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**You're hosting a participant of a mobility program?
Here is a guide to complete the Europass Mobility
certificate!**



What is Europass Mobility?

Europass Mobility is one of the 5 documents which compose the “**European Skills passport**”. Europass Mobility is a standard document in use throughout Europe which formally records details of the skills and competences acquired by an individual – whatever age, educational level and occupational status – during a period of mobility in another European country (European Union/EFTA/EEA and candidate countries).

Europass Mobility aims to:

- boost transparency and visibility of European mobility experiences, helping holders to show better what they have gained through this experience, particularly in knowledge, skills and competences;
- encourage recognition of experiences gained abroad; promote European mobility for learning purposes, by making its results more visible.



Who is involved in the Europass Mobility experience?

Europass Mobility involves a partnership between the organisation sending the holder of the Europass Mobility (sending partner) and the organisation hosting the holder of the Europass Mobility abroad (host partner). Both organisations agree on the purposes or contents, objectives, duration, methods and monitoring of the Europass Mobility experience, as well as on the language(s) to be used to fill in the Europass Mobility document. The Europass Mobility is completed by the sending and host partners of the mobility project.

You are the host partner of a Europass Mobility experience. How to complete the document?

As the host partner, you have to fill in the sections “Skills acquired during the Europass Mobility experience” and/or “Record of courses completed and individual grades / marks / credits obtained”, then stamp and/or sign the Europass Mobility and finally send back the completed Europass Mobility to the sending partner.

Complete “Skills acquired during the Europass Mobility experience” section:

Skills acquired during the mobility experience

26A ACTIVITIES/TASKS CARRIED OUT *

Replace with text.

27A JOB-RELATED SKILLS

Replace with text

28A LANGUAGE SKILLS

Replace with text

29A COMPUTER SKILLS |

Replace with text

30A ORGANISATIONAL / MANAGERIAL SKILLS

Replace with text

31A COMMUNICATION SKILLS

Replace with text

32A OTHER SKILLS

Replace with text

33A DATE *

09 | 09 | 2000
dd | mm | yyyy

34A SIGNATURE OF THE REFERENCE PERSON/MENTOR *

35A SIGNATURE OF THE HOLDER

* Headings marked with an asterisk are mandatory.

26a : ACTIVITIES/TASKS CARRIED OUT:

Company/Organisation: size, business line

Service/section/unit in which the intern is attached

Objectives and assignments

Work environment: working methods, tools, relations with other units...

Example:

The trainee was attached to the reception service of a 3-star hotel in a big touristic area. The service "Reception" counts 3 full-time people, and is equipped with 2 switchboards and 2 computers.

The trainee worked under my responsibility (as responsible for the service) or with one of my collaborators.

The trainee worked in association with the staff of the hotel and was in direct contact with the customers of the hotel, by telephone and by e-mail.

After a short period of observation of the functioning of the service (1 day) the trainee was formed (2 days) in the computing tools (standard and software of reservation). Then he worked under the responsibility of the head receptionist. Finally, in the last period of the training course, he worked in complete autonomy concerning the phone and e-mail reservation.

Tasks/Activities (use action verbs)

Example:

-accommodate clients

-administrate switchboard

...

27a: JOB-RELATED SKILLS

Describe what the trainee learned using example of tasks he/she handled.

Measure his/her progress: compare before/after

Example of questions to ask oneself:

- *What was the daily activity of your trainee? (Description)*
- *To what technique was the trainee formed? (Description)*
- *Did he/her know how to adapt him/herself to the specificities of your company/department/unit? (Measure)*
- *At the end of the training course does the trainee master better the techniques used ? (Measure)*

28a : LANGUAGE SKILLS

Describe what the trainee learned in all situations he/she had to use the host language: reading, talking, listening, with help or not.

Example:

He attended Polish lessons 4h/week (B1 level), used polish to talk with the employees, is able to understand a simple conversation.

Measure his/her progress: compare before/after.






Example:

X was barely able to handle a simple conversation when he/she arrived. At the end of the training course, he/she was talking quite easily.

You can use the self-assessment grid of Common European Framework of Reference for Languages next page.



Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEFR): © Council of Europe

29a : COMPUTER SKILLS

Describe situations in which the trainee used computer with concrete example of tasks.

Example:

X has been formed during 2 days to use Y computer software. This software is widely used in hostel business for reservations administration. X is now capable of using basic functionalities of the software without help.

Measure his/her progress: compare before/after.

Example:

At the end of the mobility experience, X is able to use various functionalities of the software and has improved his/her skills in word processing and spreadsheets.

You can use the Digital competences - Self-assessment grid next page.

30a : ORGANISATIONAL / MANAGERIAL SKILLS

Describe situations in which the intern had to organize his/her working time and methods to respond to your needs.

Example:






Due to an unforeseen absence of a collaborator, X managed to handle the increased workload by making a new tasks distribution.

Measure his/her progress: compare before/after.

Example:

At the end of the training course, X was able to identify and manage priorities in his/her work.

Digital competences - Self-assessment grid

	Basic User	Independent user	Proficient user
 <p>Information processing</p>	<p>I can look for information online using a search engine.</p> <p>I know not all online information is reliable.</p> <p>I can save or store files or content (e.g. text, pictures, music, videos, web pages) and retrieve them once saved or stored.</p>	<p>I can use different search engines to find information. I use some filters when searching (e.g. searching only images, videos, maps).</p> <p>I compare different sources to assess the reliability of the information I find.</p> <p>I classify the information in a methodical way using files and folders to locate these easier. I do backups of information or files I have stored.</p>	<p>I can use advanced search strategies (e.g. using search operators) to find reliable information on the internet. I can use web feeds (like RSS) to be updated with content I am interested in.</p> <p>I can assess the validity and credibility of information using a range of criteria. I am aware of new advances in information search, storage and retrieval.</p> <p>I can save information found on the internet in different formats. I can use cloud information storage services.</p>
 <p>Communication</p>	<p>I can communicate with others using mobile phone, Voice over IP (e.g. Skype) e-mail or chat – using basic features (e.g. voice messaging, SMS, send and receive e-mails, text exchange).</p> <p>I can share files and content using simple tools.</p> <p>I know I can use digital technologies to interact with services (as governments, banks, hospitals).</p> <p>I am aware of social networking sites and online collaboration tools.</p> <p>I am aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information).</p>	<p>I can use advanced features of several communication tools (e.g. using Voice over IP and sharing files).</p> <p>I can use collaboration tools and contribute to e.g. shared documents/files someone else has created.</p> <p>I can use some features of online services (e.g. public services, e-banking, online shopping).</p> <p>I pass on or share knowledge with others online (e.g. through social networking tools or in online communities).</p> <p>I am aware of and use the rules of online communication ("netiquette").</p>	<p>I actively use a wide range of communication tools (e-mail, chat, SMS, instant messaging, blogs, micro-blogs, social networks) for online communication.</p> <p>I can create and manage content with collaboration tools (e.g. electronic calendars, project management systems, online proofing, online spreadsheets).</p> <p>I actively participate in online spaces and use several online services (e.g. public services, e-banking, online shopping).</p> <p>I can use advanced features of communication tools (e.g. video conferencing, data sharing, application sharing).</p>
 <p>Content creation</p>	<p>I can produce simple digital content (e.g. text, tables, images, audio files) in at least one format using digital tools.</p> <p>I can make basic editing to content produced by others.</p> <p>I know that content can be covered by copyright.</p> <p>I can apply and modify simple functions and settings of software and applications that I use (e.g. change default settings).</p>	<p>I can produce complex digital content in different formats (e.g. text, tables, images, audio files). I can use tools/editors for creating web page or blog using templates (e.g. WordPress).</p> <p>I can apply basic formatting (e.g. insert footnotes, charts, tables) to the content I or others have produced.</p> <p>I know how to reference and reuse content covered by copyright.</p> <p>I know the basics of one programming language.</p>	<p>I can produce or modify complex, multimedia content in different formats, using a variety of digital platforms, tools and environments. I can create a website using a programming language.</p> <p>I can use advanced formatting functions of different tools (e.g. mail merge, merging documents of different formats, using advanced formulas, macros).</p> <p>I know how to apply licences and copyrights.</p> <p>I can use several programming languages. I know how to design, create and modify databases with a computer tool.</p>
 <p>Safety</p>	<p>I can take basic steps to protect my devices (e.g. using anti-viruses and passwords). I know that not all online information is reliable.</p> <p>I am aware that my credentials (username and password) can be stolen. I know I should not reveal private information online.</p> <p>I know that using digital technology too extensively can affect my health.</p> <p>I take basic measures to save energy.</p>	<p>I have installed security programmes on the device(s) that I use to access the Internet (e.g. antivirus, firewall). I run these programmes on a regular basis and I update them regularly.</p> <p>I use different passwords to access equipment, devices and digital services and I modify them on a periodic basis.</p> <p>I can identify the websites or e-mail messages which might be used to scam. I can identify a phishing e-mail.</p> <p>I can shape my online digital identity and keep track of my digital footprint.</p> <p>I understand the health risks associated with the use of digital technology (e.g. ergonomics, risk of addiction).</p> <p>I understand the positive and negative impact of technology on the environment.</p>	<p>I frequently check the security configuration and systems of my devices and/or of the applications I use.</p> <p>I know how to react if my computer is infected by a virus.</p> <p>I can configure or modify the firewall and security settings of my digital devices.</p> <p>I know how to encrypt e-mails or files.</p> <p>I can apply filters to spam e-mails.</p> <p>To avoid health problems (physical and psychological), I make reasonable use of information and communication technology.</p> <p>I have an informed stance on the impact of digital technologies on everyday life, online consumption, and the environment.</p>
 <p>Problem solving</p>	<p>I can find support and assistance when a technical problem occurs or when using a new device, program or application.</p> <p>I know how to solve some routine problems (e.g. close program, re-start computer, re-install/update program, check internet connection).</p> <p>I know that digital tools can help me in solving problems. I am also aware that they have their limitations.</p> <p>When confronted with a technological or non-technological problem, I can use the digital tools I know to solve it.</p> <p>I am aware that I need to update my digital skills regularly.</p>	<p>I can solve most of the more frequent problems that arise when using digital technologies.</p> <p>I can use digital technologies to solve (non-technical) problems. I can select a digital tool that suits my needs and assess its effectiveness.</p> <p>I can solve technological problems by exploring the settings and options of programmes or tools.</p> <p>I regularly update my digital skills. I am aware of my limits and try to fill my gaps.</p>	<p>I can solve almost all problems that arise when using digital technology.</p> <p>I can choose the right tool, device, application, software or service to solve (non-technical) problems.</p> <p>I am aware of new technological developments. I understand how new tools work.</p> <p>I frequently update my digital skills.</p>

31a : COMMUNICATION SKILLS

Describe each situation in which the trainee has been in relation with other employees or customers, business partners or suppliers.

Example:

X knew quickly how to adapt him/herself to the team and hierarchy.

X was respectful towards the customers

Measure his/her progress: compare before/after

Example:

While he/she was quiet at the beginning of the internship and did not dare to deal directly with the customers (only by e-mail), the trainee knew how to, from the second week, develop excellent capacities of communication by telephone with the customers, to their big satisfaction.

32a: OTHER SKILLS:

This section is free. You can describe any other skills the trainee has developed during the internship beside skills of the previous sections: any experience you find useful and rewarding to prove training course inputs.

Examples: *punctuality, positive attitude, enthusiasm, open-mindedness...*

Complete the « Record of courses » section:

Record of courses completed and individual grades / marks / credits obtained

26B STUDENT MATRICULATION NUMBER * Replace with text

27B COURSE UNIT CODE ¹	28B TITLE OF THE COURSE UNIT *	29B DURATION ² *	30B LOCAL GRADE ³ *	31B ECTS/ECVET GRADE	32B ECTS/ECVET CREDITS ⁴

Add or remove lines if required

33B ESSAY/REPORT/DISSERTATION

Replace with text

34B CERTIFICATE/DIPLOMA/DEGREE AWARDED, if any

Replace with text

35B SURNAME(S) AND FIRST NAME(S) OF MENTOR/ADMINISTRATION OFFICER *

Replace with text

36B SIGNATURE OF THE HOLDER

37B DATE OF VALIDATION *

09 | 09 | 2000
dd mm yyyy

38B NAME AND ADDRESS OF THE INSTITUTION *

Replace with text
Replace with text
Replace with text
Replace with text

39B STAMP AND/OR SIGNATURE

* Headings marked with an asterisk are mandatory.

Once section « Skills acquired » and/or « Record of courses » completed, you can sign/ stamp the document and give it back to the trainee or the sending partner.

The holder has now a precise and complete attestation of what he/she learned during his/her mobility. It can be used to find a job, a new internship or school/formation center.

Want to learn more about Europass Mobility and the 4 others documents of the **European Skills passport?**

Cedefop: <http://europass.cedefop.europa.eu/fr>

Erasmus Agency: <http://www.agence-erasmus.fr/page/europass>

