

TRAINING SESSION OUTLINE

Title of Session :	Competencies of an accompanying person workshop
Time :	130 min (to be organised in 2 different sessions)
Session objectives:	Identify the skills that an accompanying teacher should have for an international mobility program
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Nr of Facilitator	2
Nr of Participants:	at least 10 person

Room requirements:

- Room with chairs for participants
- Tables according to the number of participants
- Projector

Training supplies and equipment:

- Flip charts
- Different coloured markers/pen per group
- Post it for individuals to write keywords
- Whiteboard or flipchart for facilitators to write instructions, results or conclusions

Handouts:

[B9 Template- role play.docx](#)

Session description:
(Instructions facilitators, instructions trainees, step by step description, time schedule)

Time	Instruction	Materials
5 min	<p>Divide the participants into 4 groups mixing participants from different schools.</p> <p>The facilitators explain the task to the participants and what they are requested to do.</p>	
35 min	<p>Activity 1: Each group has to list the skills that an accompanying teacher should have and put them in order of importance. After 15 minutes a representative of each group will explain the results</p>	<p>Whiteboard</p> <p>Paper and maker</p> <p>Template given by the facilitators</p>
5 min	<p>Conclusion (activity 1): the facilitator shows the final order agreed and summarises the session.</p>	
35 min	<p>Activity 2: Each group has to list what an accompanying teacher has to do before leaving, during the stay and after the mobility.</p>	Whiteboard

	After 15 minutes a representative of each group will explain the results	Paper and maker Template given by the facilitators
5 min	Conclusion (activity 2): the facilitator shows the final order agreed and summarises the session.	White board
40 min	Activity 3: role game Divide the participants into groups four. Two of each group play as students and the other are mentors. The “students” figure to have a problem on a given topic (e.g. Health, Family, School and relationship with student , transport and journey issues). The mentors have to find a possible solution. After 20 minutes each group presents the problems they found and the possible solutions to the participants.	Paper and maker Template given by facilitators

ACCOMPANYING PERSON

Project Reference:
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An accompanying person, during an Erasmus+ mobility for students plays a crucial role in ensuring the success and safety of the mobility experience

GUIDANCE AND SUPPORT

They provide guidance and assistance to students, helping them navigate through new environments, both culturally and academically, which can ease the transition and reduce anxiety

ENSURING SAFETY

An accompanying person is responsible for ensuring the students well-being and addressing any issues that may arise, such as health problems, logistical challenges, or personal concerns

LANGUAGE AND CULTURAL MEDIATION

They can help bridge language barriers and assist with cultural adaptation ensuring smoother communication between the students and contacts, including host institutions or families

MONITORING PROGRESS

Accompanying persons often monitor the academic or professional development of students, ensuring they meet the goals of the mobility program and providing feedback or intervention if necessary

ADMINISTRATIVE AND LOGISTICAL ASSISTANCE

They assist with paperwork, organizing transportation, accommodation, and ensuring all the logistics of the mobility run smoothly, which can be particularly important for younger or less experienced participants.

EMOTIONAL AND PSYCHOLOGICAL SUPPORT

For some students, especially those who are away for the first time, an accompanying person provides emotional reassurance and helps them cope with homesickness or any difficulties they might face.

FACILITATING GROUP COHESION

If travelling with a group, the accompanying person helps in fostering a sense of community among students, promoting teamwork, and resolving conflicts if they arise.

NOW IT'S YOUR TURN!

WORK IN GROUP

ACTIVITY 1

List the skills that an accompanying teacher should have

ACTIVITY 2

What an accompanying teacher should do and care of during the student exchange experience?

ACTIVITY 3

Role play

GROUP N ____

Membres:

ACTIVITY 1

LIST THE SKILLS THAT ACCOMPANYING TEACHER SHOULD HAVE
(PUT THEM IN ORDER OF IMPORTANCE)

1) _____

2) _____

3) _____

4) _____

5) _____

GROUP N. ____

ACTIVITY 2

WHAT AN ACCOMPAYNING TEACHER SHOULD DO AND CARE OF DURING THE STUDENT EXCHANGE EXPERIENCE		
BEFORE LEAVING	DURING THE JOURNEY ABROAD	UPON RETURNING FROM THE JOURNEY

ROLE PLAY

Two of you play the part of the students and the others are mentors.

The students figure to have problems concerning the following topic

HEALTH (an example)

And the mentors should give possible solutions.

Describe two different situations:

Problem one (from students):

Possible solution (from mentors):

Problem two (from students):

Possible solution (from mentors):
