



D4.5 Mobility Vademecum

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Work package / Task:

WP4 - Testing and validating the strategy based on three case-based learning scenarios

Task 4.4 - Developing a method for designing case-based scenarios for three sub-sectors

Short Description:

This document is a guide summarizing the main features of the EO4GEO mobility programme and providing indications and useful information for users to better exploit internship / project work opportunities.

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Case-based learning; Work-based learning; Mobility; Internship; Project work; blended mobility; Team work; Learning path; Certification

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Executive Summary

The document is a guidance for implementing the EO4GEO mobility programme. This mobility program is aiming to promote internships for students and young professionals, possibly in an international setting.

The Mobility Vademecum provides definitions and guidelines from the promotion to the reporting phase of the different typologies of mobility, including provisions for certification and definition of quality criteria to be followed. The guidelines also include the practical preparation and logistics for the internships (i.e. procedures, practical implications); but also the set-up of a mentoring / supervision scheme, plus reporting, that could also entail an internship certificate with a certain branding effect. In general, the Mobility Vademecum includes all the steps to be followed to properly organise a mobility flow.

Overall, the Mobility Vademecum wants to be a standard tool to help the organisations participating in mobility flows to formalise their agreement and mutual obligations. The ECVET toolkit has also been taken into consideration while designing this guide, to ensure compliance with the main aspects addressed therein, particularly in relation to the content of the Learning Agreement.

Opportunities and procedures for innovative internships teaching paradigms (transnational team work on a common project, blended mobility, ...) are also explored in detail.

This is particularly relevant also considering the possible practical implications of the recent COVID-19 crisis, which could entail the impossibility to organize traditional mobility flows, at least in the short to medium period, thus giving greater importance to innovative blended, or even virtual, mobility schemas.

For the sake of clarity, the different typologies of mobility have been organised in two main categories, internship and project work. For each of them, a separate section specifying all what is needed to know for each involved actor (trainee, sending and hosting organization) has been edited, covering in particular:

- Roles and responsibilities
- Credit systems (ECTS, ECVET)
- Project work/Internship specifications
- Financing
- Selection
- Cooperation agreements
- Evaluation, assessment (and certification)

To better support the actors involved in mobility initiatives, some templates are also provided in the annexes, in particular for offers of Internship / Project work and for mobility agreements



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Acronyms

Acronym	Description
BoK	Body of Knowledge
EACEA	Education, Audiovisual and Culture Executive Agency
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit System for Vocational Education and Training
EO	Earth Observation
EQF	European Qualifications Framework
GI	Geographic Information
VET	Vocational Education and Training

Glossary

Bloom's Taxonomy is a classification of thinking or cognitive skills, which is often used in the design of educational, training and learning processes, and especially in the definition of learning outcomes. Bloom's Taxonomy consist of six levels of thinking skills, ranged from lower order thinking skills to higher order thinking skills

Body of Knowledge (BoK) is the complete set of concepts and relations between them that make up a professional domain, (in this case EO/GI BoK) and the related learning outcomes as defined by the relevant learned society or a professional association.

Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and/or personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

EUROPASS Mobility is a document to record knowledge and skills acquired in another European country. Examples are:

- a work placement in a company;
- an academic term as part of an exchange programme;
- a voluntary placement in an NGO.

European Credit Transfer and Accumulation System (ECTS) is a credit system designed to make it easier for students to move between different countries.



Education, Audiovisual and Culture Executive Agency (EACEA) manages funding for education, culture, audiovisual, sport, citizenship and volunteering.

European Credit System for Vocational Education and Training (ECVET) have common instruments helping individuals in transfer, recognition, and accumulation of their assessed learning outcomes, to achieve a qualification or to take part in lifelong learning.

The **European Quality Charter for Mobility** constitutes the quality reference document for education and training stays abroad. The Charter is addressed to the Member States, particularly their organisations responsible for stays abroad, and provides guidance on mobility arrangements for learning or other purposes, such as professional betterment, to both young and adult participants.

European Qualifications Framework (EQF) descriptor is defined by 8 levels of descriptors that indicates at that level the learning outcomes relevant to qualifications in any system of qualifications.

The term **Earth Observation (EO) related services** refers to any geo-spatial information service activity which in some way involves data coming from EO satellites (including meteorological satellites) i.e. any satellite with one or more sensors that measure parameters coming from the earth's surface or atmosphere. The involvement may be direct i.e. processing or distributing imagery or indirect i.e. consultancy based around knowledge of the imagery or its use. It starts from the point where imagery is transmitted to the ground, so it does include reception and processing of imagery but does not include construction of ground stations or the satellites delivering the data. Note that it includes all geo-spatial information services activities where satellite EO data has been used and so extends to downstream information processing of geospatial information where data being used has been derived from EO imagery possibly in combination with other data types.

Geographic Information (GI) is the data of a geographic location combined with non-spatial information (e.g. statistical data) and their representation as a map.

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

Mobility: in the context of EO4GEO, the term mobility is intended as the flow of students/trainees from a sending (usually academic or VET provider) to a hosting institution (usually from the employers' world, either private or public) to have a period of practical application of what learnt during a learning / training path. Typical examples of mobility flows are internships / placements. The mobility can be performed either completely in presence (physical mobility), in a virtual environment (virtual mobility) or in a blended form (physical + virtual), and can be implemented in different learning action types.



Learning outcome: Learning outcomes are statements of what a learner should know, understands and is able to do on completion of a learning process. In EO4GEO, they are described in terms of Knowledge and Skills.

They should be characterized by:

- A time frame
- A performer
- An action verb (observable and measurable)

In EO4GEO it has been agreed that learning outcomes are formulated as verb + knowledge-based statement (example: at the end of the course (time frame) the student (performer) is able to apply (Verb) theoretically and practically his/her knowledge in the processes of disaster management (knowledge-based statement)). To this purpose, the verb list on Bloom's revised taxonomy (Anderson and Krathwohl) is adopted.

Vocational Education and Training (VET) is a key element of lifelong learning systems equipping people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.



1. Introduction

1.1. *EO4GEO project*

EO4GEO is an **Erasmus+ Sector Skills Alliance** gathering **25 partners from 13 EU countries**, most of which are part of the **Copernicus Academy Network**. Be they from academia, public or private sector, they are all active in the education and training fields of the space / geospatial sector. The project is also supported by a strong group of Associated Partners mostly consisting of associations or networks active in space/geospatial domain. The project started on January 1st, 2018, upon approval by the EU Education, Audio-visual and Culture Executive Agency (EACEA) and runs over four years.

EO4GEO aims to help bridging the skills gap in the space/geospatial sector by creating a strong alliance of players from the sector/community reinforcing the existing ecosystem and **fostering the uptake and integration of space/geospatial data and services**. EO4GEO works in a **multi- and interdisciplinary** way and applies innovative solutions for its education and training actions including: case-based and collaborative learning scenarios; learning-while-doing in a living lab environment; on-the-job training; co-creation of knowledge, skills and competencies; etc.

EO4GEO defines a long-term and sustainable strategy to fill the gap between supply of and demand for space/geospatial education and training taking into account the current and expected technological and non-technological developments in the space/geospatial and related sectors (e.g. ICT). The strategy will be implemented by: creating and maintaining an ontology-based Body of Knowledge for the space/geospatial sector based on previous efforts; developing and integrating a dynamic collaborative platform with associated tools; designing and developing a series of curricula and a rich portfolio of training modules directly usable in the context of Copernicus and other relevant programmes and conducting a series of training actions for a selected set of scenarios in three subsectors - integrated applications, smart cities and climate change to test and validate the approach. Finally, a long-term Action Plan will be developed and endorsed to roll-out and sustain the proposed solutions.

For more information on the project please visit <http://www.eo4geo.eu/about-eo4geo/>

1.2. *Objectives of the work package*

The work package “Designing GI and EO curricula in support of Copernicus”, in which the “Mobility Vademecum” is developed, aims at designing in a systematic way a series of VET and academic curricula and develop training material for training actions based on business processes and occupational profiles to be supported in the context of the Copernicus programme and related activities. Although it is impossible to develop a complete series of courses for the curricula from



scratch, it is proposed to start from the identified education and training offers, to improve some of the existing material, and to design some new syllabi for courses/modules that are highly desirable as identified in the survey on the demand for education and training and after the analysis of relevant business processes. The design of the curricula is making use of the Curriculum Design Tool developed within the project in connection to the ontology-based Body of Knowledge (BoK) in the EO*GI field. Curriculum design actions include: the design of a programme structure (usually in view of a particular occupation of expert profile); a description of its objectives and content; the different parts (modules, courses, lectures/assignments); the number of ECTS in case of academic education/training, and the workload and/or ECVET in case of VET; the level(s) of the different components according to EQF; the definition of pre- and post-requisites; transversal skills and most importantly the desired learning outcomes. The latter is fundamental to guarantee recognition of the acquired skills across countries and to foster transnational and trans-sectoral mobility. Finally, the designed curricula are also taking into account mobility aspects, as part of Erasmus efforts, but also in the form of potential internships offered by the private (space/geospatial companies) and public sector (e.g. mapping and space agencies, including the Copernicus Entrusted Entities).

The designed curricula and the training materials will form the basis for the subsequent testing and validation phase which will focus on the education and training for some selected case-based learning scenarios for three sub-domains: smart cities, integrated applications and climate change. Internships and project work are considered among the possible training activities to be implemented in the testing phase.

1.3. Objectives of the task

Based on the case-based learning approach and in order to foster work-based learning, EO4GEO is implementing a mobility programme to promote internships by students and young professionals, possibly in an international setting. To reach the objective of work-based learning, a mobility framework is being set-up to make available a context where offers of internships and project work by companies, public and research institutions will stimulate and meet the demand by students and professionals. The mobility by itself will not be funded by EO4GEO, but by the involved organisations through ad hoc agreements. Information on ERASMUS+ opportunities (Erasmus internships / placements) for mobility funding and support to applicants are being also provided. Mobility will be promoted both at the general EO4GEO Alliance level and at the level of specific application scenarios. The “Mobility Vademecum”, is intended to become a guidance from the promotion to the reporting phase of each mobility. It is also aimed to include provisions for EUROPASS-Mobility (when suitable), and actions to define quality criteria according to the European Quality Charter for Mobility (ref. OJ L 394/8, 30.12.2006).

Opportunities for innovative internships teaching paradigms (transnational team work on a common project, blended mobility, ...) are being promoted and explored in detail. Several private and public sector partners are willing to host trainees, for instance within the scope of the different



scenarios for the three chosen sub-sectors, integrated applications, smart cities and climate change. An on-line database collecting offers/demand of internships and project works will be implemented through the existing PRAXIS portal (www.praxisnetwork.eu). Moreover, it is foreseen to make the PRAXIS portal interoperable with the Job Offer Tool (JOT) developed in EO4GEO, where internship/project offers can be linked to BoK concepts. The use of JOT to submit internship/project offers is recommended, particularly for EO4GEO partners and associates. JOT offers will be periodically synchronised with PRAXIS and thus appear on the PRAXIS portal.

Overall, the task is covering the following activities:

- To prepare a standard tool to help the organisation participating in mobility flows in formalising their agreement and mutual obligations. This document aims to provide the organisations involved in mobility flows with useful guidelines on procedures, practical implications, quality criteria and, in general, all the steps to be followed to properly organise a placement.
- To identify the concrete internship opportunities already offered by the private and public sector partners of the consortium, especially in the context of the case-based learning actions that will be conducted in the subsequent testing phase for three sub-sectors: smart cities, integrated applications and climate change. This will not only include the practical preparation and logistics for such internships; but also the set up a mentoring / supervision scheme, plus reporting, that would entail an internship certificate with a certain branding effect.
- To find and organize synergies with other ongoing initiatives such as PRAXIS and other activities like Erasmus Mundus Masters;
- To raise awareness on the opportunities offered by internships (in whatever format they are organized) to enhance employability and promote an entrepreneurial mindset, as well as for the host organisations to benefit from fresh ideas and talents from hosted people.
- To promote the use of an on-line database to upload requests/offers of internships/project works.

1.4. Purpose of the document

The purpose of the document is to summarise the main features of the EO4GEO mobility programme and to provide indications and useful information to users to better exploit internship/project works opportunities.

The Mobility Vademecum wants to be a standard tool to help the organisations participating in mobility flows to formalise their agreements and mutual obligations. It aims to provide useful guidelines on procedures, practical implications, quality criteria and, in general, all the steps to be followed to properly organise a mobility flow



1.5. Structure of the document

After the introductory part, the methodology to organize the work is presented and a clear set of definitions is given, covering the different typology of mobility taken into consideration. The definitions provide the basis for the classification of mobility types into two main categories, internships and project work, upon which it is specified “all you need to know” for each involved actor (trainee, sending and hosting organization), covering in particular:

- Roles and responsibilities
- Procedures (including selection)
- Project work/Internship specifications
- Cooperation agreements (including financing)
- Evaluation, assessment (and certification)

Finally, to better support the actors involved in mobility initiatives, some templates are also provided in the annexes, in particular for offers of Internship / Project work and for mobility agreements.



2. Methodology

The first stage in the development of the Vademecum was a desk research on available widely recognised procedures among sending and hosting organisations, as well as the availability of documents and guidelines drafted in the framework of former cooperation projects dealing with mobility (not only the mobility *per se*, but also the current praxis for its promotion and the different ways in which it can take place).

Main references were found mainly from the ECVET toolkit, the former ERASMUS+ projects PRAXIS and blended-AIM, as well as from the Knowledge Alliance giCASES (for the modelling of the internship process and the general template of cooperation agreement). Reference literature on the web, mainly connected with well-known EU policies and programmes related to mobility promotion and implementation and its quality assurance procedures, has been consulted as well, constituting a starting point for further elaborations based on the individual experience of the sending institutions and internships / project providers within the project consortium.

Further on, from the academic partners of EO4GEO information were collected on the usual procedures followed for collecting applications from candidates, apply for internship, content of the internship agreement and final certification of the mobility (if any).

All the above has been summarized in the following guidelines (including templates in the annexes), structured by the two macro categories (internship and project work), including definitions of the key typologies of mobility actions.

The guidelines have been elaborated considering the key principles defined in the European Quality Charter for Mobility (ref. OJ L 394/8, 30.12.2006), namely:

- **information and guidance:** every candidate should have access to clear and reliable sources of information and guidance on mobility and the conditions in which it can be realized, including details of the Charter itself and the roles of sending and hosting organisations;
- **learning plan:** a plan is drawn up and signed by the sending and hosting organisations and participants before every stay for education or training purposes. It must describe the objectives and expected outcomes, the means of achieving them, and evaluation, and must also take account of reintegration issues;
- **personalisation:** mobility must fit in with personal learning pathways, skills and motivation of participants, and should develop or supplement them;
- **general preparation:** before departure, participants should receive general preparation tailored to their specific needs and covering linguistic, pedagogical, legal, cultural or financial aspects;
- **linguistic aspects:** language skills make for more effective learning, intercultural communication and a better understanding of the host country's culture. Arrangements



should therefore include a pre-departure assessment of language skills, the possibility of attending courses in the language of the host country and/or language learning and linguistic support and advice in the host country;

- **logistical support:** this could include providing participants with information and assistance concerning travel arrangements, insurance, the portability of government grants and loans, residence or work permits, social security and any other practical aspects;
- **mentoring:** the hosting organisation should provide mentoring to advise and help participants throughout their stay, also to ensure their integration in the work environment;
- **recognition:** if periods of study or training abroad are an integral part of a formal study or training programme, the learning plan must mention this, and participants should be provided with assistance regarding recognition and certification. For other types of mobility, and particularly those in the context of non-formal education and training, certification by an appropriate document, such as the Europass¹, is necessary;
- **reintegration and evaluation:** on returning to their country of origin, participants should receive guidance on how to make use of the competences acquired during their stay and, following a long stay, any necessary help with reintegration. Evaluation of the experience acquired should make it possible to assess whether the aims of the learning plan have been achieved;
- **commitments and responsibilities:** the responsibilities arising from these quality criteria must be agreed and, in particular, confirmed in writing by all sides (sending and hosting organisations and participants).

The application of the above principles should ensure that the mobilities undertaken within EO4GEO respond to:

- participants' expectations as regards pre-departure information, suitable infrastructure in the host country and the exploitation of acquired knowledge following their return to their country of origin;
- the legitimate requirements of education bodies and institutions, mainly in the host country, which expect that mobility participants will not arrive without being properly prepared and that their mobility period will be positive both for themselves and for the host body, institution or company.

¹ <https://europass.cedefop.europa.eu/europass-support-centre/europass-mobilita/what-europass-mobility>



3. Key types of mobility

The development of the EO4GEO mobility programme and the creation of this guide started with the definition of the various types of mobility to be adopted in EO4GEO. These mobility types are listed below and endorsed by the project partners involved in the development of the mobility programme.

3.1. Internship (also referred to as “placement”)

An internship is here considered to be the traditional mobility flow from a sending organization (university, VET institution, employment services, ...) to a host organization (normally a company or another public or private non-academic body). The mobility action is focussing on knowledge and skills related to the practical work, as this is typical work-based learning. It gives the trainee the possibility to “taste” a real working environment and get acquainted with work conditions, to put in practice knowledge acquired during his/her studies and to develop transversal skills. The trainee is supervised by an experienced employee and by his/her tutor at the sending institution. The mobility flow can be transnational or not.

A typical example of transnational internships is given by the ERASMUS+ placements.

This type of mobility is here classified as physical, virtual or blended.

Physical Mobility

The traditional mobility flow from a sending to a host organization where the trainee is hosted at the premises of the host and shares the working environment with the staff of the host.

Virtual Mobility

Examples of virtual mobilities are open distance students’ activities (cross-border or not) developing a specific project/tasks in collaboration with the host institution through the use of ICT-supported environments (i.e. video conferencing, live streaming, collaborative work spaces).

Blended Mobility

A blended mobility may be a short term physical mobility combined with virtual mobility, sharing common objectives and performing a joint work plan. The mobility can be cross-border or within a country / region and is usually supported by a partnership.

Partnerships may be a consortium of at least one university and one non-academic partner.



3.2. *Project work*

In general terms, project work is usually a practical application of acquired knowledge to a given problem/question in a specific field, as part of a learning path. In order to solve the problem, the student / learner need to apply his/her knowledge on specifying the methodology, interpreting the results, and to formulate the conclusions. The problem/questions are proposed and agreed between the student(s), the university and the company.

The activities during project work are guided by both the academic and the company tutors.

Project work can be performed either individually (also as part of an internship) or as a team work and, as for internships, it can be done also in virtual or blended mode.

Moreover, in the case of team work, this could be also transnational and/or multidisciplinary, depending on the project to be developed and on the involved partners.

A multidisciplinary team usually refers to teamwork collaboration among students / trainees of different disciplines. This experience will improve technical and social skills and gives a boost towards employability (particularly important for students). The multidisciplinary team can be international or not.

A visual description of the different types of mobility and their interrelations is provided in figure 1 below.

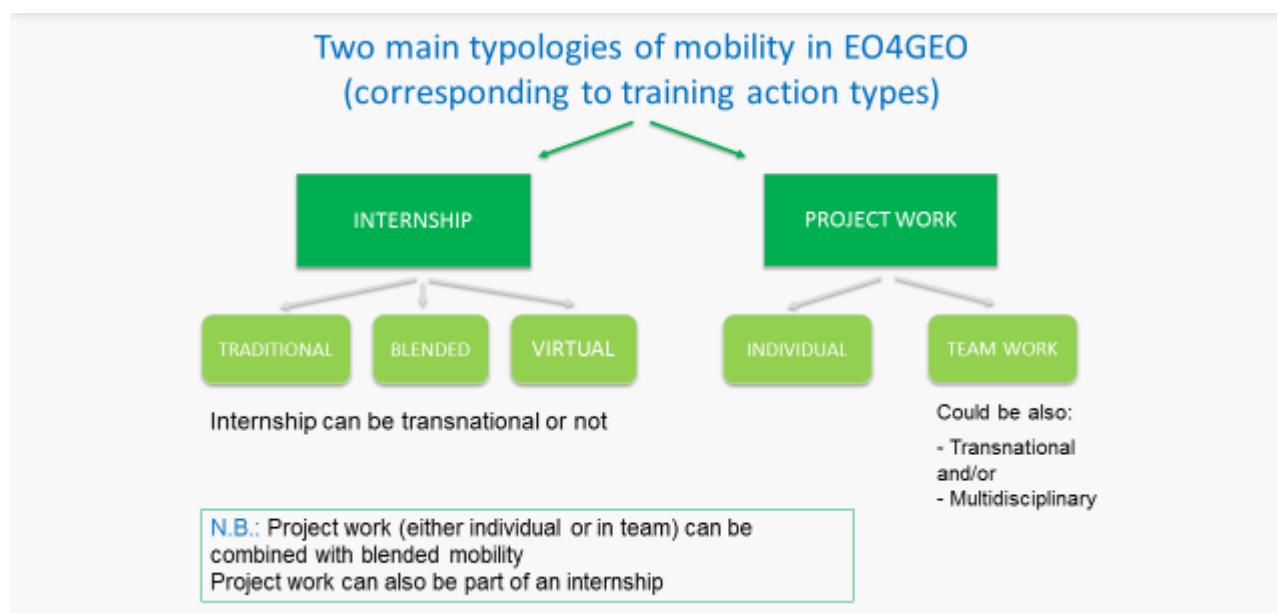


Figure 1: Main typologies of mobility addressed in EO4GEO

Both internships and project work are also considered as possible training action types in the EO4GEO framework. From the schema above it is also evident that the boundaries between



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internships and project work are not that distinct, since a project work can be developed within an internship or can be combined with blended mobility.

The distinction between the two macro categories adopted in the EO4GEO project is mainly functional to the organization of the content in the present guidelines in terms of practical arrangements, rather than based on a strong differentiation in terms of substantial learning content.



4. Internships

In this section a comprehensive set of instructions and “good to know” hints for the implementation of an internship are provided, either in case they are organized in a traditional way with physical mobility, with a blended approach or completely in virtual mode.

The provisions being described, start with the setup of the process to its conclusion, from the identification of roles and responsibilities through practical organizational issues to evaluation, assessment and certification.

4.1. *Roles and responsibilities*

There are three main actors involved in an internship project: the student / trainee, the sending institution and the host organization. Each of them holds specific responsibilities before, during and after the internship. Although all following provisions are directly applicable to traditional student placements, they can be easily adapted to other type of internships, blended or virtual, part of a formal learning path (either academic or VET) or of a non-formal learning / training action / initiative, as well as to different types of beneficiaries (i.e. students/new graduates or professionals). That is the rationale for the attempt to adopt a terminology as generic as possible to be applicable not only to traditional internship as part of a formal learning / training path.

The student/trainee has to:

- Ensure the truth and completeness of the information required in the application procedure while applying for the internship.
- Ensure he/she has a full understanding of the learning opportunity being delivered and expectations for completing the opportunity. In this respect, all information concerning roles, responsibilities and requirements of a student/trainee should be explicit, clear and available in written format (see cooperation agreements later on).
- Before the internship, formally disclose any disability which may affect the placement and for which they are seeking additional support during the placement.
- Consult regularly with their sending department/division to prepare themselves adequately for the internship and ensure that they are aware of ethical and health and safety issues and other relevant issues. According to this, he/she should take out appropriate and adequate medical insurances, whether by way of travel insurance or healthcare coverage or both.
- Take responsibility for meeting the norms and expectations for professional behaviour in the particular field of work that they are undertaking. In particular, they should comply with all by-laws, rules, regulations, policies and procedures of the host organization (including any dress codes) and, in general, maintain a level of behavior appropriate in a professional setting.



- Maintain consistent and effective communication about the placement with their department and placement provider and provide feedback on any issues to their department/division as requested.
- Maintain an appropriate level of confidentiality regarding any placement information if advised by the host organization.
- Inform the sending department of any absences from the placement;
- Inform immediately the sending organization of any incident or concern regarding their safety and well-being during the placement.
- Adhere with any reporting and self-evaluation procedure as required in the cooperation agreement and needed for the final assessment and certification procedures related to the internship.

The sending institution has to:

- Provide clear written information, guidelines and requirements on the placement in the form of a written agreement for any form of work-based learning being undertaken by a student as part of a programme of study, such as an accredited internship or industrial placement, a formal written agreement must be completed to confirm the placement.
- Clearly outline all terms and conditions of the placement in the agreement. The services that are provided to students whilst on placement must also be clearly outlined and communicated and disseminated to host organizations and students.
- Sign the cooperation agreement together with the placement provider/ host organisation and the student/trainee. Electronic copies should be kept by each party.
- Verify agreements from other institutions for accuracy and all forms of legal, moral and ethical compliance by the department/division.
- Maintain effective channels of communication with students and host organizations about the placement at all times as part of effective monitoring and evaluation. This role should be normally covered by the student teacher / tutor.
- Provide at least one identified point of contact at the sending university for students whilst they are away on placement. There should also be an identified point of contact at the host organisation for students whilst they are on placement.
- Provide an identified point of contact at the sending institution for the placement provider or host organisation.
- Records of adequate legal, financial and health and safety compliance should be documented and records kept.
- Take care of insurance coverage for civil liability and accident at work during the internship period, besides the usual insurance policies adopted by the host organization for people working at their premises. However, the party on which normally falls the insurance obligation can vary according to the usual practices of both the sending and host organization, national legal regulations and the nature of the mobility itself (traditional, blended, virtual, covered by a grant or not,...)
- Provide for the assessment of the learning outcomes achieved during the internship, based on the feedback by the host organization (tutor), the report from the student / trainee (including self-assessment questionnaire, when foreseen), and attribute the corresponding credits when the internship is officially part of a study programme.



The host organization has to:

- Provide beforehand all information concerning roles, responsibilities and requirements at the host organization. They should be explicit, clear and available in written format.
- Provide the opportunity for the student to gain demonstrable skills and knowledge which adequately match the learning outcomes of their programme of academic study.
- Contribute to completion of the formal written agreement which outlines the full terms and conditions of a placement, including mutual aims and objectives and student duties and responsibilities and display acceptance/understanding of relevant policies in force at the sending institution.
- Demonstrate possession of their own policy, procedure and best practice in support of all legal, moral and ethical obligations relevant to a placement. This includes being able to provide evidence of adequate and appropriate health and safety and risk management procedures, insurance (also according to national legal regulations), and adherence to equality and diversity legislation relevant to placements. Copies of evidence must be available to both students and the sending institution.
- Help the student/trainee before the start of the internship with all logistic arrangement related to his/her forthcoming stay in the host country, helping to find a suitable accommodation and providing all relevant information needed for the trainee to get comfortable in the new life and working environment.
- Engage and communicate with both the student and the sending organization throughout the entire duration of the placement, providing updates on progress or issues as requested. Hosts must also provide the opportunity for the student to give feedback after completion of the placement and, in any case, prepare a report to the sending organization with the evaluation of the trainee and the experience in general (also through an ad hoc questionnaire provided by the sending organization).

For the sake of clarity, the main differences among physical, virtual and blended mobility are summarized in table 1 on the following page.



	Physical mobility	Virtual mobility	Blended mobility
Student / Trainee	Should abide by all provisions set above, including behavior at the place or work. Should organize the travel and stay in another region / country (in case the internship doesn't take place in his/her own city).	In this case, all provisions regarding behavior, respect of rules by the host and confidentiality still apply, with the only difference of possible dress code. Evidently there is no need for logistic organization of the mobility in terms of travel and similar. This is a very valuable solution for people with disabilities / serious illnesses, or financial problems.	In blended mobility, the student / trainee should still abide to all provisions set above, but those strictly related to the physical stay at the host premises will be limited in time (logistic, financial, possible dress code, etc.). This solution is valuable when there are no funds available to cover a long stay nor enough time (i.e. because of other working / study / familiar constraints), so it allows to perform the big bulk of mobility in a virtual mode, at the same time allowing short visits to meet in person the host's staff and organize / report the work.
Sending / Home organization	Should abide by all provisions set above, including support to find financial coverage of the mobility, if needed for stays outside the own city, and insurance at the place of work.	All provisions remain valid with the exception of the need for financial support and insurance at the place of work.	Should abide by all provisions set above, including support to find financial coverage of the mobility, if needed for stays outside the own city, and insurance at the place of work.
Host organization / Project provider	Should abide by all provisions set above, including support to find financial coverage of the mobility, if needed for stays outside the own city, insurance at the place of work when not fully covered by the sending institution, logistic support before the stay (find an accommodation, how to reach the work place,...)	All provisions remain valid with the exception of the need for financial and logistic support as well as insurance at the place of work.	Should abide by all provisions set above, including insurance at the place of work when not fully covered by the sending institution, logistic support before the stay (find an accommodation, how to reach the work place,...). Most probably in this case the host will have to intervene with financial support to cover at least part of the expenses related to the short stays of the student / trainee, since other institutional sources of funding would not apply probably for very short stays.

Table 1: Comparison among physical, virtual and blended mobility



4.2. Procedures

The specific procedures to put in place and implement an internship action can vary according to the usual practices of the sending and hosting organizations, nevertheless there are some key elements that are common and can be summarized as follows:

1. The sending institution clearly advertises for the open possibility to apply for an internship, specifying application procedures, general terms and conditions, timeline to submit the application, to be notified if successful (or not), time frame and duration for the internship. Selection criteria must also be clearly specified at this stage.
2. While advertising on the internship opportunities, normally the sending institution is already in possession of a concrete offer of internship by selected host organizations, which are therefore advertised to gather the interest of potential candidates.
3. The host organizations are selected on the basis of call or direct contacts with them by the sending institutions, according to the relevance of their activities for the field of study covered by the internship and to the availability and reliability shown by the potential host in terms of commitment to support the trainee reaching his / her learning objectives during the internship / placement. Within EO4GEO, the host organizations are identified, in a first step, among project partners (including their members in case of networks, i.e. EARSC, NEREUS, GISIG, ...) and associated partners.
4. The host organization submit their offers for internships when need arises at specific times of the year where applications are open for candidatures (i.e. deadlines fixed by sending universities to apply for an ERASMUS+ grant). In the offer, the host organization briefly introduce itself, describe the tasks the trainee will be required to do during the internship, specify the preferred duration and time frame to start the internship, provide information on possible compensations (either cash or in kind, i.e. accommodation or similar) and give any additional information of interest for the candidate (i.e. working conditions, location, etc.). A template to provide an internship offer is given in the Annexes. Within EO4GEO, the fields have been specified in alignment with those of the Job Offer Tool, so that the tool can be easily used to create internship offers with learning outcomes specified according to the Body of Knowledge for EO and GI (BoK) and make them comparable with BoK annotated CVs by the BoK Matching Tool.
5. The student/trainee submits his / her candidature by completing the relevant application form made available by the sending organization and enclosing the curriculum vitae (EUROPASS format often recommended) and a motivation letter, in which they can possibly specify also the internship offer for which they are applying.
6. The candidates are then pre-selected on the basis of the criteria set in the call by the sending institution, which can include among others (non-exhaustive list):
 - Motivation
 - Grades and technical competence (quantitative), particularly in relation to the selected host's offer
 - Proficiency in English if required by the call (conversation will be evaluated through an interview, even online, and writing will be evaluated from the motivation letter),



- Extra-curricular courses attended (quantitative)
 - Other soft skills (sociability, ability to work in a team, commitment, ...)
7. The list of selected candidates is then submitted to the host, which has the final word on the approval of the candidate(s) for an internship at its seat. The host can select the candidate based on the provided CV and motivation letter and through a dedicated interview, where additional criteria can be also taken into consideration (i.e. proficiency in the language of the hosting country in case of transnational mobility).
 8. Once the agreement is reached among the trainee and the sending and host organizations, the internship specifications are detailed and a cooperation (or internship) agreement signed by all involved parties.
 9. A tutor who will follow the trainee during the internship is appointed both at the sending and hosting organizations. They will be in constant contact along the internship, support the trainee in case of need and guide its activities at the host organizations. Communication routines are also specified in this phase and entered in the cooperation agreement.
 10. Before starting the internship, all relevant provisions regarding financing of the mobility, insurance and health coverage are settled (as required in the cooperation agreement).
 11. At the end of the internship period, the student/trainee completes a full report of his/her experience and fills in an evaluation questionnaire, to be submitted to the sending organization.
 12. The host organization (tutor) evaluates the trainee and the experience in general, through an ad-hoc questionnaire provided by the sending institution.
 13. The sending institution assesses the learning outcomes achieved by the trainees, on the basis of the reports and questionnaires provided and on the evaluation by the tutor (sending), attributes the ECTS / ECVET credits whenever applicable in the study course of the trainee and releases a certificate of the achieved learning outcomes. If applicable, the EUROPASS certification can be applied.

4.3. Internship specifications

Internship specifications are often detailed in an ad-hoc agreement between trainee and host organization, signed besides a general mobility contract concluded between the trainee and the sending institution, or it could be an integral part of the cooperation agreement signed among all involved parties. Typical components of internship specifications are the following, as identified within the exercise of abstraction modelling of the internship collaboration performed within the giCASES project (ERASMUS+ Knowledge Alliance n. 562657).

1. Introduction

This should include a description of the background, the objectives and goals of the activities to be carried out during the internship. What is the overall wider objective to which the work to be done shall contribute to?



What are the specific objectives (goals) which shall be achieved? Which questions will be answered?

A list of the tangible outputs to produce should be given. Examples of tangible outputs are reports, software code, drawings and maps, a written specification of a process etc. In case there are any IPR issues related to the tangible outputs, separate agreements must be made

An optional section concerns intangible outcomes, which in case should be listed as well.

Examples of intangible outcomes are increased market share due to the internship, improved public image of the organization, improved customer satisfaction etc.

2. Scope

In general, the internship's scope explains the boundaries of the activities to be carried out and sets up procedures on how achieved learning outcomes will be assessed and approved.

The scope definition is of special importance when the internship is linked to another project, which the host organization may have with a client, or in the context of a running research project. In such cases, the scope of the project must be clearly specified as well.

3. Work plan

The work plan shall specify what to do, by whom and when. It is recommended to break up the work into a set of tasks, where each task should have a specification of its name, list of inputs, list of outputs, method in brief to produce the outputs, responsible person, timing (start/end), additional resources required other than the resources listed in section 5 below.

If possible, the work plan should also be graphically summarized in a Gantt chart.

In case where two or more students are collaborating and when their contributions need to be separable, special attention should be paid to a fair distribution of work.

4. Reporting and follow up

A schedule for reporting the progress of the work should be specified. Reporting milestones may be included in the work plan. Other reporting schedules may also be specified, for instance weekly meetings with tutors.

5. Required resources

In this section, the resources the host organization needs to provide shall be specified. Such resources may consist of an office space with access to the internet and printers, access to specific software licenses, coverage of travel costs, payment of an internship salaries or any other in kind compensation.

Here it can be also mentioned if the trainee holds a grant covering part of his/her mobility costs.



6. Confidentiality

In this section, procedures for handling confidential information shall be specified.

The Student shall not disclose confidential information of the host organization to third parties without the prior written consent of the host organization. An exception is made for the University supervisor and – in the case of a thesis – members of a thesis jury, if disclosure of confidential information is needed to ensure adequate supervision or evaluation.

The company shall designate the information as confidential at the time of disclosure to the Student. Confidential information may only be used by the Student for and during the performance of this internship. The company retains ownership of its confidential information. Upon termination of this internship, the Student shall promptly return all confidential information to the company.

7. Insurance

During the performance of the internship, the trainee is usually covered by the general insurance policies of the sending institution, however the host organization can be called to support the insurance policy or to cover it *in full* in all cases this is not possible for the sending institution.

4.4. Cooperation agreements

The cooperation agreements should be usually signed by all involved parties, trainee, sending and host organizations. However, as already mentioned, in some cases the sending organization signs a general mobility contract with the trainee, which is then complemented by a learning agreement with the host organization covering the internship specifications.

In the case exemplified in these guidelines (the cooperation agreements signed by all involved parties), the internship specifications described in section 4.3 form an integral part of the cooperation agreement, either in the body of text or as annexes.

Other provisions which must be part of the cooperation agreement are those concerning funding, expected learning outcomes, assessment and certification procedures.

In EO4GEO learning outcomes should be described as a combination of skills and knowledge, following an adapted version of Bloom's revised taxonomy.

Given the differences among the procedures followed by the sending organizations, in particular at academic level, it is not possible to provide a template valid for all possible situations. However, in case a specific agreement is not provided by the sending institution, we suggest as guidance the template for learning agreements provided by ECVET², where all main elements to consider are included (this considers also qualifications to be achieved, as relevant for VET training).

² ECVET Learning Agreement (LA) template downloadable [here](#)



4.5. Evaluation, assessment and certification

Internship evaluation in most circumstances is undertaken both by the trainee and the host organization representative (usually the tutor). Ad hoc evaluation forms are submitted to both actors for evaluation purposes. Templates are provided in the annexes.

Regarding assessment, its appropriateness for internship learning should be considered during programme design, approval and monitoring as part of normal quality assurance procedures and best practice. Assessment models must aim to measure a student's use of critical reflection and application of key learned concepts and theories to the experiential working environment such as that of an internship.

Recognition of study or award of credit may count for credit only or as a numerical mark towards the final award with the credit level and value reflecting the length of time of the period of learning undertaken to achieve the relevant learning outcomes for the module or a programme of study. This is normally expressed in terms of ECTS / ECVET credits.

There should be a clear understanding of the assessment requirements and criteria between trainee and representatives of the sending organization and the trainee must be appropriately prepared for the assessment. All this should be explicitly stated in the internship specifications, as mentioned earlier in this guide.

Where internships are a compulsory/formal requirement or standard component of the programme, ways to ensure that specified learning opportunities are available to all students must be considered.

Where an internship module is taken and assessed as part of a degree programme this is subject to the normal module approval process.

In all cases, at the end of the internship the trainee receives a statement certifying the learning outcomes achieved during the internship. Also in this case, each sending university releases its own certification. A possible template is provided in Annex.

For those academic institutions allowed to do so, the EUROPASS certification is also released to the trainee/learner.



5. Project work

According to the definitions provided in section 3, project work is usually a practical application of acquired knowledge to a given problem/question in a specific field, as part of a learning path. The problem/questions are proposed and agreed between the student(s) / trainee(s), the sending / home institution and the project provider.

As a consequence, project work per se does not include a mandatory mobility component (even though this cannot be excluded), but can be simply considered a typology of training actions embedded or not in a learning path, either formal or non-formal.

It is evident, however, that the key elements related to the implementation of a project work do not differ that much from those typical of internships, with some peculiarities related to the application of the blended or virtual learning paradigm.

Finally, given that project work can be performed either individually or in a team (multidisciplinary and/or transnational), some highlights on project teamwork are also provided.

5.1. Roles and responsibilities

Also in the case of project work, there are three main actors involved in a project: the student / trainee, the home institution and the project provider. Each of them hold specific responsibilities before, during and after the project. Although many of the following provisions are directly applicable to traditional internships, an attempt is made to highlight the specificities of project work, particularly regarding blended and virtual mobility and multidisciplinary/transnational teamwork.

The student/trainee has to:

- Ensure the truth and completeness of the information required in the application procedure while applying for the project work;
- Ensure he/she has a full understanding of the learning opportunity being delivered and expectations for completing the project work. In this respect, all information concerning roles, responsibilities and requirements of a student/trainee should be explicit, clear and available in written format (see cooperation agreements later on).
- Consult regularly with their sending department/division to prepare themselves adequately for the project work and ensure that they are aware of ethical and health and safety issues or other relevant issues.
- Take responsibility for meeting the norms and expectations for professional conduct in the particular field of work that they are undertaking. In particular, they should comply with all by-laws, rules, regulations, policies and procedures of the project provider and, in general, maintain a level of conduct appropriate in a professional setting.



- Maintain consistent and effective communication and collaboration about the project work with their department and placement provider and provide feedback on any issues to their department/division as requested.
- In the case of teamwork, after the needed kick-off meeting (either in presence or virtual) the student team should have agreed on a work plan and on how to implement this plan. According to the identified methodology, regular communication should take place within the team members. Therefore, the team needs to arrange regular meetings and keep track of the completion of current tasks and update each other on the ongoing implementation.
- Maintain an appropriate level of confidentiality regarding any information he/she might have access if advised by the project provider.
- Adhere with any reporting, peer and self-evaluation procedure as required in the cooperation agreement and needed for the final assessment and certification procedures related to the project work.

The home institution has to:

- Provide clear written information and guidelines on the project work in the form of a written agreement for any form of work-based learning being undertaken by a student or a team as part of a programme of study.
- Use the agreement to clearly outline all terms and conditions of the project work. In particular, the role of the teachers is to supervise the progress of the student team and support them where necessary in order to promote a successful completion of the project. In regular meetings with the local participating students the current progress can be discussed and supporting feedback will guide the students towards a successful result. If the communication among the students gets stuck the teachers should intervene and promote the successful conduction of the project. This includes to keep track, that the students actively fulfil their assigned tasks. In an intermediate result presentation, the feedback of the teachers can guide the project towards a successful completion.
- The cooperation agreement must be signed by the home institutions, the project provider/ host organisation and the student. Electronic copies must be kept by each party.
- Agreements from other institutions must be verified for accuracy and all forms of legal, moral and ethical compliance.
- The home institution should maintain effective channels of communication with students and project providers about the project work at all times as part of effective monitoring and evaluation. This role should be normally covered by the teacher / tutor.
- In the case of teamwork, the role of the teachers/tutor is to supervise the progress of the student team and support them where necessary in order to promote a successful completion of the project. In regular meetings with the local participating students the current progress can be discussed and supporting feedback will guide the students towards a successful result. If the communication among the students gets stuck the teachers/tutors



should intervene and promote the successful conduction of the project. This includes to keep track that the students/trainees actively fulfil their assigned tasks.

- There should be at least one identified point of contact at the home university for students whilst they are away on placement. There should also be an identified point of contact at the project provider for students whilst they are on placement.
- There should be an identified point of contact at the sending institution for the placement provider or project provider.
- Records of adequate legal, financial and health and safety compliance should be documented and records kept.
- The home institution should also take care of insurance coverage for civil liability and accident at work during the project work period, besides the usual insurance policies adopted by the project provider for people working at their premises in case the project work is accompanied by blended mobility.
- Provide for the assessment of the learning outcomes achieved with the project work, based on the feedback by the project provider, the report from the student / trainee (including self-assessment questionnaire, when foreseen), and attribute the corresponding credits when the project work is officially part of a study programme.

The project provider has to:

- Provide beforehand all information concerning roles, responsibilities and requirements at the project provider. They should be explicit, clear and available in written format.
- Project providers must provide the opportunity for the student/trainee to gain demonstrable skills and knowledge which adequately match the learning outcomes of their programme of academic study.
- Project providers must contribute to completion of the formal written agreement which outlines the full terms and conditions of a placement, including mutual aims and objectives and student duties and responsibilities and display acceptance/understanding of relevant policies in force at the sending institution.
- Project providers should detail project specification sufficiently open and provide the necessary information on the domain but not all the detailed implementation. This specification should be focused on the problem/challenge being proposed to the students/trainees, not on the solution. After a brief presentation of the problem domain there should be room for students' questions allowing them to create an informed common understanding of the problem.
- In the case of an associated blended mobility, before the start of the activities, the project provider should help the student/trainee with all logistic arrangement related to his/her



forthcoming stay in the host country, helping to find a suitable accommodation and providing all relevant information needed for the trainee to get comfortable in the hosting place and working environment.

- Project providers must be able to demonstrate possession of their own policy, procedure and best practice in support of all legal, moral and ethical obligations relevant to a placement. This includes being able to provide evidence of adequate and appropriate health and safety and risk management procedures, insurance, and adherence to equality and diversity legislation relevant to placements. Copies of evidence must be available to both students and the sending institution.
- Project providers must engage and communicate with both the student and the sending organization throughout the entire duration of the project work, providing updates on progress or issues as requested. Providers must also provide the opportunity for the student to give feedback after completion and, in any case, prepare a report to the home institution with the evaluation of the trainee and the experience in general (also through an ad hoc questionnaire provided by the home institution).
- In the case of teamwork, project providers should ensure the organization of a kick-off meeting with the team members, either in presence or remotely, where the problem is illustrated to the students/trainees, and of a final meeting where the team can illustrate the results of its work and be evaluated by the teachers/tutors (both from the sending organizations and from the project provider).

Reference is made to Table 1 on page 20 for the main differences among physical, virtual and blended mobility (the term “mobility” encompassing, as explained earlier, both internships and project work).

5.2. Procedures

The specific procedures to put in place and implement a project work action can vary according to the usual practices of the home institutions and project providers, nevertheless there are some key elements that are common and can be summarized as follows:

1. The home institution contacts companies, research labs or any other institutions that might be interested in providing projects/challenges for the students. This network of cooperating partners has to be built with time and, in the case of EO4GEO, it is composed in principle by the network of project partners and associated partners (with a strong “network of networks” component). It is also important to keep records and testimonials of developed project work experiences, so that to collect and showcase best practices in the field.
2. Application procedures to submit projects/challenges, general terms and conditions, timeline to submit the application, to be notified if successful (or not), time frame and



duration for the project work should be clearly specified in this phase to potential project providers. Selection criteria must also be clearly specified at this stage.

3. When it comes to teamwork, two situations can show up:
 - In case you have a team of students/trainees already in place, then the subject to address and the institutions to approach should be those who can offer a challenge aligned with the study fields of the students in the team.
 - In case the team of students is not defined yet, the sending institutions should focus on the main topic needed to address and then create ad-hoc teams of students depending on the competences demanded by the challenge offered by the project provider.
4. From the beginning, the selected project providers should be aware of how the project will be organized, which will be the timeline and when they will be expected to actively take part in the process, from the initial specifications through the participation in the kick-off meeting, the active tutorship along the project development and the participation in the closing meeting for the release of the product and the students' evaluation.
5. The project provider submits the offers when need arises at specific times of the year, in particular when project work must be implemented in the framework of formal learning paths (i.e. university masters). In the offer, the project provider briefly introduce itself, describe the project the trainee(s) will be required to develop, specify the preferred duration and time frame to start the project work, provide information on possible compensations (either cash or in kind, i.e. accommodation or similar) and give any additional information of interest for the candidate (i.e. working conditions, location, etc.). A template to provide a project offer is given in the Annexes.
6. The student trainee submits his / her candidature by completing the relevant application form made available by the sending organization and enclosing the curriculum vitae (EUROPASS format often recommended) and a motivation letter.
7. The candidates are then selected on the basis of the criteria set in the call by the sending institution(s), which can include among others (non exhaustive list):
 - Motivation
 - Grades and technical competence (quantitative), particularly in relation to the selected project offer
 - Proficiency in English and/in the language of the project provider (conversation will be evaluated from an interview, even online, and writing will be evaluated from the motivation letter),
 - Extra-curricular courses attended (quantitative)
 - Other soft skills (sociability, ability to work in a team, commitment, ...)

Students/trainees should have knowledge and skills in one or more of the main disciplines required to develop the project.

Besides technical/hard skills, students/trainees are expected to be willing to practice and promote transferable skills such as communication skills, teamwork in international settings, and usage of IT tools.



In the specific case of transnational teamwork, it might be valuable to introduce the students/trainees to cultural awareness and cooperation in international and multidisciplinary teams.

8. Once the agreement is reached among the students/trainees, the sending institution(s) and the project provider, the project specifications are detailed and a cooperation agreement is signed by all involved parties.
9. A tutor who will follow the students/trainee during the project work is appointed both at the sending institution(s) and by the project provider. They will be in constant contact along the project work development, supporting the trainees in case of need and the activities to reach the goals set by the project providers. Communication routines are also specified in this phase and entered in the cooperation agreement.
10. Before starting the project work, all relevant provisions regarding financing of the possible blended mobility, insurance and health coverage are settled (as required in the cooperation agreement).
11. At the end of the project, the trainee completes a full report of his/her experience and fill in an evaluation questionnaire, to be submitted to the sending organization. In the case of teamwork, the report is accompanied by a collaborative presentation of the work done to the project provider during a final meeting to be organized. Peer evaluation among components of the team can be foreseen as well.
12. The project provider (tutor) evaluates the students/trainees and the experience in general, through an ad-hoc questionnaire provided by the sending institutions.
13. The sending institution assesses the learning outcomes achieved by the trainees, on the basis of the reports and questionnaires provided and on the evaluation by the tutor at the project providers attributes the ECTS credits whenever applicable in the study course of the trainees and releases a certificate of the achieved learning outcomes.

5.3. Project work specifications

Project specifications are often detailed in an ad-hoc agreement between trainee, sending institution and project provider. The specifications mainly follow those identified within the exercise of abstraction modelling performed within the already mentioned giCASES project (ERASMUS+ Knowledge Alliance n. 562657).

Typical components of project work specifications are (as per internships, see also Section 4.3 above):

1. Introduction
2. Scope
3. Work plan
4. Reporting and follow up
5. Required resources
6. Confidentiality
7. Insurance



Reference is made to section 4.3 above for the other general components of project work specifications (points 3 to 7 above), while detailing here some particularities belonging to project teamwork.

The introduction (point 1) can include, for instance, a description of the background, why that specific work should be carried out. What is the problem to be solved (or what question to answer)? What is the current effect of the problem, seen from a user perspective?

What have other persons done to solve this or similar problems / answer the question? What was their result?

A list of the tangible outputs to produce should be given. Examples of tangible outputs are reports, software code, drawings and maps, a written specification of a process etc. In case there are any IPR issues related to the tangible outputs, separate agreements must be made.

When it comes to the scope (point 2), the related documentation explains the boundaries of the project and sets up procedures for how completed work will be verified and approved. As an example, a piece of software may be considered completed when it has passed initial internal testing procedures while testing by external users may be considered out of the scope.

The scope definition is of special importance when the work is linked to another project, which the project provider may have with a client, or in the context of a running research project. In such cases, the scope of the main project in which the work is enframed must be clearly specified as well.

The project may consist in the development / set-up of a product, a service, an application or a set of procedures (non-exhaustive example) for the provider through the collaboration of students/trainees from different sending institutions, ideally also from different countries and disciplines (multidisciplinary and transnational teamwork).

Therefore, the company/organization should provide an open specification for the design of a brand new product or service of their interest, from the initial idea to its development. This may include the aspect related to branding and market analysis for subsequent user uptake in the case of new products or services. This is indeed a great opportunity for the project provider, but not all of them are actually ready to perceive the added value of that. That is why the availability of best practices to illustrate the approach would be of high importance to enlarge the number of organizations offering projects.

Another important aspect is related to commitment: once the company/organization has decided to provide a project, it should be made clear (through the cooperation agreement, see below) that



they will have to guarantee the availability of a company tutor (also foreseeing a back-up person, if conditions change in the course of the activities) along the entire project implementation, the participation in the kick-off and closing meetings and the provisions of the required equipment/services which may be needed for the project development.

Financial support to students should be also promoted and welcomed, even if not mandatory. To this purpose, it is recommended that the home institution identify complementary source of funding for their students/trainees, in such a way to have the concrete opportunity to involve also micro or small companies which often have brilliant and cutting-edge ideas but not enough resources to fund the mobility of students/trainees (also according to the different economic conditions experienced in different countries).

5.4. Cooperation agreements

The cooperation agreements should be usually signed by all involved parties, trainee, sending and project providers. However, bilateral complementary agreements between student/trainee and sending institution on one side and between sending institution and project provider on the other side can be also possible.

In the case exemplified in these guidelines (the cooperation agreements signed by all involved parties), the project work specifications described in sections 4.3 and 5.3 form an integral part of the cooperation agreement, either in the body of text or as annexes.

Other provisions which must be part of the cooperation agreement are those concerning funding, expected learning outcomes, assessment and certification procedures.

In EO4GEO learning outcomes should be described as a combination of skills and knowledge (to match and be comparable through the BoK based tools), following the agreed structure of verb + concept based statement (example: at the end of the course the student will be able to work **apply** his/her knowledge theoretically and practically in the processes of disaster management).



1 remember	2 understand	3 apply	4 analyze	5 evaluate	6 create
choose	cite	apply	analyse	assess	add to
define	classify	build	arrange	check	build
find	compare	calculate	choose	choose	change
identify	contrast	choose	classify	compare	choose
list	deliver	classify	compare	decide	combine
locate	demonstrate	construct	differentiate	defend	compile
name	discuss	correlate	distinguish	determine	construct
recognize	estimate	demonstrate	examine	estimate	convert
relate	explain	develop	find	evaluate	create
remember	illustrate	identify	install	explain	design
select	indicate	illustrate	list	interpret	develop
state	interpret	implement	order	judge	devise
write	outline	interpret	prioritize	justify	discuss
	relate	model	query	measure	estimate
	report	organise	research	prioritize	manage
	review	perform	select	recommend	model
	understand	plan		select	modify
		relate		test	plan
		represent		validate	process
		select			produce
		solve			propose
		teach			revise
		use			solve
					test
					transform

Figure 2: Verbs to use related to Bloom’s revised classification

Given the differences among the procedures followed by the different organizations, in particular at academic level, and the different practical circumstances in which a project work can be undertaken (part of a formal learning path, with blended or virtual mobility, as a teamwork or not) it is not possible to provide a template valid for all possible situations.

For this reason, we are providing in Annex an abstraction of a possible agreement coming from the elaboration made within the already mentioned giCASES project: in the example provided, the main agreement is accompanied by specifications in its enclosure.

5.5. Evaluation, assessment and certification

Similarly to internships, project work evaluation in most circumstances is undertaken both by the student/trainee and the project provider representative (usually the tutor). Ad hoc evaluation forms are submitted to both actors for evaluation purposes. Templates are provided in the annexes.

Regarding assessment, its appropriateness should be considered during programme design, approval and monitoring as part of normal quality assurance procedures and best practice. Assessment models must aim to measure the achievement of the expected learning outcomes by the student/trainees, including soft skills such as team work, project oriented work, critical thinking etc, and application of key learned concepts and theories to the experiential working environment.



Recognition of study or award of credit may count for credit only or as a numerical mark towards the final award with the credit level and value reflecting the length of time of the period of learning undertaken to achieve the relevant learning outcomes for the module or a programme of study in which the project work is embedded

There should be a clear understanding of the assessment requirements and criteria between trainee and representatives of the sending organization and the trainee must be appropriately prepared for the assessment. All this should be explicitly stated in the internship specifications, as mentioned earlier in this guide.

Where project work is a compulsory/formal requirement or standard component of the programme, ways to ensure the specified learning opportunities are available to all students must be considered.

Where a project work module is taken and assessed as part of a degree or master programme this is subject to the normal module approval process.

In all cases, at the end of the project work the student/trainee receives a statement certifying the learning outcomes achieved. Also in this case, each sending institution releases its own certification. A possible template is provided in Annex.

In the specific case of teamwork, partner institutions are responsible for the assessment.

This should take place through the appointment of a “project jury”, composed by at least one teacher/tutor from each sending institution and at least one representative from the project provider. Next to the evaluation of the proposed solution and the technical options taken, the solution is judged and the students/trainees’ presentations are evaluated. Also feedback provided by the supervisor teachers/tutors is taken into consideration, as well as the peer evaluation forms filled in by the students.

As a proposal, the students/trainees grading can be composed by a team score (counting for 80%), the students/trainees peer-evaluation (counting for 10%) and an individual grading by the supervising teachers/tutors (counting for 10%).

Both teacher/tutor and project provider grade the team based on the achieved specification, the product, the process and the final presentation. The grading of the supervising teachers (sending) is weighted with 70% while the provider score counts 30%.

For the peer-evaluation the students/trainee evaluate each other’s contribution by filling in a questionnaire. For the individual grading each teacher/tutor evaluates his/her participating student/trainee on an individual level.

After each physical meeting (kick-off and final meeting) all participants are certified with a participation certificate (on top of the official credits possibly acquired if the project work was part of a formal learning process). An example of this certificate is shown in the Annexes.



6. Conclusions

The Mobility Vademecum is designed to synthesize the main types of mobility to be possibly organized within the EO4GEO mobility framework and to guide the involved actors to select the most suitable solution for their purposes thanks to a clear awareness of the related roles, responsibilities and expected outcomes.

An attempt was made to apply a terminology and to describe procedures as generic as possible, to ensure applicability to the variety of circumstances in which mobility can actually take place. According to this, the editing of the guidelines followed the agreed distinction of between internship and project work, the second one being characterized by a lower dependency on physical mobility and the possibility to be performed not only individually, but also in a team.

In both cases, the same procedures can be applied either in higher education and in VET training. In any case, the guidelines are based on available widely recognised procedures among sending and host organisations, as well as the availability of documents and guidelines drafted in the framework of former cooperation projects dealing with mobility (not only the mobility per se, but also the current praxis for its promotion and the different ways in which it can take place). They will not contradict nor substitute in any case the current practices already existing in the various institutions participating in the mobility programme.

For these reasons, the main users of the guidelines are expected to be individual beneficiaries and host organizations / project providers, having being ascertained that sending / home organizations, are they universities, VET providers or employment services, have already in place well established procedures to promote and implement mobility actions.

On the other side, the great opportunity and added value that mobility can represent for hosts / project providers should be adequately promoted towards those companies and public organizations active in the EO*GI sector, as well as towards students / trainees willing to improve their employability and professionals needing to be updated / upskilled within the EO*GI field.

This is exactly the purpose of the EO4GEO mobility programme, to which the present guide is instrumental. It is expected that potential users, by reading the Vademecum, can obtain a vision "at a glance" on how a mobility project can work, from the very beginning of contacts till the final evaluation phases, and which are the steps to follow to be actively involved, also in terms of role and responsibilities.

The Mobility Vademecum is a public report and will be widely distributed and made available to potential candidates, hosts and sending organizations as a tool to guide them in the implementation of mobility actions.

Given that the activities related to the implementation of the EO4GEO Mobility Programme are expected to be part of the long term development and maintenance of the sectoral skills strategy designed by EO4GEO, a revision of the document is being foreseen in late Autumn 2020, when the main lines of the Long Term Action Plan will have been drafted and a clearer vision of the



synchronization between the PRAXIS Portal and the Job Offer Tool (JOT) developed within EO4GEO will have been obtained (see section 1.3).

In fact, in perspective the use of the JOT to edit internship / project work offers will be widely promoted and supported. This will be reflected in the new release of the Mobility Vademecum.

Another released of the Vademecum will be probably needed also by mid of 2021, when it is expected that a substantial number of mobilities would have been organized or planned (the target is to involve 80 tutors, 40 candidate and 25 hosts in the EO4GEO mobility programme by the end of 2021), giving then the possibility to collect feedback from users and better fine tune the text of the vademecum and the templates provided to improve their usability.

Another good opportunity for collecting feedbacks will be given by the training actions to be organized by EO4GEO between Autumn 2020 and June 2021, some of them being shaped exactly as internships or project works. Reference is made to the project web site at www.eo4geo.eu to keep updated on the schedule and results of EO4GEO training actions.



References

ECVET Toolkit, <https://www.ecvet-toolkit.eu/ecvet-toolkit/ecvet-toolkit>

University of Cambridge, <https://www.iso.admin.cam.ac.uk/erasmus-plus/student-fees-finance>

giCASES Knowledge Alliance, ERASMUS+ project n. 2015-2969, www.gicases.eu

blended-AIM, ERASMUS+ Strategic Partnership n. 2015-1-PT01-KA203-0131100,
<http://blendedmobility.com/en>

European Quality Charter for Mobility (ref. OJ L 394/8, 30.12.2006)

Guidance on student placements, Kings' College London,
<https://www.kcl.ac.uk/aboutkings/quality/academic/collaborative-provision/guidance-on-student-placements-2017-18-final.pdf>



Annexes



TEMPLATE FOR AN INTERNSHIP OFFER

Title: _____

Description of the host organization (provide also web address)

Duration in months and preferred period:

___ months starting from _____ (specify if required duration / dates can be flexible)

Commitment (working time):

___ days per week, ___ hours per day

Description of the tasks and duties during the internship:

Required profile and pre-requisites (if any):

What we can offer more (why you should choose us):

Possible compensation (financial or in kind, i.e. accommodation, canteen, transportation, ...):

Yes / No

If "Yes", specify _____

Years of Experience required:

Yes/ No

Languages requirements:



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Additional Information (please, note before applying)

N.B.: Here you can specify if you could be interested also in blended mobility, in case the candidate has no financial possibility to stay far from home for a long time (not applicable for internship in the same city / geographical area)

Send to _____ your CV and motivational cover letter and tell us why you would like to join us :)



TEMPLATE FOR A PROJECT WORK OFFER

Title: _____

Description of the organization proposing the project (provide also web address)



Commitment in months and preferred period:

___ months starting from _____ (specify if required duration / dates can be flexible)

Description of the project work objectives (what to achieve):

N.B.: the project specification should be open and providing the necessary information on the domain but not all the detailed implementation. This specification should be focused on the problem/challenge being proposed, not on the solution.

Required profile and pre-requisites (if any):

Possible compensation (financial or in kind, i.e. accommodation, canteen, transportation, ...):

Yes / No

If "Yes", specify _____

Years of Experience required:

Yes/ No

Languages requirements:

Additional Information

N.B.: Here you can specify if your project can be developed by a single trainee or by a team

Validity of the offer:



Template for Cooperation Agreement

(*) To make the template more general, please consider in the text University= sending institution and Company = host organization / project provider

This Cooperation Agreement (Agreement) is entered into by the <name of the University entity>, hereinafter referred to as “the University” and the <name of company/organization, VAT number>, hereinafter referred to as “the Company”. The University and the Company are collectively hereinafter referred to as “the Parties”.

§1. Background

<Statements defining the context and general objectives and benefits of the Agreement. A brief summary of the circumstances leading to the creation of the Agreement might be included here. The status of the Agreement in relation to other existing agreements between the Parties should also be mentioned.>

The University is providing higher education in the field of <name of academic discipline>. As a part of this education, students may choose internships / project work as one of their courses. The Company is <short description of the organisation>. The Company has expressed interest in hosting an internship / project work.

<The name of the student(s)>, hereinafter referred to as “the Student(s)”, are student(s) enrolled at the University. The Student(s) have expressed interest in placement at the Company.

The Parties have agreed that the Student(s) will be given the opportunity of internships/project work, hosted/provided by the Company with the conditions as described in this Agreement.

§2. Definition of terms

<List of agreed definitions and interpretation of relevant terminology>.

Business Day: Any day that is not a Saturday, Sunday or a public holiday.

Client: A third party having an agreement with one of the Parties which is related to the scope of the internship.

Commencement Date: The date upon which this Agreement is signed by both Parties.

Dispute Notice: A notice given in accordance with clauses 7.4 to 7.7.

Internship / project work specifications: A specification of the work to be carried out by the Student(s), defining the scope, tangible outputs, work plan and required resources for the internship, §9.

Agreement: This cooperation agreement as amended from time to time.

Term: The term of this Agreement set out in clause 7.1.

§3. Legislative context

<Statement on the extent to which the Agreement is legally binding, as well as reference to any relevant legislation to which the parties are subject. This ensures that the responsibilities outlined in the Agreement are compatible with the mandate and duties of each party.>

This document is not intended to create legal relations or constitute a legally binding contractual agreement between the Parties. Nothing in this Agreement is intended to impose any legal relationship, rights, duties, sanctions or liability on any Party or be the subject of litigation.

This Agreement does not imply that there will exist an employer-employee relationship between the Company and the Student(s).

§4. Aim of the Agreement

<Statement on the expected outcomes of the Agreement, including intended societal benefits.>

The aim of this Agreement is to facilitate a placement for the Student(s) at the Company. The tangible outputs of this placement are specified in the internship / project work specification.



§5. Scope of the Agreement

<Statement on the boundaries of the Agreement – what is included and what is excluded in the Agreement. Consideration should be given to any boundaries that are defined by existing Agreements or other agreements and the scope carefully described to ensure there is no overlap or contradiction. Some of the areas to be addressed here might include under what circumstances the Agreement does and does not apply, whether it applies across the whole of each organization or just a part, whether the provisions only apply at certain times of year, or in particular locations or for particular activities.>

The scope of this Agreement are the activities specified in the internship / project work specification.

No other agreements or working arrangements entered into with third persons by the Parties will be affected by this Agreement.

§6. Joint undertakings and responsibilities

<Statements describing the responsibilities and actions of each Party, including the following elements:

- (a) A description of the collaborative activities of each Party under the Agreement;
- (b) A description of any resources exchange arrangement;
- (c) Statements on timing, including relevant timelines, milestones and agreed frequency of cooperative activities; and,
- (d) Protocols for communicating between the Parties.>

The work covered by the placement is described in internship /project specification in the form of a work plan. The work will be carried out by the Student(s) in cooperation with representatives of the Company and supported by the University.

6.1 The University agrees to contribute to the placement with one professor, academic tutor(s) and GI/ITC expert(s). Unless specified otherwise in the internship / project specification, the University will not provide any equipment to the placement.

The professor is the main contact to define the placements. He/she will collaborate with the company placement supervisor to define the placement in detail and he/she will also be the person responsible for the evaluation of the student/trainee(s).

The academic tutor(s) will be responsible to guide the student/trainee(s) in their preparation of the placement, the reporting and especially in identifying additional knowledge and skills requirements in support of the placement. The tutor(s) might provide some additional training (material) or point to existing materials. The tutor(s) will also assess how the results from the placement can be re-used / integrated in existing courses or in other vocational training programmes.

The academic GI/ITC expert(s) may provide technical support to the student/trainee(s), for instance providing additional short training or demo sessions, taking the necessary technical steps for preserving results of the placement (where applicable), providing the necessary generic tools to the student, etc.

6.2 The Company agrees to host the internship / provide the project / challenge by providing necessary resources as specified in the placement specifications. In addition, the Company will support the internship with one placement supervisor, one placement mentor and EO*GI expert(s).

The internship supervisor is involved in the initial definition of the placement work and its scope and will decide on which staff of the Company will be involved and how. The placement supervisor will also be involved when the use/re-use of results of the placement are specified, for instance on how material can be used or not in training material (university); sorting out/setting up IPR issues/agreements, contacts with the client(s), etc. The supervisor (and/or the placement mentor) will be involved in the evaluation of the student as well: assessing the results, participating in the examination committee.



The placement mentor guarantees the day-to-day contacts and follow-up of the work of the Student(s): fitting the planning of the Student(s) in the overall planning of the project; permanently evaluating progress of the Students work; reporting problems to the academic supervisor and/or mentor; etc. The placement mentor of the company is the person closest to the Student(s) during the period of the placement itself. The mentor (and/or the placement supervisor) will be involved in the evaluation of the student as well: assessing the results, participating in the examination committee. The Student(s) will mainly interact with the mentor through regular meetings.

The GIS/ICT expert(s) of the company will work on the project in which the placement is embedded. This means that they will form a multi-disciplinary team and that the Student(s) will be part of the team although with a special status. The experts might be programmers, analysts, data- and service experts, but also network managers and other staff from the Company.

- 6.3 The timing of relevant milestones and activities are specified in the work plan of the placement specification.
- 6.4 The regular reporting of the progress of the placement is specified in the placement specification. In case extraordinary situations occurs, it is the responsibility of the placement mentor (in case the situation occurs at the company) or the academic tutor (in case the situation occurs at the University) to immediately report the situation to the other party.

§7. Terms of operation of the Agreement

<Statements describing how the Agreement will be administered, including the following elements:

- (a) Term/duration of the Agreement;
- (b) Cancellation provisions;
- (c) Agreement review process;
- (d) Dispute resolution, including (or excluding) legal actions, negotiations, consultations, or executive actions;
- (e) Waivers and rights involved in the Agreement to make compensation claims related to the execution of the Agreement against one another;
- (f) Intellectual Property provisions;
- (g) Privacy provisions;
- (h) Methods for transferring funds (if applicable). >

Term

- 7.1 This Agreement will begin on the commencement date and will continue until such time as it is terminated by the Parties in accordance with clause 7.9 or 7.10.

Amendment

- 7.2 No variation or amendment of this Agreement is effective unless it is agreed in writing between the Parties. Amendments of §§ 1–9 of this Agreement must be signed by the University professor and the placement supervisor of the Company. Amendments of the placement specification shall be agreed on by the Student(s), placement mentor and the academic tutor, for instance through email communication.

Dispute resolution

- 7.3 For the day-to-day operation of this Agreement, in the first instance, the Parties will address any operational difficulties, disputes, issues or disagreements together in a transparent manner through open discussion.
- 7.4 If a dispute cannot otherwise be resolved through open discussion, a Party claiming that a dispute has arisen under this Agreement, between the Parties or the way they are interacting, must give a Dispute Notice to the other Party, specifying the nature of the dispute.
- 7.5 A Dispute Notice may be withdrawn at any time by the Party that gave the Dispute Notice.



- 7.6 Within ten Business Days from the date of issue of the Dispute Notice, the representatives of each Party will use their best endeavours to resolve the dispute between themselves at an operational level.
- 7.7 If the representatives of each Party are unable to resolve the dispute within 20 Business Days from the date of issue of the Dispute Notice, the representatives of each Party will refer the dispute for resolution to their respective Managing Directors (academic professor or placement supervisor of the Company)).
- 7.8 Even if a dispute is taking place, the Parties to the dispute should make best efforts to continue to comply with this Agreement.

Termination

- 7.9 This Agreement is terminated when the Student(s) have fulfilled their assignments per the placement specification and their placement is evaluated by the University professor and the placement supervisor of the Company.
- 7.10 This Agreement may be terminated by one Party by giving one month notice to the other Party. Such a termination notice must be given by either the academic professor or the placement supervisor of the Company. The Party issuing the termination notice does not have to give a reason for the termination.

Privacy and Intellectual Property Rights

- 7.11 The Parties will cooperate to ensure they do not cause the other to breach any privacy obligations that another Party has at law.
- 7.12 The tangible outputs of this placement, as specified in the placement specification, will be provided under a Creative Commons By-Attribution license (CC-BY), unless otherwise agreed. Such agreements shall have an explicit reference to this Agreement.
- 7.13 If disclosure of confidential information to the University supervisor or members of a thesis jury is needed to ensure adequate supervision or evaluation, the University must take proper actions in ensuring that this confidential information is not disclosed further.

Notices

- 7.14 A notice may (in addition to any other method permitted by law) be sent by pre-paid post, pre-paid courier or by electronic mail.
- 7.15 If any notice is delivered or deemed to be delivered after 1700 hours in the place of receipt; or on a day which is a Saturday, Sunday or public holiday in the place of receipt, it is taken as having been delivered at 0900 hours on the next business day.

Costs

- 7.16 Unless otherwise agreed by the Parties, each Party will pay its own legal costs and other expenses for and incidental to the preparation, negotiation and completion of this Agreement.

Health and Safety

- 7.17 The Company shall carry out a workplace risk assessment. If the risk assessment identifies any risks related to health, safety and environment during the traineeship / research period, the Company shall inform the University of these risks - as well as the safety measures to be taken.

§8. Focal Points

<Names and contact details of nominated people to handle technical, managerial and/or administrative aspects of the Agreement.>

The following persons are nominated to handle technical, managerial and/or administrative aspects of this Agreement

University professor: <Name, email, telephone>

Academic tutor: <Name, email, telephone>

Placement supervisor of the Company: <Name, email, telephone>

Placement mentor of the Company: <Name, email, telephone>



§9. Annexes

<Additional annexes as required Supplementary material that provides more detail on relevant matters, including such things as agreed work plans, milestones, timelines, budgetary matters (if required), etc. The Agreement should in principle contain a provision that stipulates that the annexes form an integral part of the Agreement. In the case of placement, this is difficult since the placement specification also includes the Student(s), which are not Parties in the Agreement. If there is a need to change the annexes, this shall be done in accordance with the amendment principles contained in the main body of the Agreement.>

This Agreement has one annex, namely the placement specification (Annex 1).

The placement specification shall be signed by the Student(s) and the Company and approved by the University.

§§ 4, 5 and 6 of this Agreement make explicit references to the placement specification. These references cover aspect like the scope of the placement, its tangible outputs, work plan, resources required and the procedures for progress reporting.

The parts of the annexes specifically referenced in this Agreement, forms an integral part of this Agreement. In case there are contradictions between §§ 1–9 of this Agreement and the annex, §§ 1–9 have precedence.

Signatures

<Official endorsement by each Party Signature block or similar that provides formal endorsement of the Agreement, signed by appropriately delegated representatives of each Party.>

This Agreement is signed in two identical copies, where the parties have taken one each

<City> <Date>

<City> <Date>

.....

.....

<N.N>

<N.N>

<Organisation>

<Organisation>



Certificates rewarded to students/trainee

Project Work “ _____ ” Title
Within _____ (study programme)

Certificate

[Reference teacher/tutor], coordinator of the _____ (study programme) at [local institution], certifies that the student/trainee [name] participated in the development of the project “ _____ ” as a team member, between [start date] and [finish date].

The project work team, with [n°] members from [n° institutions], developed [topic of the project], [short description].

[student/trainee name] was awarded a mark of [mark].

[town], [date]

[Signature]



INTERNSHIP CERTIFICATION (TEMPLATE FOR HOST)

Ref:

Date:

To whom it may concern

This is to certify that **FULL NAME** has successfully completed a **three** months internship programme at **NAME OF THE HOST** between **STARTDATE** and **ENDDATE**. His/Her internship activity includes familiarizations to _____ and their operations, processes and management overview. He/She was mainly involved in _____ (**BRIEF DESCRIPTION OF TASKS COVERED**).

During the period of **his/her** internship programme with us **he/she** was found punctual, hardworking and inquisitive.

We thank **him/her** for **his/her** contribution to the participation in our activities and wish **him/her** every success in life.

For the host,

Authorized Signature