discussed in the second module. We could organise talks for the targeted audience during the course to reach learners with this specific information as well as giving them the opportunity to listen to real experiences from former trainees. Other dissemination plans might include special events such as Erasmus Days.



Photo credit: [Teacher Academy](#)

# 1ST STEP: DISSEMINATION

**#ErasmusDays** is the celebration campaign that highlights the benefits of the European Union's Erasmus+ programme. It is a unique opportunity to give visibility to your Erasmus+ project, involve the education community, reach out to citizens and engage social actors (public and private institutions, companies, communities, associations, policy makers, media, etc.). Over six **#ErasmusDays** aims to mobilise project beneficiaries and professional networks (students, teachers, trainers, parents, non-teaching staff, alumni...) to share their experience of mobility and cooperation in Europe and worldwide, promote the opportunities funded by the European Union, disseminate common European values and thus maximise the impact and repercussion of their Erasmus+ project through communication and dissemination activities.

*Extra  
reading!*



## 2ND STEP: SELECTION PROCESS

Each institution has a selection process for sending students for work placements abroad. Unfortunately, we do not always have the means or grants to be able to give all interested students this opportunity, so in most cases, we have to consider certain selection criteria for shortlisting. Among these selection criteria, students should be graded in terms of soft skills by their teachers, since during their stay abroad they will have to face tough situations that will push them to their limits, and we must therefore ensure that they have sufficient tools to cope with them as well as possible. Language skills are something to be taken into account as well. Although mastering a language such as English is not strictly necessary, it is a great communication tool and should therefore be taken into account. Some online tools such as OLS (Online Language Support) should be offered to the learner on the destination's local language (or English). It is advisable to conduct a personal interview of the different participant by the Internationalisation Team in order to have a more objective view of the learner's skills.



Photo credit: [EU Academy](#)

*Extra  
reading!*



# 3RD STEP: LEGAL REQUIREMENTS

It is important to ensure students understand the legal requirements for working abroad in Europe. This includes visas, work permits, and any specific regulations related to their profession in the destination country.

- **Insurance coverage:** The sending institution must ensure that the trainee has insurance cover for the duration of the traineeship. This policy should include health and travel insurance. Normally, insurance is taken out by the sending institution.
- **Legal Agreements:** When undertaking a mobility placement, students will be required to sign and understand various documents. These will include documents certifying the agreement between the trainee, the sending institution and the host institution. These agreements should outline the terms and conditions of the training, including responsibilities, liabilities, intellectual property rights, and dispute resolution mechanisms.
- **Qualification recognition:** Participants should be informed whether their traineeship abroad will be recognised and accredited by the authorities and institutions of their home country. This is particularly important for students who are pursuing vocational qualifications or certifications that require formal recognition for employment purposes.

# Message board discussion

- Explain the dissemination plan you use in your institution or propose one if you still don't have any. What criteria do you or would you use to select students for an Erasmus Internship?





# ACTIVITY 2: Research/Context/Cultural awareness

## OBJECTIVES:

In this activity you will...

- Learn about Cultural competence in the workplace.
- Share and reflect on the different methods to improve that Cultural Competence for students applying for an internship abroad.

## INDEX:

1 Introduction: Cultural Competence

2 Pestle Analysis

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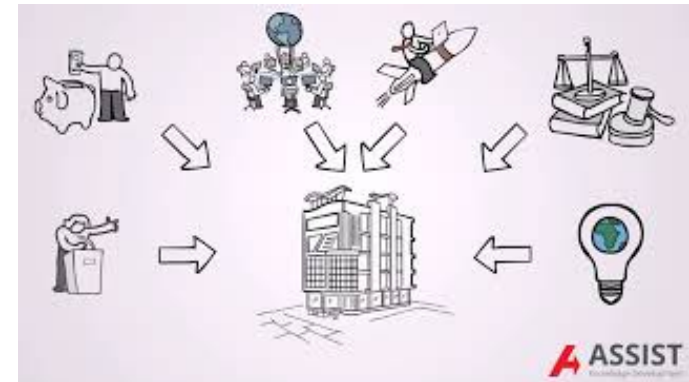
# Introduction: Cultural Competence

Once our students are informed of the process of applying for an Erasmus scholarship for training abroad, it is time to focus on other information and soft skills that must be considered. One of the main skills we need to develop in a student that is going to work abroad is their cultural competence. Taking into account our students will be working in another country for a long period of time, we should definitely make them understand the importance of accepting, embracing and immersing in other cultures.



# PESTLE ANALYSIS

There are many different methods to prepare our students for their training period abroad and to develop their cultural competence. PESTLE analysis is a strategic tool used to understand the macro-environmental factors that could impact an organization or activity. In the context of preparing students for an Erasmus training period in Vocational Education and Training (VET), PESTLE can help students gain a comprehensive understanding of the host country's environment, which in turn, aids in developing cultural awareness.

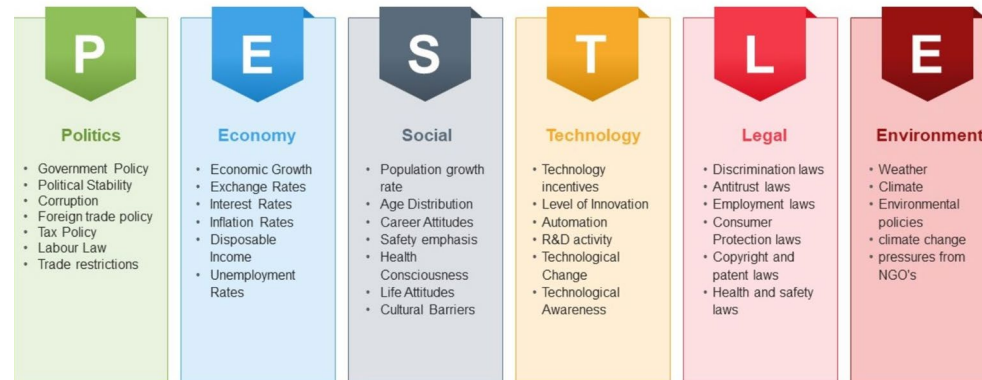


# PESTLE ANALYSIS

Have a look at the possible template to develop this activity. By integrating PESTEL analysis into their research, students can gain a deeper understanding of the broader factors influencing the host country. This comprehensive approach will enhance their cultural awareness and better prepare them for their Erasmus VET training period.

Tables

## PESTLE ANALYSIS



[More templates](#)

# Message board discussion

- Create a PESTLE analysis and share it in the message board. Take your own conclusions. Do you find the method useful? Do you think it can benefit your students' preparation for a training period abroad? Share other possible methods that you use or that you think could be applied.



# ACTIVITY 3: Applying for an Internship/Job

## OBJECTIVES:

In this activity you will...

- Learn about the process the students must follow to apply for an internship abroad.
- Get to know Europass as a tool to create a CV and a Cover Letter.

## INDEX:

1 Introduction

2 Find a work placement

3 Creating a CV and Cover letter

3.1 Europass: Benefits

3.2 Europass: Step by Step

3.3 Europass: Supplement

4 Interviews

# Introduction

In this activity we will review the process that participants who apply for an internship abroad must follow.





# Find a work placement

The first step must be carried out by the school's internationalisation coordinator or, sometimes, the candidate might already have an agreement with a company. Either way, once the country of destination has been decided among our potential partners, we will go on to find a suitable internship for our students, always respecting their needs and characteristics. In this step it is highly important to have a network of partners that can guarantee variety and match our training offer.



Photo credit: [EUROPEAN COMMISSION](#)

# Creating a CV and Cover letter

The second step, once we have verified that it is a good match, the candidates will prepare their own curriculums and cover letters to give to the company, which will decide if the student will be able to do the internship in that institution. This second step may take some time as students will have to familiarise themselves with the Europass website (previously mentioned in the second module), where they will have to adapt their CV and cover letter to the hosting institution. It is necessary to give them some guidelines to follow when writing the cover letter and CV, in cases where they have not been able to work on them in the subjects of their cycle. It is also important to provide candidates with some tutorials that can guide them in using the [Europass website](#).

# Europass: Benefits

Here you have some videos to show the candidates, highlighting the benefits of the tool.



# Europass: Step by step

These videos can be used as basic tutorials to use Europass platform.



# Europass: Supplement

Taken from: [The Diploma Supplement](#)

## What is the Diploma Supplement?

The Diploma Supplement is a document which provides information that makes it easier for employers and education institutions to understand your qualification.

When you apply abroad for a job or courses, it can be challenging to explain what you learned in your studies. This is where the Diploma Supplement can help you.



Photo credit: [LinkedIn](#)

# Europass: Supplement

Taken from: [The Diploma Supplement](#)

## **What information does it contain?**

The Diploma Supplement provides information on your personal achievements, including course credits, grades, and what you have learned.

It contains information confirming:

- the type and level of qualification awarded
- the institution that issued the qualification
- the content of the course and results gained
- details of the national education system

This information can make it easier for an employer or education institution to understand your qualification and for you to take the next step with your learning and career.

# Europass: Supplement

Taken from: [The Diploma Supplement](#)

## How can you get your Diploma Supplement?

You can request your Diploma Supplement from the Higher Education institution where you studied.

Graduates in more than 40 countries have the right to receive the Diploma Supplement automatically, free of charge and in any major European language.

[Examples of Diploma Supplements](#)



Photo credit: [Europass](#)



# Interviews

As a final step, there may be a situation where our students have to undergo a pre-acceptance interview with the host institution. This interview is usually done digitally and its purpose is to allow both the company and the candidate to establish certain common agreements verbally, as well as to have the first contact prior to the start of the internship.

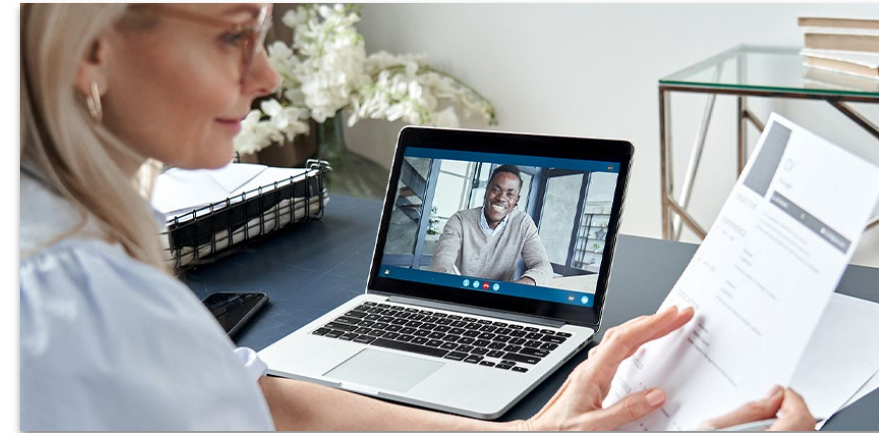


Photo credit: [Job Hunt](#)

# Message board discussion

- What process do you follow in your institution? How would you improve the steps provided in this activity? Do you find Europass useful? Highlight the importance of Networking.

