

## Assessors' reflections and tips:

### Pathway 1

- Really consider how to make the most of the time and opportunity of the international exchange. Are the activities planned for the mobility likely to result in the change and learning you're hoping to gain?
- What structures can you put in place before, during or after the mobility to guide learning, establish trust, encourage communication and support reflection? How can distance or online learning compliment the face-to-face exchange?
- What are you able to do, see or experience in person which would be hard to grasp if only online?
- Outline how the changes and learning could connect to the wider strategy and/or mission of your organisation/your sector.
- Make strong and specific connections where possible to Welsh Government priorities for your sector and how the project contributes towards these as well as the Taith programme's main aims.
- Don't focus only on the exciting international exchange part of the projects! Mobility is part of a project cycle and should spiral from planning and preparation into reflection, documentation and sharing.
- Provide a clear outline of the timing of the planned activities to enhance the project management overview.
- Consider who you have within the organisation to manage the administration of the project and include their relevant knowledge or expertise. If you don't have these resources internally, consider if you could work with others as part of a consortium to deliver the project in collaboration, or discussing with you Sector Organising Body (if applicable) to see if they are able to offer support.
- As good as frequent online meetings may be, fully take advantage of the option to complete Preparatory Visits, especially with new international partners. They will really help make sure learner mobility goes more smoothly and problems are addressed ahead of time.
- Give examples of specific inclusion needs which your learners and staff have, and particular examples of how your project might address these needs, rather than just provide a list of general provisions across your organisation.
- Outline how the learning from the mobility projects can be cascaded to more staff and learners than just those who take part in the project, such as to parents, throughout the institution or across your networks.
- Strategically use inward mobility and be clear on what inward exchanges will involve and add to the overall project aim. One expert from a foreign partner could upskill many staff. And remember that inward mobilities are not compulsory.
- Consider how your mobility can be used to develop international partnerships and how this can benefit your organisation in the short/medium/long term.
- Ensure your answers address all the assessment criteria. If you can, get someone unrelated to the project to read through the application and check it against the assessment criteria, as well as reviewing the general concept. What might seem clear to you might not always be the case!