



PedPilots - Self-regulated Learning Guide for Educators

2024-1-HU01-KA220-SCH-000250549



**Funded by
the European Union**

PedPilots - "Training for accompanying teachers"

Teaching unit 1.

Selection of participants

EN

"Funded by the European Union. The information and statements contained herein represent the views of the author(s) and do not necessarily reflect the official opinion of the European Union or the Tempus Public Foundation. Neither the European Union nor the funding authority can be held responsible for them."

The 12 chapters of our workbook are available on the project website, where they can be downloaded and used free of charge. We recommend Genially as a digital, independently processable teaching resource.

<https://www.pedpilot.eu/>



<https://view.genially.com/6885f7076f6692a268885f03>



1. Selection of participants

Introduction

One of the keys to successful international mobility programmes is **the selection of suitable participants**, both students and accompanying teachers. This process involves much more than simply 'selecting' the best candidates. We need to consider **the motivation, personality and development potential** of the students, as well as the dynamics **of the group as a whole**.

During the selection process, we often face challenges such as withdrawals, the involvement of substitute members, or maintaining balance within the team. These situations can be particularly difficult for a novice teacher, as they require **organisation, empathy and foresight**.

This teaching unit provides support in thinking through the selection process step by step, learning about practical considerations and issues, and reflecting on the role of character typology in group dynamics, so that you are prepared to respond to any difficulties that may arise. The aim is not only to put together a well-functioning team, but also to ensure that the international mobility programme becomes a **real opportunity for development** for all participants.

Objectives

- team selection and coordination;
- levels of conflict and resolution strategies;
- emergency list and managing parental relations;
- identifying opportunities for future development.

Time allocated to the unit

90 minutes

Learning outcomes

- developing groups and communities (openness, creating opportunities, developing a culture of reasoning, mutual respect, acceptance, cooperation);
- communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded);
- commitment and professional responsibility for professional development (self-reflection, cooperation with other parties, professional cooperation, future plans).

The curriculum through exercises

I. Introductory thoughts – starting questions

Before starting the actual selection process, read through the following three situations, choose one of them and answer the questions below.

- Why is it so important to select the right participants for an international mobility programme? How do the professional and personal competences of the participants influence group dynamics and the success of the programme?

- How can we ensure that all participating students and teachers are given appropriate tasks during the international mobility programme? How should we measure students' motivation and preparedness before the programme?
- What happens if a student or teacher withdraws from the international mobility programme before it starts? How can we handle this situation so that the team and the programme can continue to run smoothly? What principles should be followed when appointing replacements to ensure the effective functioning of the group?
- How do different personalities influence team dynamics? How does the presence of different personality types affect group cooperation? How can we consciously work to strengthen group cohesion?

Situational exercise

Situation 1: Dilemmas before selection

Teachers are just beginning to select students for the next international mobility programme. Several students have applied, but the applicants do not fully meet the requirements based on various criteria. There is one student who performs excellently in terms of academic achievement but is uncertain about teamwork and would make group dynamics more chaotic. Another student is motivated, but their academic performance is not outstanding, and they have not yet demonstrated how they work in a team.

Task 1

- How do you decide which student to select for the international mobility programme? Why?
- What is the most important factor to consider when making your decision? Why?
- How do you ensure that the team works harmoniously and effectively, taking into account the different competencies?

Situation 2: Dealing with withdrawal

One week before the international mobility programme, a student withdraws from the programme because he cannot participate due to family problems. The team has already started preparing and now needs a new member to replace him. The decision is urgent and it is important that the replacement fits well into the team.

Task 2

- How do you communicate the change to the team so that everyone is aware of the situation and the decision has as little negative impact as possible?
- How do you choose a replacement who can quickly fit in and maintain the team's dynamics?
- What should you do if the team is not satisfied with the choice of replacement?

Situation 3: Character typology and team dynamics

During an international mobility programme, a conflict begins to develop between three members of the team. One student is a leader type, another is a supporter type, and the third is more reserved and introverted. The strong leader personality dominates communication, while the other two speak less and passively accept decisions, which reduces group cohesion.

Task 3

- How can you help the team to work together harmoniously despite their different personalities?
- How can you apply character typology theory to highlight the strengths of the team and prevent or manage potential conflicts?
- What steps can you take to improve communication within the team?

As you thought about these situations, you probably recalled some of your own experiences related to this topic, and you may have realised that selecting participants involves many pitfalls and therefore requires special attention.

II. Selecting participants

When selecting participants, a number of important factors must be taken into account in order to ensure that the international mobility programme is truly successful. Below, we provide assistance in refining the selection criteria. Please read the following steps carefully!

2.1. Skills and competences

It is not only grades that count – although they do not hurt – but also how well participants can solve problems, how open they are to new things, and how interested they are in other cultures. Language skills? Of course they are important! It is also important for teachers to be professionally prepared not only on paper but also in practice: guiding, helping and supporting – these will be their main tasks.

2.2. Motivation and commitment

It is best if students do not come just because "it will look good on their CV", but because they are genuinely interested and willing to see the programme through to the end. Teachers should be superheroes who not only lead, but also support and are there for students when they need them.

2.3. Consider group dynamics

It is beneficial if the team not only comes together, but is also able to work together, communicate and support each other. Make sure there are leaders, supportive background



players and quiet thinkers – because diversity is truly delightful and also makes the team more effective.

2.4. Participants from different backgrounds

Choose participants who come from different backgrounds – because the more diverse the team, the richer the experiences and learning opportunities. Good mobility is like a good salad: it's best with lots of different ingredients!

2.5. Flexibility and adaptability

Mobility = unexpected situations. This is not something from a sci-fi film, but reality. You need participants who are able to react quickly, overcome difficulties and not despair if, for example, something changes at the last minute. The role of educators is to "lead" and support this flexibility.

2.6. Measurable goals and expectations

Everyone should be clear about why they are there and what is expected of them. Expectations should be clear and goals measurable – this makes it easier to work together and achieve success.

2.7. Training and preparatory programmes

Selection is only the beginning. Participants need to be prepared so that they are not taken by surprise. With good preparatory programmes, everyone can embark on the adventure with greater confidence – making mobility not only successful but also enjoyable!

If you take all this into account, you are guaranteed to put together a team that will not only make the programme work, but also enjoy participating in it. And you can feel free to share this secret with your colleagues!

Task 1 Make a list of the criteria that are important for the selection process! Compare this with the opinions of other colleagues or the criteria we recommend (see Appendices 1-3) so that you can evaluate the preparedness and suitability of the participants from multiple perspectives!

Task 2 Keeping in mind the criteria from the previous task, select a colleague or one of your students in your mind and score them. If they score more than 35 points, you can take them with you. :)

III. Handling withdrawals and appointing substitutes

Sometimes, a member of a well-chosen team is unable to participate in international mobility for some reason (personal, health, family, etc.), and this becomes apparent at the last minute. In such cases, we are forced to select a substitute, whether it be a participating student or an accompanying teacher.

Below you will find a specific situation with detailed information about the participants, the context and the replacement candidates. Read the situation carefully and then complete the tasks.

For reasons of space, **the task** related to this topic can be found in **Appendix 4**.

IV. Group dynamics and character typology

What kind of team member would you be?

Task Use a character typology tool (e.g. Myers-Briggs or DISC test, see links below) to find out what type of person you are and how you would fit into a team!

- <https://ennea.hu/>
- <https://enneagram-personality.com/hu>
- <https://www.nn.hu/szemelyiseg-teszt>

V. Summary

Selecting participants and managing team dynamics is not just an administrative chore. In fact, it is one of the keys to ensuring that mobility not only looks good on paper, but is also enjoyable, smooth and beneficial for everyone in reality.

If we select the team carefully, paying attention to who works well with whom (and who *does not*), we can save ourselves and the other participants a lot of headaches later on. Dealing with dropouts and replacements is not rocket science, it just requires a little flexibility (and sometimes a little creativity and a sense of humour).

Applying character typology is also a good tool. If we know who is the enthusiastic driving force of the team, who is the peacemaker, and who is the one who always brings coffee (or at least good cheer), then we are halfway there.

And let's not forget: we learn something new with every project. Next time, we'll be able to put together an even better, more well-oiled team, so every new project will be even more successful.

Question for the road

How can you ensure that future international mobility projects not only sound good, but are also truly successful? How would you harmonise different personalities, team dynamics and common goals so that everyone can enrich themselves with real learning and experiences?

Quick checklist

(not just for ticking boxes, but for real reflection and a little peace of mind :)

1. Planning – before we get started

- Have you defined the goal of the mobility programme and the skills required to participate?
- Have you developed the selection criteria? (It's not just academic performance that counts! Motivation, personality and team fit also carry a lot of weight.)
- Have you clearly communicated the application requirements to potential participants? (It's not a good idea for them to hear for the first time in the corridor that "the application period has already closed".)

2. The selection process

- Did you gather the applicants and evaluate them based on the criteria you had previously defined?
- Did you also consider how well the participants would be able to work together? (Team dynamics are really key!)
- Did you carry out the necessary background checks? (E.g. do they have valid documents, can they really commit to participating, etc.)
- What methods did you use to assess the applicants' motivation? (If someone is as enthusiastic as a Monday morning, it's worth thinking twice.)



- Have you ensured that those selected understand the programme's objectives and expectations?

3. Handling withdrawals and replacements

- Did you have a plan B in case someone withdrew?
- Do you have a strategy for quickly selecting a suitable replacement if necessary?
- Have you informed the team about the changes? (It is not a good idea to "silently replace" a participant.)
- Have you ensured that the replacement member can quickly fit in and not disrupt the established team dynamics?

4. Team dynamics and characters

- Did you take into account that the team members have different personalities? (leader type, supportive background person, quiet observer, etc.)
- Did you recognise potential sources of conflict and have a plan for dealing with them?
- Did you clarify the roles within the team so that everyone knew what was expected of them?
- Did you have a plan to maintain and strengthen team cohesion?
- Did you ensure that all participants received the necessary support during the programme?

5. Reflection and evaluation

- Did you periodically check how the team was functioning and what the dynamics were like?
- Did you encourage participants to give feedback and reflect on their own roles and performance?
- At the end of the programme, did you collect experiences and lessons learned and will you use them in future selections?



- Did you give feedback to the team and jointly evaluate the programme, the selection process and the cooperation?

If you can answer yes to most of these questions, you have a good chance of having put together a mobility programme that is not only smooth but also a real experience for participants. And best of all, next time it will be even smoother!

Supporting materials

<https://ennea.hu/>

<https://enneagram-personality.com/hu>

<https://www.nn.hu/szemelyiseg-teszt>

Checklist

1. What is the most important first step before selecting participants?
 - a) Ask the teaching staff who they recommend
 - b) Define the objectives of the international mobility programme and the skills required to achieve them
 - c) Building on the experience of previous international mobility programmes

2. Which criterion is NOT sufficient on its own for selecting participating students?
 - a) Good academic results
 - b) Good behaviour
 - c) Ignoring personal motivation

3. What is the main purpose of appointing a substitute member?

- a) To motivate those selected
- b) To expand the travel group
- c) Preparing for withdrawals

4. Why is it important to consider team dynamics during the selection process?

- a) Because everyone likes to work in a team
- b) Because conflicts can be completely avoided
- c) Because effective cooperation is key to the success of international mobility programmes

5. What could be one of the most common sources of conflict within a team?

- a) Different language proficiency levels
- b) Cooperation between different personality types
- c) The choice of location

6. Which statement is TRUE regarding the selection of teachers?

- a) Only experienced teachers can travel
- b) Selected teachers must be able to cooperate with students and partners
- c) Only those who wish to travel may apply

7. What is the best way to deal with withdrawals?

- a) By immediately reopening applications
- b) Prepared substitutes
- c) Cancellation of the international mobility programme

8. What does it mean to consider character typology?

- a) Analysing students' external characteristics
- b) Understanding students' personality types and behaviour
- c) Ranking academic performance

9. Which of the following is NOT a good method for measuring motivation during selection?

- a) Oral interview
- b) Pre-written essay
- c) Random selection

10. Why is it worth asking participants for feedback after an international mobility programme?

- a) Because it is a mandatory administrative requirement
- b) Because it can be used to reward them
- c) Because it can help improve future selection and preparation processes

Answer key (with justification)

- 1. b) Clarifying the objectives of the international mobility programme and the necessary competences provides the basis for selecting participants.
- 2. c) Taking personal motivation into account is essential; good grades alone are not enough.
- 3. c) The purpose of appointing substitute members is to ensure flexibility in case of withdrawals.
- 4. c) Team dynamics influence cooperation, atmosphere and conflict management.
- 5. b) Cooperation between different personality types often presents challenges.
- 6. b) Teachers are responsible not only for supervision, but also for active cooperation.

- 7. b) In order to handle withdrawals smoothly, substitute members need to be prepared in advance.
- 8. b) Character typology means that we also evaluate students' behaviour and functioning in groups.
- 9.c) Random selection does not reflect motivation and aptitude.
- 10. c) Feedback helps to improve processes and process experiences.

Sources

Wertán Janka: The usability of ENNEAGRAM character typology in leadership development, Új Munkaügyi Szemle, Vol. II, 2021 / No. 4.

<https://enneagram-tanfolyam.hu/az-enneagram-eredete/>

<https://itmental.hu/category/spiritualitas/enneagram/>

<https://www.astronet.hu/test-es-lelek/lelekgyogyaszat/enneagram-8211-melyik-szemelyisegtipusba-tartozol-43348/>

<https://gephaz.metropolitan.hu/storage/documents/94/Wert%C3%A1n%20Janka-%20Az%20Enneagram%20karaktertipol%C3%B3gia%20haszn%C3%A1lhat%C3%B3s%C3%A1ga%20a%20vezet%C5%91fejleszt%C3%A9sben-17367639999.pdf>

<https://www.youtube.com/watch?v=0uG1zd9X1CI>

https://www.szertelenkek.hu/anyagok/negyszin_kerdoiv.pdf

Annex

Criteria for selecting teachers for Erasmus+ mobility

The selection of teachers is crucial to ensure that students are accompanied by responsible, experienced and supportive individuals who are able to manage logistics, guarantee safety and facilitate learning during the mobility. Selecting the right teachers also enhances the overall quality and impact of the Erasmus+ project through effective coordination and meaningful intercultural engagement. When selecting teachers to accompany groups of students on Erasmus mobility, it is important to consider both practical and pedagogical aspects to ensure the success and safety of the experience.

Professional and pedagogical criteria

1. Experience with international projects or Erasmus+ programmes

Knowledge of Erasmus objectives and procedures ensures smoother coordination.

2. Language skills

Good knowledge of English (or the language of the host country) for effective communication abroad.

3. Teaching experience and subject relevance

Ideally, the teacher's expertise should match the focus of the mobility (e.g. STEM, languages, arts).

4. Classroom management and supervision skills

Ability to manage diverse groups of students, control behaviour and resolve conflicts.

5. Cultural sensitivity and openness

Willingness to embrace other cultures and promote intercultural learning among students.

6. Organisational and administrative skills

Ability to handle logistics, paperwork and unexpected situations

Personal and interpersonal criteria

7. Reliability and responsibility

Teachers must be reliable and trusted by colleagues, students and parents.

8. First aid knowledge and emergency preparedness

Basic training or willingness to complete it before travelling is an advantage.

9. Teamwork and cooperation

Able to work well with other accompanying staff and the host organisation.

10. Empathy and rapport with students

Be someone whom students feel comfortable approaching even in unfamiliar surroundings.

11. Flexibility and adaptability

Be able to remain calm and modify plans if things do not go as expected.

Other considerations

12. Gender balance

Consider the gender composition of students and accompanying teachers for placement and safety purposes.

13. Prior involvement in preparatory activities

Teachers who have contributed to the planning prior to mobility, the selection of students or the design of the project.

14. Willingness to contribute to dissemination and follow-up

Participation in post-mobility reports, presentations and sharing of results with the school.

15. Health and stamina

Be physically and mentally prepared for travel, long days and active supervision.

Methods for selecting teachers accompanying Erasmus+ mobility

Application and letter of motivation

Teachers submit a written application explaining why they want to participate, what relevant experience and skills they have, and how they can contribute to the project before, during and after the mobility. This allows for an assessment of motivation and alignment with the project's objectives.

Evaluation based on a scoring matrix

A structured scoring system (as discussed earlier) helps to objectively compare applicants based on predetermined criteria such as experience, language skills, or rapport with students.

Interview or discussion forum

Short interviews or group discussions can clarify the candidate's motivation, assess communication and adaptability, and allow assessors to ask situational questions (e.g. "How would you handle an emergency involving a foreign student?").

Previous participation in Erasmus or school projects

Give special weight to teachers who have contributed to the planning or coordination of an Erasmus project, who have participated in preparatory or training sessions, or who have mentored students participating in the project.

Team consideration and rotation

To ensure fairness and capacity building, some schools rotate teacher participation across several mobility periods, possibly taking into account the balance of experience, gender and subjects in the accompanying team.

Teacher selection: Erasmus mobility scoring matrix (max. 55 points)

No.	Criterion	Description	Scale
1.	Erasmus/international experience	Previous participation in Erasmus+ or similar projects.	0–5
2.	Language skills (e.g. English, host language)	Can communicate effectively in the working language of the mobility programme.	0–5
3.	Teaching experience and relevance of the topic	Relevant to the focus of the mobility and able to link it to the learning objectives of the students.	0–5
4.	Student supervision skills	Able to manage and support students' behaviour and wellbeing.	0–5
5.	Cultural openness and intercultural skills	Demonstrates openness to new cultures and promotes diversity and inclusion.	0–5
6.	Organisational skills	Is able to plan, coordinate and manage administrative tasks efficiently.	0–5
7.	Empathy and rapport with students	Students trust them and they act as a supportive adult.	0–5
8.	Teamwork and cooperation	Works well with colleagues and external partners.	0–5
9.	Flexibility and problem solving	Adapts to new environments and solves problems independently.	0–5
10.	First aid / emergency preparedness	Has first aid training or is willing to complete it	0
11.	Consideration of gender balance	Helps maintain a balanced gender ratio among accompanying staff.	0
12.	Contribution to preparation/follow-up	Participates in planning or is committed to disseminating the results of the project.	0–5

Tips for using the matrix

- Minimum thresholds can also be specified (e.g. at least 35 points must be achieved to be considered).
- The weights or maximum scores can be adjusted if certain criteria are more important.

- The matrix can also be used in panel discussions with colleagues to ensure more objective scoring.

Annex 2

Criteria for selecting students participating in international mobility

The selection of students is important to ensure that participants are motivated, responsible and able to make the most of the Erasmus+ experience, while representing the school in a positive light. A fair and well-considered selection process also promotes inclusion, ensuring equal opportunities for students from different backgrounds.

Academic and project-related criteria

1. Interest and motivation

Genuine interest in the topic of mobility and motivation to participate.

2. Relevance to the project objectives

The student's background or learning objectives are relevant to the project topic.

3. Language skills

Ability to understand and communicate in the working language of the mobility (usually English).

4. Academic performance/work ethic

Demonstrates responsibility, completes tasks and maintains a positive attitude towards learning.

Personal and social criteria

5. Teamwork and cooperation skills

Works well with colleagues and contributes positively to group activities.

6. Adaptability and independence

Is able to adapt to new environments and complete tasks with limited supervision.

7. Behaviour and responsibility

Demonstrates maturity, follows the rules, and represents the school well.

8. Empathy and intercultural awareness

Shows respect for others and openness to different cultures.

Admission and accessibility criteria

9. Disadvantaged background (where applicable)

Preference is given to students who are disadvantaged (economically, socially, geographically, etc.).

10. Participation in preparatory activities

Participation in meetings, language courses, workshops, etc.

11. Contribution to dissemination

Willingness and ability to share their experiences with others after their return.

Methods for selecting students for international mobility to ensure fairness, inclusiveness and alignment with project objectives

Application form and letter of motivation

Students fill out a form and write a short motivation letter explaining why they want to participate, what they hope to learn, and how they plan to contribute to the project and the school after their trip. This reveals their interest, commitment and understanding of mobility.

Assessment based on a scoring matrix

A transparent and structured scoring system helps to compare applicants based on their motivation, language skills, academic efforts, social skills and admission criteria (e.g. fewer opportunities).

Interviews or group discussions

Short interviews or group sessions can be used to assess communication skills, ability to work in a team, attitude to cultural diversity, maturity and independence.

Teacher recommendations

The opinions of class or subject teachers provide insight into the student's behaviour and reliability, ability to adapt and work in a group, and ability to represent the school positively.

Participation in preparatory activities

Priority may be given to students who participate in language classes, workshops or project meetings, and who are actively involved in planning or various school-level events.

Ensuring inclusion and equal opportunities

Ensure that places are reserved or extra points are awarded to students who are disadvantaged (economically, socially, etc.) during the selection process, and take gender balance and diversity into account.

Student selection: Scoring matrix for international mobility (max. 55 points)

No.	Criterion	Description	Scale
1	Interest motivation	and Genuine interest and clear reasons for applying	0–5
2	Relevance of project	the Connection between the student's profile and the project topic	0–5
3	Language skills	Communication skills in the working language	0–5
4	Scientific attitude/sense of responsibility	Reliability in completing study tasks of	0–5
5	Teamwork and social skills	Works well within a group setting	0–5
6	Adaptability independence	and Handles challenges calmly and proactively	0
7	Behaviour conduct	and Respectful, disciplined, a good ambassador for the school	0–5
8	Intercultural awareness	Shows empathy and openness towards diversity	0–5
9	Disadvantaged status (if applicable)	Belongs to a disadvantaged group (may enjoy advantages)	0–5
10	Participation preparation	in Participated in preparatory activities	0–5
11	Commitment dissemination	to Willing to share experiences after mobility	0–5

Annex 3

Additional criteria for international professional practice (vocational training or school-to-work mobility)

Motivation and career relevance

- Strong interest in the field of the internship
- The work placement is relevant to future career or educational goals

Professional attitude and work ethic

- Sense of responsibility, punctuality and maturity
- Ability to follow instructions and meet deadlines

Practical/technical skills

- Possesses the basic professional skills necessary for the professional practice
- Shows initiative and willingness to learn new tools, processes or technologies

Communication and language skills

- Ability to understand and use the language in a work-related context (e.g. workplace instructions)
- Willingness to develop communication skills in a multicultural team

Adaptability to the workplace environment

- Comfortable with new environments, tasks and routines
- Able to cope with homesickness, stress or unexpected challenges with support

Behaviour and independence

- Able to behave professionally in the workplace (manners, hygiene, teamwork)
- Demonstrates independence, but knows when to ask for help

Is ready for cultural and professional integration

- Open to learning from other work cultures
- Shows respect for workplace rules, etiquette and diversity

Scoring matrix for international professional practice

(vocational training or school-to-work mobility – max. 50 points)

No.	Criterion	Description	Scale
1	Motivation and importance in terms of career	Clear interest in the internship field and its relevance to future goals	0
2	Professional attitude and work ethic	Maturity, reliability, punctuality and strong work ethic	0–5
3	Basic practical/technical skills	Possesses the basic knowledge/skills required for the internship area	0–5
4	Language and communication skills	Understands and uses the language of the workplace; willing to develop	0–5
5	Adaptability and stress management	Deals constructively with new environments, schedules and challenges	0–5
6	Independence and initiative	Works independently, solves problems, asks for appropriate help	0–5
7	Interpersonal skills	Works well with others, is polite and respectful in a professional environment.	0–5
8	Cultural awareness and workplace integration	Willing to adapt to different working methods, shows intercultural respect	0–5
9	Participation in preparatory activities	Participated in information meetings, language training or pre-departure workshops	0–5
10	Consideration of disadvantages	Belongs to a disadvantaged group (if applicable and relevant)	0

Tips for use

- This scoring system can be customised to reflect the type of international work experience (e.g. hospitality, IT, healthcare, etc.).
- Consider incorporating an interview or teacher assessment to evaluate certain criteria more accurately.
- A minimum score (e.g. min. 35 points) can be set or it can be used as part of a broader selection process.

Annex 4

Task

The situation: two experienced and competent teachers have been selected to accompany eight secondary school students on an Erasmus mobility programme in Cyprus.

Information about the mobility

- **3 weeks in Cyprus:** a long period of time, so stamina, flexibility, conflict management and maintaining a good atmosphere are important;
- **8 adolescents (aged 16-18):** this age group is more independent but also more critical. Credibility and partnership are important, but a firm framework is also needed;
- **Cultural, educational and leisure programmes:** **language skills, good organisation, emotional presence and group dynamics management** are likely to be required.

The table below contains information about the 8 secondary school students participating in the mobility programme: a brief description, including their strengths and possible difficulties, and what they need from the accompanying teacher.

Student	Brief description	Strengths	Difficulties/risks	What does he need from the accompanying teacher?
Bence	Quiet, observant, good learner	Responsible, reliable	prone to anxiety, finds it difficult to open up sometimes too	needs a patient, encouraging presence
Lili	sociable, brings everyone together	communicative, flexible	dominant, prone to conflicts with other leadership types	balanced, conflict management support
Márk	tech genius, always helps with digital matters	problem solver, creative	slightly reserved, not very sociable	Careful not to isolate him
Eszti	enthusiastic, dreamer, really looking forward to the trip	open, linguistically skilled	sometimes scattered, less focused	needs help with organisation, reminders
Petra	has travelled extensively with	independent, good problem	sometimes looks down on less experienced	teaching empathy, sensitivity

Student	Brief description	Strengths	Difficulties/risks	What does he need from the accompanying teacher?
	her family, confident	solver	colleagues	
Kristóf	reserved but good-humoured boy	loyal friend, good observer	may be uncertain in unfamiliar surroundings	needs individual attention and reassurance
Noémi	excellent student, likes to organise	Disciplined, precise	tends to overwork herself, perfectionist	needs stress relief and positive feedback
Adam	athletic, easy-going, has a joke for everything	easily creates a good atmosphere	sometimes undisciplined, his attention wanders	decisive, but humorous leadership

Problem

One of the selected accompanying teachers has to cancel their participation one week before the mobility due to health reasons. Their partner does not want to go without them. Therefore, a new accompanying teacher(s) must be selected urgently. Below is a brief description of the three applicants.

Applicants:

1. Aunt Zsuzsa (a teacher approaching retirement)

Aunt Zsuzsa has been teaching at the school for 35 years, and the students can smell her cakes from afar. Her enthusiasm and care make everyone feel safe. She has already participated in an international project, but she does not speak English well and still refers to digital devices as "smart gadgets". Her great strengths are conflict management and team building. The three-week absence is a bit of a logistical challenge for her family, but she is trying to work it out.

2. Mr Balázs (new teacher, IT specialist)

Mr Balázs has been working at the school for three years and impresses all his students with his tech knowledge and direct style. He speaks English fluently and has been on an Erasmus course abroad, but has not yet accompanied students on a longer trip. He lacks experience in the category of "crisis management in heated situations", but he is enthusiastic, flexible, and would be able to complete all the paperwork within a week.

3. Ms Edit (middle-aged class teacher, Hungarian-English major)

Ms Edit is excellent at logistics, she is punctual and always has everything ready on time (even for others). She has a B2 level in English, she is not fluent, but she is not confused in airport situations. She teaches students, but prefers to work in the background. Sometimes she is overly strict about rules, but when it comes to organisation, she is second to none.

Task 1 Create a table with the most important positive and negative characteristics, skills, experiences and any other information that may influence the success of the mobility programme.

Comparison of candidates

Candidate name	Advantages (Pros)	Disadvantages (Cons)
Aunt Zsuzsa		
Mr Balázs		
Teacher Edit		

Task 2

- Who would be the best obvious choice as the sole chaperone? Why?
- If two escorts could go, who would they be? Why?
- Who should not go alone under any circumstances? Why?

SUGGESTED SOLUTIONS

Task

Comparison of candidates		
Candidate's name	Advantages (Pros)	Disadvantages (Cons)
Aunt Zsuzsa (teacher approaching retirement)	<ul style="list-style-type: none"> - Calm, experienced - Excellent at handling difficult students - Maintains good relationships with parents - Has participated in several study trips in the past 	<ul style="list-style-type: none"> - No experience with teenagers - Does not speak foreign languages - Does not routinely use digital devices - Health condition fluctuates from time to time

Candidate's name	Advantages (Pros)	Disadvantages (Cons)
Mr Balázs (new teacher, specialising in IT)	<ul style="list-style-type: none"> - Energetic, technically up to date - Communicates well in English - Gets on well with young people - Has been on a study trip abroad 	<ul style="list-style-type: none"> - Has little teaching experience - Has not yet accompanied a group on an international programme - Sometimes overly permissive - Tends to underestimate problematic situations
Ms. Edit (middle-aged class teacher, Hungarian–English major)	<ul style="list-style-type: none"> - Stable and experienced - Speaks English well - Excellent organiser, regularly accompanies students to competitions - Easily adapts 	<ul style="list-style-type: none"> - Quite strict, sometimes difficult to get along with - Not used to being away from his family for long periods of time - Has average digital skills - Sometimes overworks

Task 2

The best obvious choice as sole companion: Aunt Zsuzsa

Why?

- She is reliable, experienced and good at handling the tensions of long-term coexistence.
- The students will feel emotionally secure.
- Her ability to build relationships and her calm nature compensate for her language disadvantage.

Note: It would be useful to have someone with her who is more proficient in English.

If two chaperones can go: Mr Balázs and Ms Zsuzsa

Ideal pairing: Balázs brings energy, language skills and digital expertise; Aunt Zsuzsa brings calmness, experience and stability.

Who should not go alone? Edit

Although she is excellent at organising, she would probably be less effective at managing a group of students, especially for three weeks in a situation requiring intensive community presence.