![PR.E.S.T.O. — PRomoting pEople with diSability Transnational mObility](logo)

HOW TO SUPPORT INCLUSIVE MOBILITY IN THE VET SYSTEM

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The PR.E.S.T.O. Guidelines have been designed to promote and encourage VET mobility designers and VET managers to promote the participation of learners with intellectual disabilities (ID) in training or work mobility experiences abroad.

The Guidelines offer some relevant figures, information, facts, suggestions and testimonies aimed at fostering the participation of learners with intellectual disabilities in successful work placement experiences abroad.

PR.E.S.T.O.

PRomoting pEople with diSability Transnational mObility

INDEX

# 1. CHARACTERISTICS OF LEARNERS WITH INTELLECTUAL DISABILITIES

1.1. ID LEARNERS IN THE WORLD

- People with disabilities make up the world's largest minority, accounting for up to 12% of the population.

- People with Intellectual Disabilities (ID) represent 0,1% of the global population.

- ID learners are the target group of these Guidelines.

- About 1/5 of all ID learners have Down Syndrome.

In **Europe, 740.000 people** are currently living with ID.
In the **world 6 million people** are living with ID.

PEOPLE WITH HEARING PROBLEMS
Deaf and hard of hearing people

PSYCHIC DISABILITY
Mental, affective and emotional disorders

VISUAL IMPAIRMENTS
Visually impaired and blind people

INTELLECTUAL DISABILITY
Lack of intellectual abilities

MOTOR DISABILITY
Partial or total motor disabilities

DISABLING DISEASES
Respiratory, digestive and infectious diseases.

1.2. ID LEARNERS AT SCHOOL & WORK

Intellectual Disability is characterized by the learner's slower processing of information, gestures or reasoning. As a result, it is necessary to accompany the ID learner by choosing the appropriate communication channels, making sure that the instructions have been properly understood.
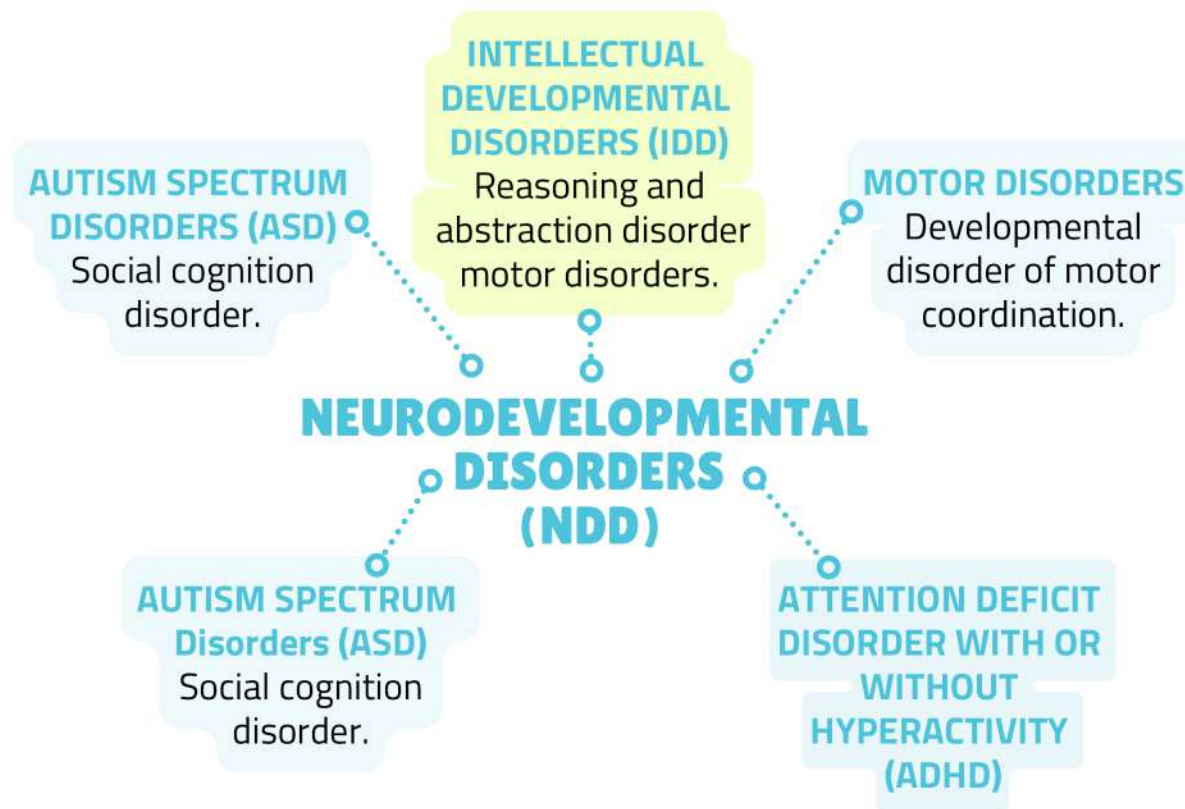
Myths:
people with ID are usually considered to be autonomous/independent at work only for very basic, limited and/or repetitive tasks, that do not entail any responsibility.

INTELLECTUAL DEVELOPMENTAL DISORDERS (IDD)
Reasoning and abstraction disorder motor disorders.

AUTISM SPECTRUM DISORDERS (ASD)
Social cognition disorder.

MOTOR DISORDERS
Developmental disorder of motor coordination.

NEURODEVELOPMENTAL DISORDERS (NDD)

AUTISM SPECTRUM Disorders (ASD)
Social cognition disorder.

ATTENTION DEFICIT DISORDER WITH OR WITHOUT HYPERACTIVITY (ADHD)

FACTS:

There are many examples of people with ID who can carry out tasks with complicated machinery. Thanks to a targeted job placement, ID learners can perform complex functions. With decreasing support from their VET tutor, they can solve problems with creativity.

1.3. TIPS TO DEAL WITH ID LEARNERS

Here are some tips that will facilitate your communication with ID learners:

→ Define a reliable and available person in your school or VET center that will be his mentor and identify all the staff that will be involved.

→ Before welcoming him/her, prepare oral and written communication support with clear instructions, using relevant color codes, diagrams and/or pictograms. It is important to remain practical and real.

→ Explain the instructions quietly, using short sentences and a simple vocabulary, to avoid infantilizing the learner. Consider that needing more time doesn't mean that he/she cannot understand.

→ When providing instructions, structure the activity and the tasks into smaller sequences.
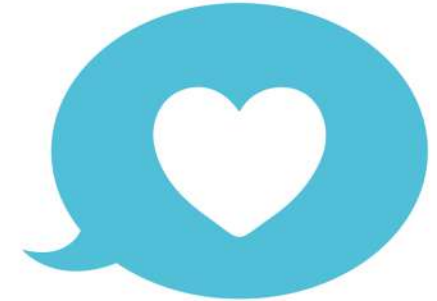
When dealing with crucial information, **check** that the learner is able to rephrase the received instructions. That way you will make sure that the message has been passed on.

Some **rules of social life** are not fully assimilated by ID learners (they might use familiar terms or perform gestures of affection in the wrong context, etc.): don't hesitate to remind the learners about the basic rules, without judging!

If there are some last minute changes in the organization, try to anticipate them and be available for ID learners.

Learn to observe and **recognize the achievements** of the learner through the small changes, and give them the right importance. It is important to foster their desire to learn.

Try to actively involve the new learner in the choice and management of activities and, even when this is not entirely possible, **encourage** him/her to express his/her opinion.

Reward and encourage learners to take initiatives are essential tools and an excellent incentive for people with ID.

"With the proper support ID learners can perform work tasks at various levels"

2.

HOW TO ASSESS ID LEARNERS' NEEDS WITHIN INTERNATIONAL MOBILITIES?

2.1. THE 3 PHASES: BEFORE, DURING AND AFTER THE MOBILITY ABROAD

We have sequenced the mobility in 3 main steps, as the learner's needs might be very different depending on which phase of the mobility we are talking about.

BEFORE

- STAFF SUPP.
- € NEED
- COMPANY
- LOGISTICS
- SOCIAL ENV.

DURING

- STAFF SUPP.
- € NEED
- COMPANY
- LOGISTICS
- SOCIAL ENV.

AFTER

- STAFF SUPP.
- € NEED
- COMPANY
- LOGISTICS
- SOCIAL ENV.

This phase Is related to all the information and actions that need to be carried out before the ID learner's departure. This step requires 2 main qualities: **foresight** and **communication** with all the involved protagonists.

ID LEARNERS NEEDS' ASSEMENT ALONG THE 3 MAIN STEPS: BEFORE, DURING AND AFTER THE MOBILITY ABROAD.

This phase corresponds to the time spent by ID learners abroad for their work experience.
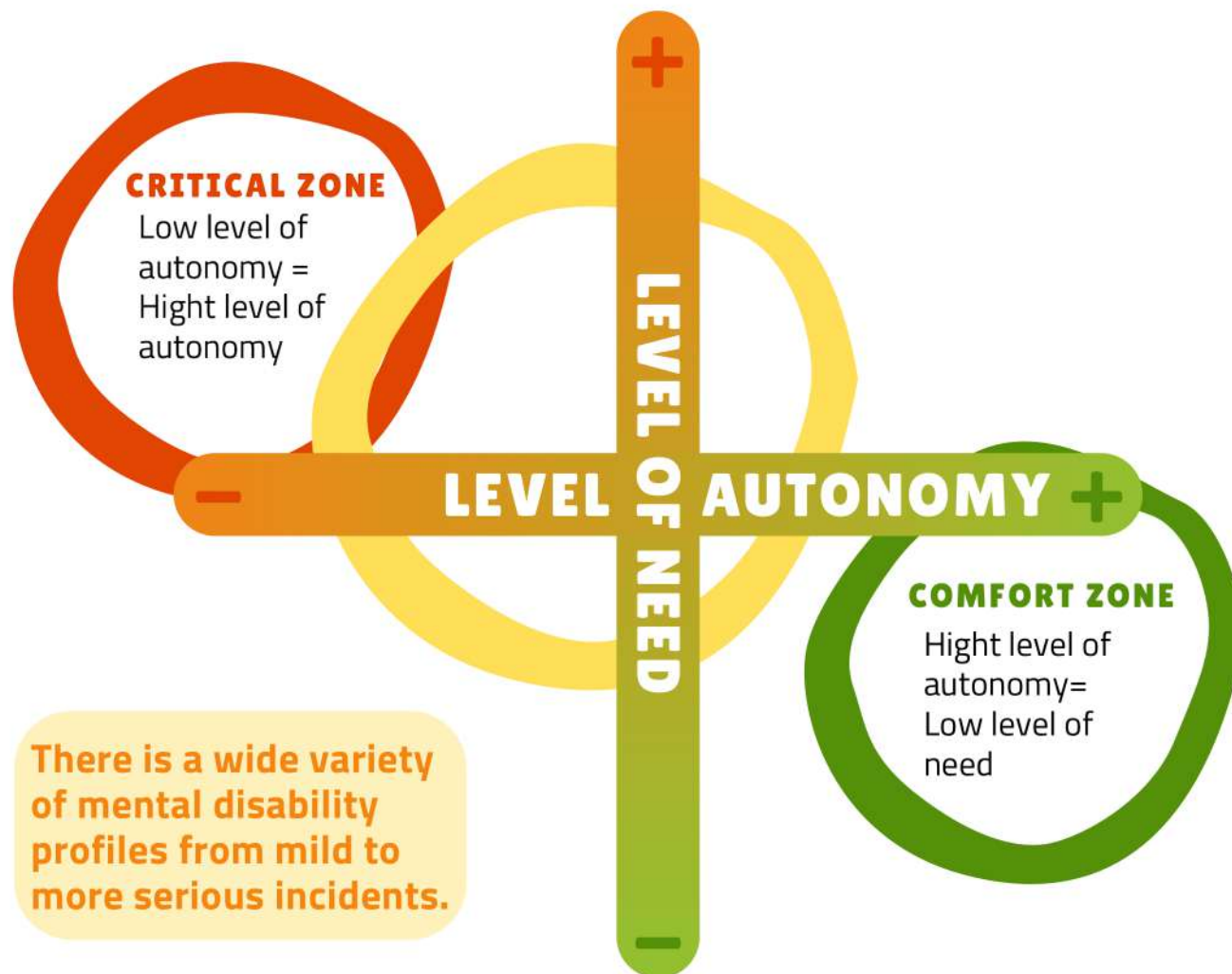
In this phase it is important to **recognize** the learning outcomes achieved by ID learners during their mobility experience abroad. It is necessary to assess the acquired learning outcomes from a social, vocational, digital, organizational and communication point of view, in order to strengthen the learner's future work perspectives.

2.2 ASSESSING THE NEEDS OF ID LEARNERS

When assessing ID learners' needs, it is important to actively involve them in the choices and in the organization of activities and - even when it is not entirely possible - to encourage them to express their opinions and requests.

The staff members that support the ID learners on a daily basis are a precious resource that you can use to assess their needs and accompany them during the mobilities. Keep in mind that when it comes to minors, parents are "must-haves".

CRITICAL ZONE
Low level of autonomy = Hight level of autonomy

LEVEL OF NEED

LEVEL OF AUTONOMY

COMFORT ZONE
Hight level of autonomy= Low level of need

There is a wide variety of mental disability profiles from mild to more serious incidents.

A SIMPLE RULE : "THE LESS, THE MORE"

It's simple: the less self-sufficient the ID learner is, the more special needs she or he will require. It is always feasible to be inclusive when planning a mobility, but you must be aware of your learners' specific needs and ensure that you can meet them before embarking on a mobility project with ID students.

HUMAN RESOURCES NEEDS

This is an important issue to be properly assessed from the beginning, as it concerns all the required staff that you will need to involve to prepare, monitor, and assess ID learners' special needs and learning outcomes.

Internal staff:

- Do I have availability of internal staff?
- At which moment do I need to involve each staff member?
- For how long?
- Who can replace the staff member when he/she is abroad ?

External staff:

- Is there any required qualification to work with ID learners?
- Where can we find external professionals to involve (BDA*)?
- Do we have enough budget?
- In which phases will my organization need the support of external staff ?
- For how long?
- Do we need to involve the parents, the company tutors or other staff?

SOCIAL ENVIRONMENT

This section is related to the time spent by the learner **outside of the working** hours when abroad.

- Is the learner currently living alone? What are his/her needs?
- Is he/she able to take public means of transport by him/herself ?
- Is he/she eager to have a social life abroad?

WORKING ENVIRONMENT IN THE HOST COMPANY

Apart from the questions that apply to all kinds of learners, related to the skills required to perform a certain task on-the-job, in the case of an ID learner it is important to foresee any **practical or organizational adaptations** of the job tasks together with the ID learner and the company tutor:

- Do the ID learners need support in locating a job?
- What is the level of autonomy of the learner ?
- What will be the role/position of the accompanying person
- Will she/he remain with the trainee during the working day?
- Do the ID learner' needs imply an adaptation of the working space (ergonomics), work rhythm, task duration, tasks?
- What kind of information (agreed upon with the learner) must we provide to the host company regarding the specific needs of the ID learner?
- Are there any tips that we can suggest to the company in order to support them in hosting an ID trainee?

LOGISTICS ABROAD

Similarly to the needs related to the social environment, this section concerns the time spent by the learner out of his/her working hours when abroad. It is related to the ability of the learner not only to find an accomodation, but also to his general level of autonomy regarding personal hygiene, preparation of meals, ability to use local means of transport (ability to go from home to the workplace, to the supermarket, etc.).

FINANCIAL SUPPORT: MONEY IS NOT A BIG ISSUE

This section is the result of the previous sections. The financial needs can be assessed only once we have assessed all the above mentioned needs. What you need to know is that for Erasmus+ mobilities, the European Commission covers all the costs related to the learners' special needs. All you need to do is to foresee which and how many ID learners will participate in the mobility and assess their needs/costs under the " disability compensation costs" category, using the grids and tools available in Annex 2 of these Guidelines.

Disability compensation costs (requested under Special Needs budget heading in Erasmus+ mobilities), correspond to the direct costs incurred by the applying organization in order to include ID learners in their mobility project. These costs aim to remove all existing obstacles to the participation of people with disabilities in Erasmus+ mobilities. They are directly linked to the preparation and the support during and even after the mobility.

USEFUL TOOLS

For each of the above-mentioned topics, we have designed a template with a checklist & useful tools that you can use to assess your ID learner's needs.They are available at the end of these Guidelines.

3.
ADDED VALUE OF INVOLVING ID LEARNERS AS TRAINEES: CORPORATE SOCIAL RESPONSIBILITY

International mobility experiences involving ID learners demonstrate, in most cases, high levels of productivity, involvement and motivation of the learners and high levels of satisfaction of the companies that hosted them as trainees.

Company tutors involved in mobility projects with ID learners highlighted the main values that emerged during and after hosting the traineeship of a person with ID:

→ Positive feedback from customers, who appreciate the presence of a disabled worker, considering it a proof of the company's commitment in the field of Corporate Social Responsibility;

→ Improvement of the general climate within the company's staff, in terms of greater tolerance and serenity among colleagues, increased motivation, and attention to others;

→ High levels of motivation, responsibility, attention, and dedication to work in workers with ID;

→ Improved organization skills within the company;

→ Implementation in real life of the principles of Corporate Social Responsibility

ANNEX 1 – MY TIMELINE 📅

Important : Those dates can be extended if necessary

4/5 months before

- Define the dates of the preparatory visit and of the learners' mobility.

3/4 months before:

- Complete the table of staff participating in the preparatory mobility.
- Sign and have your organisation sign.
- Your pedagogical contract .
- Your administrative and financial contract.

2 months before:

- Fill in the information about learners and accompanying persons.
- Provide a copy of the school's liability and repatriation insurance.
- Check the date of validity of learners identity documents and forward a copy.
- Provide and fill in any legal documents for minors (authorisation to go abroad..).
- Apply for the European Health Card
- If necessary for the Erasmus NA, gather the disability notification/recognition for each each participant (to justify special needs).
- Make available any other information to the document expected by the hosting and/or intermediary partner
- Start to raise awareness of the project among learners...

1 month before the mobility

Agree with the hosting/intermediary partner the daily programme for the learners' stay:

- Day and time of arrival in the host town/place
- Day and time of the Welcome Meeting with the partner
- Day and time of the start of the work placements
- Day and time of meals
- Day and time of company assessments (individual)
- Day and time of the final assessment (collective) at the end of the trainees' mobility (handing over of the participation certificates)

Have the trainee sign:

- The pedagogical contract (learner/tutor, host partner, sending organisation)
- The administrative and financial contract (learner/tutor, Cap Ulysse, sending organisation)

The pedagogical contract (learner/tutor, host partner, sending organisation):

- Pre-departure preparation workshops.

*If minors, plan meetings with parents

After the mobility:

- Plan a time for learners to exchange views on the experience.
- Plan a time of exchange between Cap Ulysse, the supervisors and the learners to give feedback on the mobility:
- For those who wish to set up the EUROPASS certification, plan working sessions.

ANNEX 2 – MY CHECK LIST ✅

ADMINISTRATIVE & LOGISTICS

- ☐ Define the day of departure, arrival and return to "Your Country" for the preparatory visit.

- ☐ Define the day of departure, arrival and return to "Your Country" for the young people.

- ☐ Complete the table of learners and accompanying persons.

- ☐ Provide a copy of the school's liability and repatriation insurance.

- ☐ Check the date of validity of the identity document and forward a copy.

- ☐ Apply for the European Health Card.

- ☐ Provide any other information to the document expected by the relay partner .

- ☐ Arrange the plane tickets/travel arrangements.

WORK PLACEMENT & COMPANY

☐ I have information about each learner's placement (name, address, placement supervisor, contact, main tasks, language spoken).

☐ I have a sufficient number of accompanying persons for each company.

☐ I have defined the expected pace of work with the relay partner.

☐ I have shared the desired monitoring and evaluation procedures with the partner.

LEARNERS PREPARATION

☐ I started to raise the young people's awareness of the project before they left...

☐ I organised workshops with the learners to prepare them for their departure.

☐ I have planned a time of exchange between my organization, the supervisors and the learners to give feedback on the mobility.

☐ For those who wish to set up the EUROPASS certification, I have planned working sessions with the learners.

☐ I organised a feedback workshop with the learners to complete the "Mobility tool" questionnaire.

ACCOMMODATION

☐ I have make clear accommodation exceptions for learners, for accompanying people.

☐ Know the address and contact details of the accommodation that will host the learners.

☐ I have a list of the distribution of young people by room for the relay partner.

FREE TIME

☐ I have validated a cultural outing with the relay partner (date and activity).

☐ I have planned other cultural activities.

☐ I used public transport to prepare for travel with the learners in the city.

TRAVEL

☐ I know whether we will hire a car or use public transport.

☐ I have worked out the route between the accommodation and the host company for each learner.

☐ I have worked out the route from the accommodation to the restaurant.

☐ I have worked out the routes (length of itinerary) to the different cultural activities I have planned .

MEAL

☐ I have collected the restaurant menu for the learners.

☐ I know the different options and ways of eating (picnic, restaurant...).