**Erasmus+ learning agreement**

# Purpose of the learning agreement

This learning agreement defines the conditions and expected outcomes of a learning mobility organised within the framework of the Erasmus+ programme. Parties in this agreement shall abide by the programme’s rules and quality standards.

# Information about the learning mobility

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| Field | School Education |
| Activity type: | Job Shadowing |
| Mode: | Physical |
| Start date: | [03/12/2023] |
| End date: | [08/12/2023] |

# Parties to the learning agreement

The learning agreement is concluded between the participant in the learning mobility, the sending organisation and the hosting organisation.

## Participants in the learning mobility

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| Full name: |  |
| Address: |  |
| Email: |  |
| Phone number(s): |  |

## Sending organisation

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| Organisation name: |  |
| Address: |  |

## Hosting organisation

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| Organisation name: |  |
| Address: |  |

# Learning context

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| At the sending organisation, the participants are currently working in the following capacity: | |
| Job title: | Professor |
| Main tasks: | Lecturing, Lab, Science Club |

# Learning outcomes

The parties have agreed that the following learning outcomes should be achieved during the job shadowing mobility:

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| **Outcome 1: Develop Expertise in Coordinating Multi-Country Learning Mobility Programs** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Education, School Administration  Relevant Skills and Competences:  1. Proficiency in organising and managing multi-country educational trips for students.  2. Competence in coordinating travel, accommodation, and learning activities for a diverse group of students.  3. Knowledge of logistical aspects related to international school exchanges.  4. Effective communication and collaboration skills with partner schools and stakeholders.  5. Ability to adapt to diverse educational systems and practices.  6. Problem-solving skills to address challenges in coordinating international school mobility programs. |
| Description: | After the job shadowing trip to Zagreb, participants should:  1. Possess advanced expertise in organising and managing multi-country learning mobility programs.  2. Demonstrate proficiency in coordinating various aspects of travel, accommodation, and learning activities for students.  3. Apply knowledge of logistical considerations related to international school exchanges.  4. Exhibit strong communication and collaboration skills in working with partner schools and stakeholders.  5. Adapt successfully to different educational systems and practices.  6. Employ problem-solving skills to address challenges and ensure the smooth coordination of international school mobility programs. |

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| **Outcome 2: Enhance Sustainability and Entrepreneurship Education Skills** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Sustainability Education, Entrepreneurship Education  Relevant Skills and Competences:  1. knowledge of sustainability principles and concepts.  2. Understanding of entrepreneurship fundamentals and strategies.  3. Skill in integrating sustainability and entrepreneurship into the curriculum.  4. Ability to design and implement sustainability and entrepreneurship projects.  5. Assessing the impact of sustainability and entrepreneurship initiatives.  6. Effective teaching methods for sustainability and entrepreneurship education. |
| Description: | Following the job shadowing experience in Zagreb, participants should:  1. Gain a deep understanding of sustainability principles and concepts.  2. Acquire knowledge of entrepreneurship fundamentals and strategies.  3. Demonstrate the skill to integrate sustainability and entrepreneurship into their teaching curriculum.  4. Be able to design and implement sustainability and entrepreneurship projects in the classroom.  5. Assess the impact of sustainability and entrepreneurship initiatives on student learning.  6. Apply effective teaching methods to deliver sustainability and entrepreneurship education. |

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| **Outcome 3: Cultivate Cross-Cultural Competence in Educational Contexts** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Intercultural Education, Cross-Cultural Communication  Relevant Skills and Competences:  1. Proficiency in understanding and respecting cultural diversity.  2. Ability to adapt teaching and communication styles for international students.  3. Skill in building cross-cultural relationships with students, teachers, and parents.  4. Awareness of the cultural nuances and sensitivities in an international educational environment. |
| Description: | After the job shadowing experience in Zagreb, participants should:  1. Develop a deep understanding of cultural diversity and its significance in educational contexts.  2. Adapt their teaching and communication styles to cater to the needs of international students.  3. Build strong cross-cultural relationships with students, teachers, and parents involved in international programs.  4. Demonstrate cultural awareness and sensitivity, promoting a welcoming and inclusive educational environment for diverse student populations. |

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| **Outcome 4: Proficiency in Evaluating the Impact of Learning Mobility Programs** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Education Assessment and Evaluation  Relevant Skills and Competences:  1. Skill in assessing the effectiveness of learning mobility programs.  2. Competence in collecting and analysing feedback from students and teachers.  3. Ability to measure the impact of international experiences on student learning outcomes.  4. Expertise in making data-driven improvements to future programs. |
| Description: | Following the job shadowing trip to Zagreb, participants should:  1. Develop the skill to assess and evaluate the effectiveness of learning mobility programs.  2. Collect and analyse feedback from students and teachers, enabling continuous improvement of programs.  3. Measure and document the impact of international experiences on student learning outcomes.  4. Demonstrate the ability to make data-driven improvements to future international programs, enhancing their quality and impact. |

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| **Outcome 5: Promote Student Engagement in Entrepreneurship and Sustainability Initiatives** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Student Engagement, Educational Innovation  Relevant Skills and Competences:  1. Strategies to motivate and engage students in entrepreneurship and sustainability projects.  2. Effective methods for involving students in the planning and execution of initiatives.  3. Skill in fostering students' entrepreneurial thinking and sustainable practices.  4. Techniques to communicate the benefits of active participation to students. |
| Description: | After the job shadowing experience in Zagreb, participants should:  1. Develop strategies to motivate and engage students in entrepreneurship and sustainability initiatives.  2. Apply effective methods to involve students in the planning and execution of projects.  3. Foster students' entrepreneurial thinking and promote sustainable practices among them.  4. Communicate the benefits of active participation in entrepreneurship and sustainability to students, encouraging their engagement and commitment. |

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| **Outcome 6: Strengthen Collaborative Partnerships for Future Projects** | |
| Relevant subject, skill or competence: | Relevant Subject/Area of Study: Educational Partnerships, Project Collaboration  Relevant Skills and Competences:  1. Ability to establish and nurture international educational partnerships.  2. Effective methods for collaborative project planning and implementation.  3. Skill in leveraging partnerships for resource sharing and project sustainability.  4. Strategies for involving parents and the local community in educational initiatives. |
| Description: | Following the job shadowing experience in Zagreb, participants should:  1. Strengthen their ability to establish and nurture international educational partnerships for future projects.  2. Apply effective methods for collaborative project planning and implementation with partner schools.  3. Leverage partnerships for resource sharing and the long-term sustainability of educational initiatives.  4. Develop strategies for involving parents and the local community in supporting and participating in upcoming educational projects, fostering a sense of community engagement. |

# Learning programme and tasks

To achieve the agreed learning outcomes, the participant will complete the following activities and tasks during their mobility activity.

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| **Activity / task 1: Visiting classes Nature science** | |
| Description: | * **Lesson: Energy and the environment - practice and repetition** * In the 3rd grade, teachers will be present at the practice and repetition of the Energy and the environment lesson. * The lesson will repeat: * different examples of energy use, transfer and conversion based on students' own experiences; * ways of using energy in our environment; * transmission of electricity and heat; * ways in which heat losses can be significantly reduced, and how to convert energy from one form to another using examples; * how certain sources and forms of energy affect the environment and ways of using energy in our homeland; * how to connect the natural features of our homeland with the possibilities of using renewable energy sources; |

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| **Activity / task 2: Visiting classes Physics** | |
| Description: | * Introduction to a Physics topic by using the experimental method by using mobile phones. * Develop strategies to manage and support the groups in the lab lesson. * Present the topic to the students in a funny and challenging way. * The teacher and the job-shadowing teacher can circulate around the room to help the students with their experiments. The teachers also observe the students' understanding of forces and motion. |

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| **Activity / task 3: Visiting classes ICT** | |
| Description: | - see how computer science classes work according to the new curriculum  - participate in activities prepared for students  - see how students use a computer and applications in the cloud (Office 365) which is free for all students in the Croatia  - see how students use different web tools to solve Christmas tasks prepared in the Advent calendar (online application with created tasks) |

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| **Activity / task 4: Visiting classes Extracurricular** | |
| Description: | * **Extracurricular activity: European passport (3rd grade)** * Teachers will learn how students through the European passport extracurricular activity: * get to know other cultures and peoples * get to know the countries of Europe through various workshops, quizzes, interactive content and artistic expressions * encourage the development of identity * develop cooperative behaviour * develop positive attitudes and relationships towards themselves and the environment * develop creativity in different forms of expression and creation * develop social and communication skills * develop prosocial behaviour |

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| **Activity / task 5: Visiting classes Chemistry** | |
| Description: | * The Chemistry teacher begins the class by reviewing the previous day's lesson on chemical bonding. The teacher then introduces the students to the new lesson on acids and bases. * The teacher explains the properties of acids and bases, and how to identify them. The teacher may also discuss the different types of acids and bases, and their uses in everyday life. * The teacher leads a class discussion on the pH scale. The teacher explains how to measure pH, and how pH can be used to determine whether a substance is acidic, basic, or neutral. * The teacher has the students work in pairs or small groups to conduct an experiment on acids and bases. The experiment may involve measuring the pH of different substances, or observing how acids and bases react with each other. * The teacher circulates around the room to help the students with their experiment and to observe their progress. The teacher also assesses the students' understanding of acids and bases by asking them questions about the experiment and the class discussion.   Additional Observations   * The job-shadowing teacher may ask the Chemistry teacher questions about the specific teaching methods and resources that are used in the class. * The job-shadowing teacher may also observe how the Chemistry teacher differentiates instruction to meet the needs of all learners. * The job-shadowing teacher may take notes on the Chemistry teacher's lesson plans and activities. * The job-shadowing teacher may also take photos or videos of the Chemistry class to share with their students and colleagues back home. * By observing a Chemistry class, a job-shadowing teacher can gain new insights into how to teach this subject effectively. The job-shadowing teacher can also learn new teaching methods and resources that they can use in their own classroom. * Here are some specific examples of experiments that the job-shadowing teacher may observe in the Chemistry class on acids and bases: * The students could use a pH metre to measure the pH of different substances, such as water, vinegar, and baking soda. * The students could observe how acids and bases react with each other by mixing different acids and bases together. * The students could investigate the neutralisation reaction between an acid and a base by adding a base to an acid until the pH is neutral. * The students could make their own soap or detergent by reacting an acid with a base. * The students could investigate the effect of acids and bases on different materials, such as metal and paper. * By observing these and other experiments, the job-shadowing teacher can learn more about how to teach acids and bases in a fun and engaging way. |

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| **Activity / task 6: Greenville farm - Green entrepreneurship** | |
| Description: | * The teachers will visit a Greenville farm to introduce them to the concept of green entrepreneurship. In that way they can learn the equilibrium between business growth and environmental sustainability. * We will provide teachers the opportunity to learn about best practices in sustainable farming and business practices. |

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| **Activity / task 7: Visiting RIMAC factory** | |
| Description: | * See how revolutionary hypercars with relentless innovation and a rebellious vision are made. Get behind the scenes at Rimac * Walk down the history line and meet the iconic Concept\_One, our technology in other hypercars and our latest hypercar – the Nevera. * Watch the process of building the interior of a hypercar. Embossing, sewing, cutting. Everything is handmade in our upholstery department. * Get a closer look at the „nervous system of the car” – wiring harness that powers the Nevera  BATTERY PRODUCTION Get behind the scenes at Rimac bespoke battery solutions for the most demanding projects. |

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| **Activity / task 8: Tour of the city Zagreb** | |
| Description: | * Visits to schools and universities to learn about the Croatian education system and best practices in teaching and learning. * Meetings with Croatian teachers and education experts to discuss common challenges and opportunities. * Workshops on Croatian culture, language, and teaching methods. * Cultural excursions to visit Zagreb's historical and cultural landmarks. * Social events to give teachers the opportunity to meet and socialise with each other. |

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| **Activity / task 9: Nights of Maths - event** | |
| Description: | * Our school is holding events to bust misconceptions and get adults on board with one of schools’ most anxiety-ridden subjects.   So, the teachers can observe a family maths night that are designed to engage parents and guardians in fun games with their children. |

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| **Activity / task 10: Invited experts on Green entrepreneurship start-ups** | |
| Description: | * Teachers will learn from this talk from a variety of perspectives. Experts from different backgrounds and disciplines can provide a well-rounded view of the green entrepreneurship landscape. * They can enhance how to promote networking and collaboration. The experts can provide clues to connect entrepreneurs with each other, as well as with potential investors, partners, and customers. |

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| **Activity / task 11: Visit to Museum of Illusions and museum of Natural Sciences** | |
| Description: | Natural Science Museum:  Content Knowledge Enhancement: Teachers can deepen their understanding of natural sciences by engaging with exhibits and displays that cover a range of topics such as biology, geology, astronomy, and ecology.  Curriculum Enrichment: Exposure to museum exhibits can inspire teachers to enhance their curriculum with real-world examples, interactive activities, and hands-on experiments that align with the subjects they teach.   * Pedagogical Ideas: Observing how the museum presents complex scientific concepts can provide teachers with new ideas for effective teaching methods, including interactive demonstrations, inquiry-based learning, and the use of multimedia resources. * Connection to Classroom: Teachers can learn how to connect museum experiences to their classroom instruction, making lessons more engaging and relevant to students. This may involve incorporating field trip experiences, virtual tours, or museum resources into lesson plans. * Networking Opportunities: Visits to natural science museums often include opportunities to connect with other educators, museum staff, and scientists. Collaborative discussions can lead to the sharing of best practices and the development of new teaching strategies.   Museum of Illusions:   * Understanding Perception: Teachers can gain insights into how the human brain processes visual information and perceives the world. This knowledge can be applied in the classroom to help students understand the role of perception in science and everyday life. * Critical Thinking Development: Exposure to optical illusions and mind-bending exhibits can stimulate critical thinking skills. Teachers may learn how to incorporate activities that challenge students' assumptions and encourage them to question and analyze information. * Interdisciplinary Connections: Teachers can explore how illusions relate to various subjects, including psychology, physics, and mathematics. This interdisciplinary approach can inspire educators to create cross-curricular lessons that integrate concepts from different fields. * Creativity Enhancement: The museum of illusions often features exhibits that play with creativity and imagination. Teachers can discover ways to incorporate creative thinking into their teaching methods, fostering a more innovative and open-minded classroom environment. * Engaging Teaching Techniques: Teachers may learn engaging techniques to capture students' attention, making lessons more dynamic and enjoyable. This might include incorporating visual illusions, puzzles, and hands-on activities into the curriculum. |

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# Monitoring, mentoring and support during the activity

## Responsible persons at the hosting organisation

The following person(s) at the hosting organisation are tasked with introducing the participant to their activities and tasks at the hosting organisation, providing practical support, monitoring their learning progress, supporting them to achieve the expected learning outcomes, and helping them to integrate into the daily routines and the social context at the hosting organisation.

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| Full name: |  |
| Job title: |  |
| Email: |  |
| Phone number(s): |  |
| Responsibilities: |  |

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| Full name: |  |
| Job title: | headmaster |
| Email: |  |
| Phone number(s): |  |
| Responsibilities: |  |

## Responsible persons at the sending organisation

The following person(s) at the sending organisation are tasked with following the participants’ progress and providing content or practical support from the side of the sending organisation.

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| Full name: |  |
| Job title: |  |
| Email: |  |
| Phone number(s): |  |
| Responsibilities: |  |

## Accompanying persons:

## n/a

As a minimum, the monitoring and mentoring arrangements will include the following activities:

Monitoring and mentoring arrangements for this program will include the following activities:

1. Scheduled Dialogues: Regular one-on-one meetings between the participant and their assigned mentor to discuss progress, challenges, and goals.

2. Periodical Reviews: Periodic reviews of the participant's learning outcomes and completed tasks to ensure alignment with the program objectives.

3. Consultations between Mentors: Coordination and consultations between mentors at the hosting and sending organisations to provide comprehensive guidance and support.

4. Performance Evaluation: Ongoing assessment of the participant's performance, including feedback on specific activities and tasks.

5. Feedback Sessions: Structured feedback sessions to address questions, concerns, and opportunities for improvement.

6. Goal Setting: Collaborative goal setting to define clear objectives and milestones for the participant's mobility experience.

7. Skill Development Plans: Development and tracking of individualised skill development plans to address areas of improvement and capitalise on strengths.

8. Cultural Integration Support: Guidance and support for cultural integration and adaptation to the host environment.

9. Resource Sharing: Sharing of relevant resources, materials, and best practices to enhance the participant's learning experience.

10. Emergency Contact: Establishing an emergency contact and communication protocol for any unforeseen issues or emergencies during the mobility.

These monitoring and mentoring activities are designed to ensure the participant's success, provide them with the necessary support, and help them achieve the intended learning outcomes of the program.

# Evaluation of learning outcomes

After the mobility activity, the participant’s learning outcomes will be assessed in the following way:

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| **Evaluation format:** |
| The participant's learning outcomes following the mobility activity will be assessed using the following evaluation formats:  1. Structured Report: The participants will be required to submit a structured report summarising their experiences, achievements, and reflections during the mobility. This report will include a comprehensive analysis of the learning outcomes, the impact of the program on their personal and professional development, and their observations about the host environment.  2. Oral Presentation: The participants will deliver an oral presentation at a staff meeting to share their insights, key takeaways, and any projects or activities they worked on during the mobility. This presentation will be an opportunity for them to demonstrate their understanding and ability to articulate their experiences effectively.  3. Portfolio Assessment: A portfolio will be compiled by the participants, showcasing their work, projects, or any creative outputs generated during the mobility. This will serve as tangible evidence of their learning outcomes and contributions.  4. Continuous Assessment: Throughout the mobility, continuous assessment will be conducted by mentors and program coordinators. This will involve regular feedback sessions, progress checks, and periodic reviews of tasks and assignments completed by the participant.  5. Peer and Mentor Feedback: The participants will receive feedback from their peers and mentors, both at the hosting and sending organisations. This feedback will provide valuable insights into their performance and the impact of their mobility experience.  6. Self-Assessment Elements: The participants will engage in self-assessment, reflecting on their growth, challenges, and areas for improvement. Self-assessment elements may include written reflections or structured self-evaluation forms.  7. \*\*Practical Tasks:\*\* Depending on the nature of the program, practical tasks or projects completed during the mobility will also be evaluated for their quality, creativity, and relevance to the learning outcomes.  These evaluation formats are designed to comprehensively assess the participant's learning outcomes, offering a well-rounded view of their development and the effectiveness of the mobility program. |

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| **Evaluation criteria:** |
| The evaluation of the participant's learning outcomes will be based on the following criteria:  1. Knowledge Acquisition:  - Demonstration of increased knowledge and understanding of the subject matter related to the mobility program.  2. Skill Development:  - Proficiency in applying newly acquired skills and competences.  - Evidence of enhanced practical skills relevant to the program's objectives.  3. Critical Thinking and Problem-Solving:  - Ability to analyse complex issues and propose innovative solutions.  - Demonstrated critical thinking skills in approaching challenges.  4. Interpersonal and Intercultural Competence:  - Effective communication and collaboration with peers, mentors, and local stakeholders.  - Demonstrated intercultural competence, adaptability, and respect for diverse perspectives.  5. Personal Growth and Reflection:  - Evidence of personal growth, self-awareness, and the ability to reflect on experiences and learning.  - Identification of areas for personal improvement and development.  6. Project or Task Completion:  - Successful completion of tasks, projects, or assignments relevant to the program's goals.  - Quality and creativity of work produced during the mobility.  7. Presentation and Communication:  - Ability to articulate and communicate ideas effectively, both in written and oral formats.  - Clarity and persuasiveness in presentations and reports.  8. Adherence to Program Objectives:  - Alignment of the participant's activities and outcomes with the program's stated objectives and intended learning outcomes.  9. Cultural Integration and Adaptation:  - Ability to adapt to the host environment and engage positively with the local culture.  - Respect for cultural norms and practices.  10. Overall Impact:  - Assessment of the overall impact of the participant's mobility experience on their personal and professional development.  - Evaluation of the participant's contribution to the host organisation or community, if applicable.  These evaluation criteria will provide a comprehensive framework for assessing the participant's achievements and the effectiveness of the mobility program in meeting its goals. |

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| **Evaluation procedures:** |
| Evaluation Location:  - Evaluation will primarily take place at Osnovna škola xx, the hosting organisation where the mobility occurred.  - xx, the sending organisation, may also be involved in coordinating aspects of the evaluation, such as feedback and assessments.  Evaluators:  - Mentors and supervisors at Osnovna škola xx will play a central role in evaluating the participant's performance and progress during the mobility.  - Peers and colleagues at Osnovna škola xx may provide input and feedback on collaborative projects or team activities.  - xx will oversee the overall evaluation process, coordinate with Osnovna škola xx, and provide additional feedback and assessments as necessary.  Procedure in Case of Contested Results:  - In the event of contested results or disagreements between the participant and evaluators, a mediation process will be initiated.  - A designated mediator, impartial to both the participant and the evaluators, will facilitate discussions and seek resolution.  - If a satisfactory resolution cannot be reached, xx and Osnovna škola xx will collaborate to find an equitable solution.  Transmittal of Results and Grades:  - Evaluation results and grades, if applicable, will be communicated fromOsnovna škola xx to xx.  - This communication will be done securely and in compliance with data protection regulations.  - Both organisations will maintain records of the evaluation outcomes for reference and documentation.  Feedback and Improvement Plans:  - After the initial evaluation, feedback on strengths and areas for improvement will be provided to the participant.  - If needed, an improvement plan will be collaboratively developed between the participant and their mentors at Osnovna škola xx to address identified areas of development.  Final Assessment and Certification:  - Based on the evaluation and improvement plan, a final assessment will be conducted to determine the participant's overall performance and achievement of learning outcomes.  - A certification or formal documentation of the participant's participation and accomplishments during the mobility will be issued by Osnovna škola xx and shared with xx.  These evaluation procedures are tailored to the specific context of Osnovna škola xx hosting participants from xx and are designed to ensure transparency, fairness, and accountability in assessing the participant's learning outcomes and providing them with constructive feedback for their continued growth and development. |

# Recognition of learning outcomes

The learning outcomes attained by the participant will be recognised in the following way:

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| **Recognition conditions:** |
| The recognition of learning outcomes attained by the participant will be based on the following conditions:  1. Successful Completion of Job Shadow Program: The participant must successfully complete the entire mobility program, fulfilling all program requirements and responsibilities.  2. Meeting Learning Objectives: Learning outcomes will be recognized when the participant demonstrates that they have met the predefined learning objectives set for the job shadowing program.  3. Assessment and Evaluation: The participant's learning outcomes will be assessed and evaluated based on the established criteria and procedures, as outlined in the program's evaluation framework.  4. Quality of Work: Recognition will depend on the quality and depth of the participant's work, projects, or assignments completed during the job shadowing mobility, in alignment with the program's objectives.  5. Feedback and Improvement: The participant should have engaged constructively with feedback and, if necessary, participated in improvement plans to address identified areas of development.  6. Compliance with Program Regulations: The participant must have adhered to all program regulations, guidelines, and ethical standards throughout the job shadowing mobility.  7. Completion of Required Documentation: Any necessary documentation, reports, portfolios, or assessments must be submitted accurately and within established deadlines.  8. Communication of Results: Recognition will be contingent on the successful communication of evaluation results and learning outcomes between the hosting and sending organisations.  9. Compliance with Local Regulations: Recognition may also be subject to compliance with local regulations or accreditation standards, where applicable.  10. Formal Certification: Upon meeting these conditions, the participant will receive formal certification or documentation from Osnovna škola xx, acknowledging the learning outcomes attained during the mobility.  It is essential that the participants fully understands and adheres to these recognition conditions, as they serve as the basis for validating their achievements and the impact of their mobility experience. |

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| **Recognition procedures:** |
| 1. Responsibility for Recognition:  The responsibility for the recognition of learning outcomes will be jointly shared between the sending organisation, xx, and the hosting organisation, Osnovna škola xx. Each organisation will play a distinct role in the recognition process:  -Sending Organization xx:  - xx will initiate the recognition process by collecting and reviewing assessment and evaluation data from Osnovna škola xx.  - They will ensure that the participant has met all program requirements and learning objectives.  - xx will issue a formal recognition statement or certificate acknowledging the participant's achievements during the mobility.  -Hosting Organization Osnovna škola xx:  - Osnovna škola xx will provide assessment results, evaluation reports, and feedback on the participant's performance to xx.  - They will collaborate with xx to address any questions or concerns related to the recognition process.  2. Registration in Learner's Records:  - Upon successful recognition of the learning outcomes, xx will ensure that the recognised outcomes are appropriately documented and registered in the learner's records.  - This may involve updating the participant's academic or training records to reflect the achievements and competencies acquired during the job shadowing mobility.  - xx will also provide the participant with a formal recognition document that they can include in their personal portfolio or resume.  The recognition procedures will be conducted in a transparent and organised manner to validate the participant's accomplishments and ensure that they have a record of their achievements for their future educational and professional endeavours. |

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| **Recognition documentation:** |
| Recognition Documentation:  1. Certificate of Job Shadowing Mobility:  - Issued by:  - Recipient:  - Timeframe: Issued upon successful completion of the mobility program.  2. Recognition Statement  -Issued by:  -Recipient:  -Timeframe: Issued after review of the learning outcomes report, typically within a reasonable period following the completion of the program.  3. Portfolio of Achievements (if applicable):  - Issued by:  - Recipient: Self (for personal record-keeping)  - Indicative Timeframe: Compiled and organised by the participants throughout the mobility program, available for future reference.  These recognition documents will serve to formally acknowledge and record the participant's learning outcomes, facilitating their continued educational and professional development. The issuance of these documents will follow a structured process to ensure accuracy and timeliness. |

# Reintegration at the sending organisation

n/a

# Additional provisions

n/a

# Signatures

The signatories confirm that they understood and approve the content of this agreement.

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| **Participant** | |  |
| Full name: |  |  |
| Date and place: |  |  |
| Signature: |  |  |

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| **For sending organisation** | |  | **For hosting organisation** | |
| Full name: |  |  | Full name: |  |
| Position: |  |  | Position: |  |
| Date and place: |  |  | Date and place: |  |
| Signature: |  |  | Signature: |  |