



PRESTO

TRAINING COURSE FOR VET PROVIDERS

SLIDES AND TOOLS

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PR.E.S.T.O.

PROmoting pEOple with
dISability TRAnsnational
mOBility

PR.E.S.T.O.

O1_A2: PR.E.S.T.O. TRAINING COURSE FOR VET PROVIDERS

**PRACT_1_1a: WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL
DISABILITY (ID)**



UNIT INDEX

- TRAINEES / WORKERS WITH INTELLECTUAL DISABILITY: HOW MUCH DO YOU KNOW?
- LEARNERS WITH ID
- TUTOR
- COMPOSITION OF THE GROUP
- FAMILIES
- CONTACTS WITH OTHER LOCAL ORGANISATIONS
- FIELD EXPERIENCES



SOME «STRATEGIC» KEY POINTS

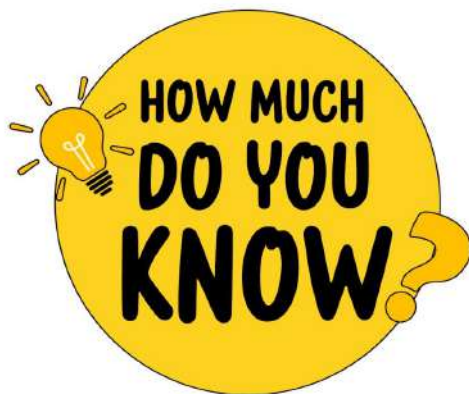


KeyPoints

- Mobility is a method, a tool but not an objective for us.
- We have used it to boost independent living of people with DS.
- We have started with bilateral actions but sometimes we have experienced multilateral initiatives.
- From exchanging experiences and opinions to joint training and joint performing.
- From going abroad as an experience as such to going abroad to work.
- From ... people to ...internships in three years. Mobility card.
- From Italy who goes abroad to any country that goes to any country.
- From bilateral pilots to multilateral projects



WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID) TRAINEES/WORKERS WITH DISABILITY: HOW MUCH DO YOU KNOW?



PEOPLE WITH ID HAS THE RIGHT TO VOCATIONAL TRAINING AND TO WORK

- People with id face a much higher unemployment rate than the rate applied to the general population
- The right to work is getting crucial to ensure their independent living and self-determination.
- there are lot of examples of people with id who successfully placed in employment

[We are all different – as able as anybody](#)

**SOME SUGGESTIONS TO ENSURE THAT HER/HIS WORK
PLACEMENT IS SUCCESSFUL FOR BOTH HER/HIM AND THE
WORKPLACE.**

[simple and understandable language](#)

recognise the achievements

relationship based on truth

involve the new trainee in the choice

[Never replace](#) *your new colleague and help him/her to do
his/her work independently*

keep in mind that he/she is an adult and a worker

Remember [to be the colleague](#) *before being the tutor or the
friend*



WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID) *LEARNERS WITH ID*

WHO CAN TAKE PART IN A MOBILITY ABROAD?

SELECTION AND PROFILE OF CANDIDATES WITH ID

- Essential requirements:
 - conclusion of one's own school career and beginning of transition to work phase;
 - age between 18 and 28 years (respect of gender equality);
 - good personal and social autonomy in communication, orientation, road behaviour, use of services (i.e., shops , post office), use of money, use of public transportation;
 - previous work experience, even short, preferably in the hospitality sector: trainees must be aware of their role as workers and receive the chance to enrich their expertise;
 - high motivation to travel and work abroad.
- Priority criteria: holiday, or other kind of, experience away from home without one's own family (15 days minimum).





WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID) TUTOR

SELECTION CRITERIA

- Essential requirements:
 - good English (spoken and written) and, preferably, knowledge of the local language;
 - previous and documented experience in working placement of people with intellectual disabilities (ID) and, preferably, knowledge of the selected trainees.



SUPPORT DURING THE INTERNSHIP

- **Decreasing tutorship**
 - One VET tutor supports 2 trainees. Tutors accompany trainees all along the internship, from the travel from home to the return back.
 - The tutor acts as a mediator with the company staff,
 - Full time the first week, every other day, the second week and only on demand the third week.
 - Tutors will also assist trainees in their free time, as tourists.
- **Tools**
 - "Self evaluation worksheet" (in easy reading)
 - "Observation worksheet on the internship place"



WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID) *COMPOSITION OF THE GROUP*

- The group should be composed at minimum of 4 trainees with ID and 2 training agency tutors. Such a composition can be ensured following different ways:
 - a. both trainees with ID and tutors come from the same training agency;
 - b. two small groups (2 trainees with ID and 1 tutor each) coming from different training agencies of the same country;
 - c. two small groups (2 trainees with ID and 1 tutor each) coming from different training agencies of different countries.



- This composition can ensure greater opportunities for socialization among trainees and prevent the isolation of the individual tutor during the long period of staying abroad.



WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID) *FAMILIES*

HOW TO INVOLVE THEM:

- clear communications
- meetings before the mobility
- contacts during the internship
- follow up.





WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID) *CONTACT WITH OTHER LOCAL ORGANISATION*

EXPERIENCE ABROAD AS AN OPPORTUNITY FOR EXCHANGE AND NETWORKING



EXPERIENCE ABROAD
AS AN OPPORTUNITY
FOR EXCHANGE AND
NETWORKING

CONTACT
ASSOCIATIONS OR
PUBLIC BODIES

GETTING TO KNOW
NEW REALITIES



EXCHANGE IDEAS,
MATERIALS AND GOOD
PRACTICES

ESTABLISH ALLIANCES
FOR FUTURE
COLLABORATIONS



FIND NEW FRIENDS AND
DISCOVER THE CITY
TOGETHER (SMART
TOURISM GUIDE)



WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID) FIELD EXPERIENCES



[Week 2](#)

[Final week](#)

[Colleague's opinion](#)

[How to clean a room](#)

[Scrambled eggs](#)



WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID) MAIN *TACTICAL* LESSONS LEARNED

- Three weeks are better than two.
- The language barrier not the “worst” problem
- In some AIPD’s local associations, internship abroad became part of curricular activities for job placement
- Personal growth is as important as the professional one
- Tutor/trainees rate : 1/2 instead of 1/3



NOW IT'S YOUR TURN.....

LET'S SEE IF IT'S ALL CLEAR

[Let's start!!](#)

- Register in <https://www.valueablenetwork.eu/manager-courses/>
- test yourself and do the first 3 modules of the course.....





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THANK YOU!

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PRACT_1_1b: PARTICIPANTS' PREPARATION BEFORE THE MOBILITY

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UNIT INDEX

- **7 PREPARATION MEETINGS**
 - INTRODUCTION OF THE PARTICIPANTS
 - BASIC LANGUAGE COURSE
 - INTRODUCTION TO THE WORKING EXPERIENCE
 - INTRODUCTION TO THE WORKPLACE
- **HACCP COURSE**





PARTICIPANTS' PREPARATION BEFORE THE MOBILITY *PREPARATION MEETINGS*



WHEN? IN THE THREE MONTHS BEFORE THE INTERNSHIP

WHAT? 7 MEETINGS (2 HOURS EACH)





PARTICIPANTS' PREPARATION BEFORE THE MOBILITY *PREPARATION MEETINGS*

MEET 1.

- How to travel abroad

“What should I put in my [baggage?](#)”, “What should I do in case [I get lost?](#)” “How to organise my free time?”

- Intercultural

[the Country and the city of the internship](#)

Planning how to spend leisure time





PARTICIPANTS' PREPARATION BEFORE THE MOBILITY *PREPARATION MEETINGS*

MEET 2 TO 5

- Basic language course, aimed at managing both working relations and tourist tours in the most independent way possible.
- Each participant will also be given a basic [dictionary](#)





PARTICIPANTS' PREPARATION BEFORE THE MOBILITY *PREPARATION MEETINGS*

MEET 6

- Introduction of the specific working experience, its features and its content in terms of tasks and responsibilities.
- Internship positions available in the company: tasks, tools and necessary skills will be specified
- ON MY OWN APP: the customizable app to support the trainee with intellectual disability during his/her job placement (which has been developed during past Erasmus+ projects)

What you can do with On My Own app

- To schedule the day/week with the possibility to insert personalized alarms to remember moments during the work shift.
- To organize the tasks assigned to the trainee in easy-to-read checklists with text and images or videos.
- To explain the correct use of specific work tools necessary to carry out a task.





PARTICIPANTS' PREPARATION BEFORE THE MOBILITY *PREPARATION MEETINGS*

MEET 7

- online meeting between participants with ID, together with their tutor, sending organisation and osting organisation (manager and colleagues).
- Virtual tour of the hotel, meeting future colleagues, assigned to them as tutors.





PARTICIPANTS' PREPARATION BEFORE THE MOBILITY *PREPARATION MEETINGS*

- During the preparation period one skype conference (at least one month before the departure) will be only among the sending training agency and the hosting company in order to define practical arrangements, such as:
 - Accommodation
 - Job position assigned
 - Further documents requested by the company
 - Dress code (clothes and shoes: both for tutor and for trainees: is it provided by the company or not?)





PARTICIPANTS' PREPARATION BEFORE THE MOBILITY

HACCP COURSE

WHEN? BEFORE THE DEPARTURE

WHO? TRAINEES TO BE HOSTED IN THE FOOD AND CATERING SECTOR

- HACCP is a complete safety system which is uniformly required and followed by food producing and hospitality industries in the European Union.
The easy-to-read HACCP guidelines can be considered as a material for training workers with intellectual disabilities in the hospitality industry. In its present form it is recommended to be used for the training of employees with ID in the hospitality industries with the assistance of professionals. It consists of 7 modules, each module contains a handbook for professionals, a ppt and a questionnaire for people with intellectual disabilities.
- The 7 modules are:
 1. Basic principles,
 2. Personal hygiene,
 3. Raw food preparation,
 4. Food service and delivery,
 5. Dishwashing,
 6. Cleaning,
 7. Waste management.



[Link](#)



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**PRACT_2_2a: WHAT TO DO DURING THE MOBILITY
INCOMA**



DURING MOBILITY

WHAT VET CENTERS HAS TO CONSIDER DURING MOBILITY

- Inclusive Mobility means creating and ensuring adequate conditions to learn and work abroad for people with fewer opportunities, by addressing their diverse support needs.
- It is essential to identify the NEEDS of all staff within institutions / organisations / participants forming part of the mobility project, with the aim of building the capacity and competences necessary to enhance inclusion.
- It is a needs-based approach

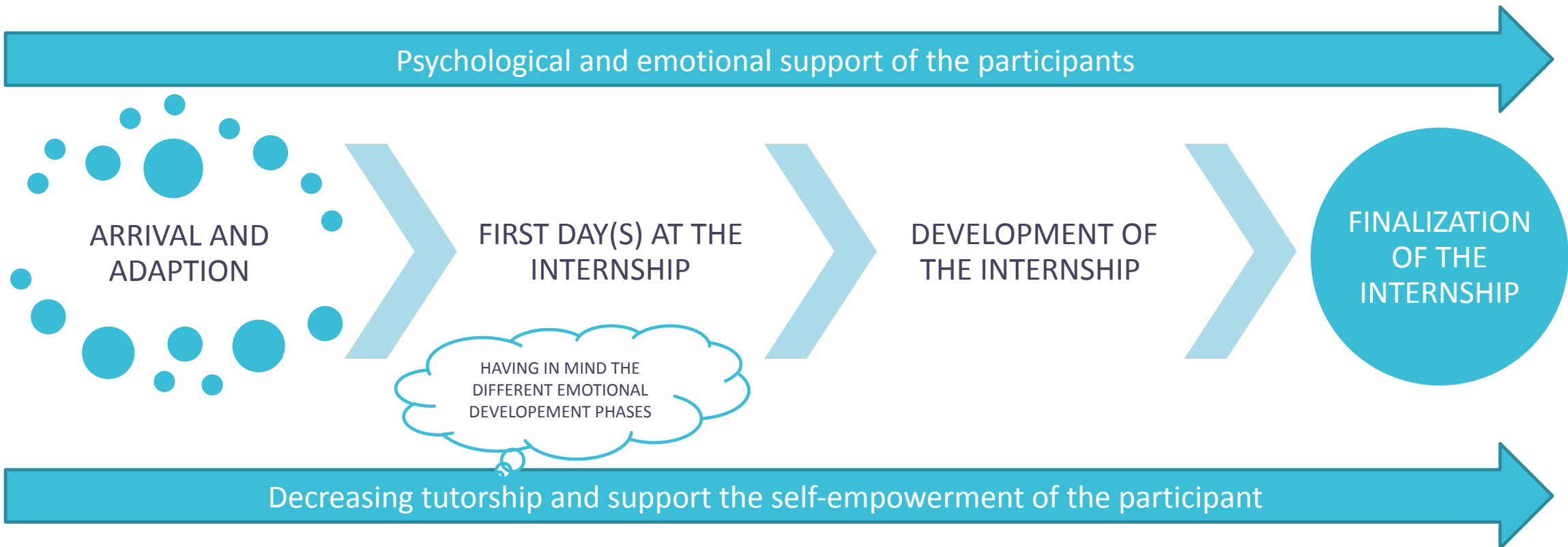




DURING MOBILITY INVOLVED PARTIES



MOBILITY FLOW





DURING MOBILITY PSYCHOLOGICAL AND EMOTIONAL SUPPORT OF THE PARTICIPANTS

Psychological and emotional support of the participants

- For some participants, an experience abroad may be a completely new experience to which they have never been exposed before.
- Uncertainty and sudden changes can be traumatic for some people, and more likely for those who have not worked on developing their emotional intelligence.
- It is important for the tutor to be prepared to pick up many negative emotions during the follow-up and to help channel them so that the participant can cope with the stay.





DURING MOBILITY PSYCHOLOGICAL AND EMOTIONAL SUPPORT OF THE PARTICIPANTS

The proposed guidelines to combat these reactions are:

- Anxiety.
 - dividing the day into small parts (to achieve small objectives) and automating them so that they do not consume mental resources (establishing exact timetables for transport, preparing food),
 - carrying out simple tasks and not accumulating them in the memory.
 - Convey that the first few days may be very stressful, but with time this anxiety will fade away.





DURING MOBILITY PSYCHOLOGICAL AND EMOTIONAL SUPPORT OF THE PARTICIPANTS

Psychological and emotional support of the participants

- Fear of not meeting others' expectations:
 - Steady and regular communication between the participant and the support tutor, the placement tutor and the company placement tutor.
 - Convey to the participant what we expect from him/her (in terms of attitude and motivation and not so much in terms of task performance and performance) and communicate any feedback received from the company always in an assertive way.





DURING MOBILITY PSYCHOLOGICAL AND EMOTIONAL SUPPORT OF THE PARTICIPANTS

The proposed guidelines to combat these reactions are:

- Frustration.
 - Two factors to combat this are mental flexibility and frustration tolerance. Learning to differentiate between what we want and what we need, controlling impulsive reactions and accepting unpleasant emotions to manage them.
 - Understanding that actions have immediate or long-term consequences and that certain efforts have positive long-term consequences





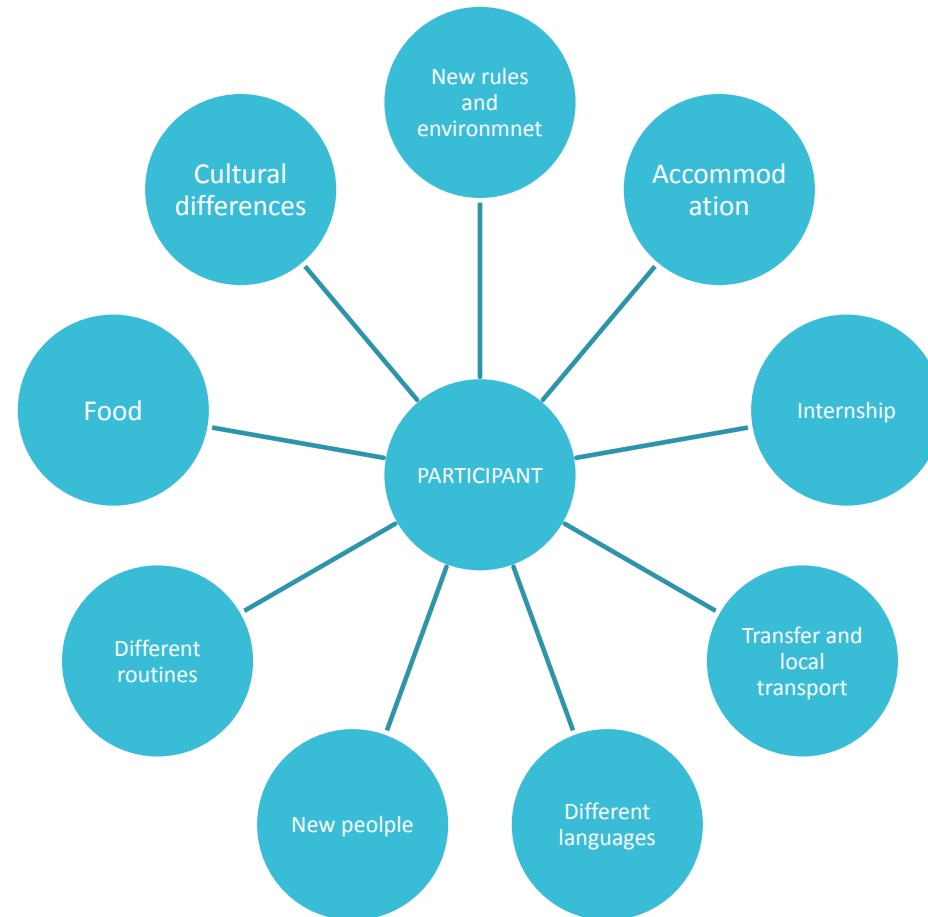
DURING MOBILITY

GROUP WORK: PUT YOURSELF IN THE SHOES OF...

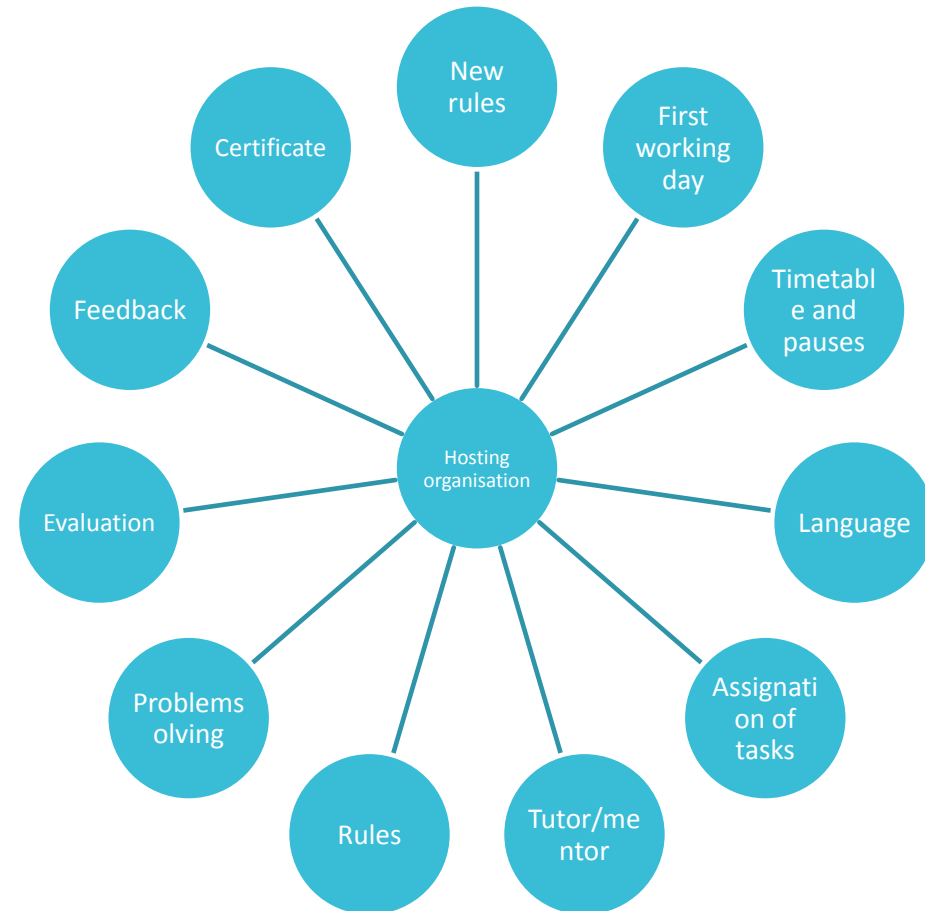
- You are divided in 4 groups
 - You have 45min to work on a max. 10min presentation
 - If necessary ask for supporting material
 - Outcomes of the group work will be discussed in a plenary session and the results added to the PPP
- GROUP 1 PARTICIPANT: IDENTIFY THE NEEDS ID PARTICIPANTS HAVE DURING THE MOBILITY
 - GROUP 2 HOSTING ORGANISATION: WHAT DO I HAVE TO CONSIDER TO GUARANTEE A SUCCESSFUL INTERNSHIP FOR ID STUDENTS
 - GROUP 3: INTERMEDIARY ORGANISATION: WHAT ORGANISATIONAL SUPPORT DO I HAVE GIVE TO THE PARTICIPANT/ACCOMPANYING TUTOR
 - GROUP 4 SENDING INSTITUTION/ACCOMPANYING TUTOR: WHAT SPECIAL NEEDS DO I HAVE TO TAKE IN ACCOUNT TO ENSURE A WELL ORGANISATION OF MOBILITIES FOR ID PARTICIPANT



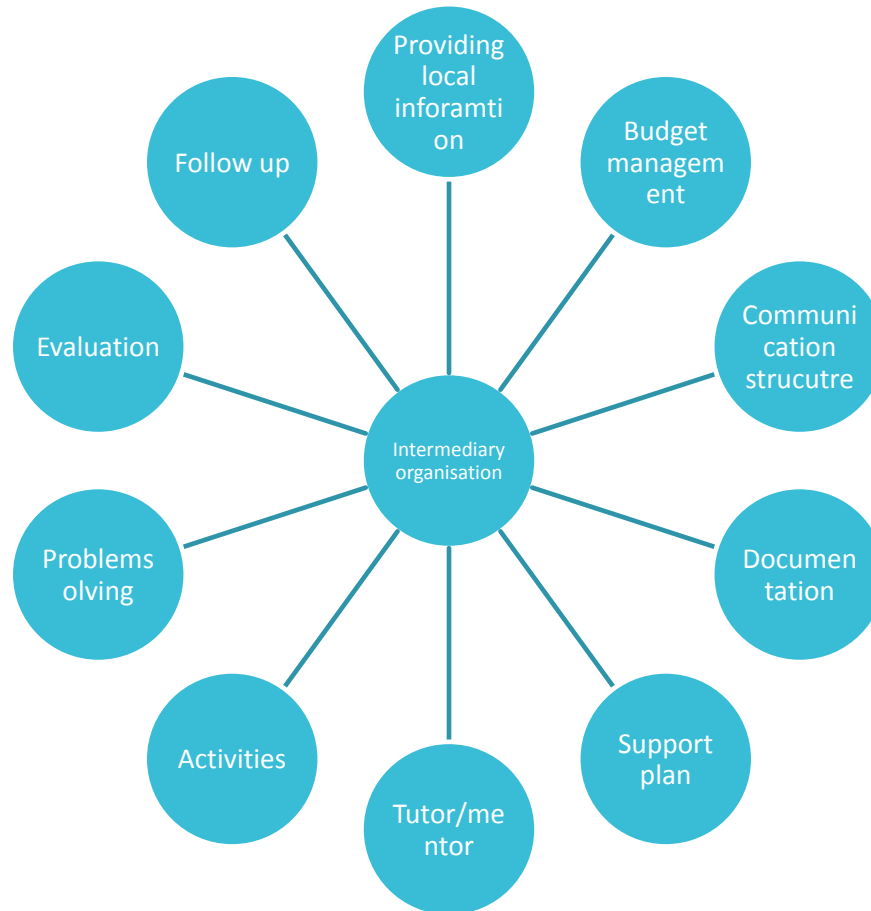
CONSIDERING PARTICIPANTS NEEDS



HOSTING ORGANISATION



INTERMEDIARY ORGANISATION



SENDING INSTITUTION





HOSTING INSTITUTION

- Makes them feel at home in their new institution
- Provide one trained mentor with knowledge/awareness of the disability context
- Regular check-ups and follow up between the tutor, the participant and sending institutions tutor.
- Collect information of group work:

The tutor should:

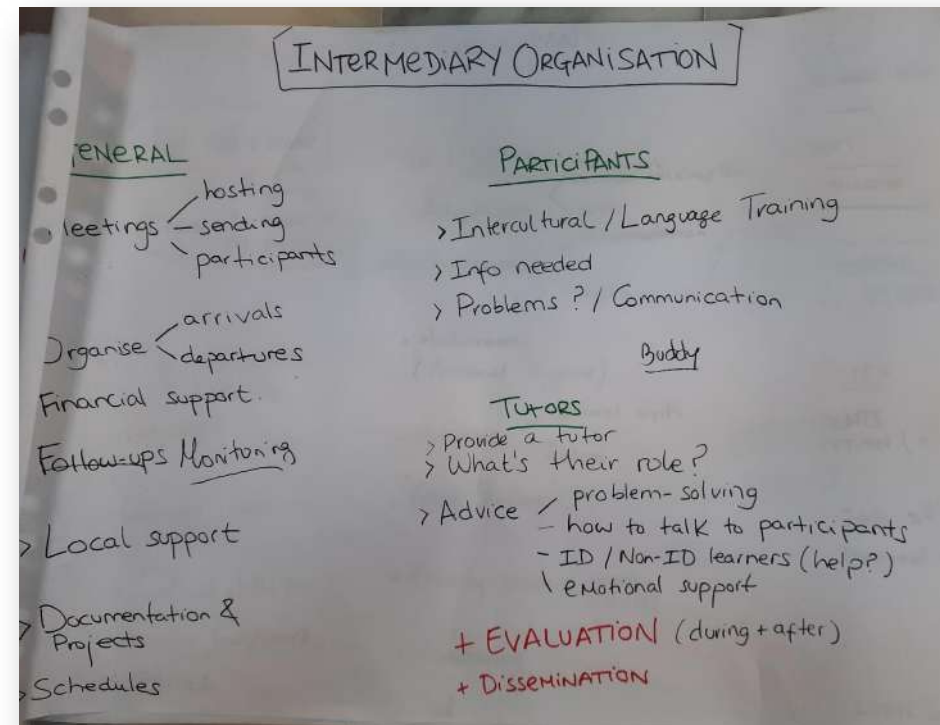
- Develop clear daily routines with the intern
- face critical situations/mistakes at work and should be able to support the trainee with specific evaluation moments.
- Tutors should explain how to perform a task and then immediately correct any error
- Create supporting tools like: checklist of tasks which needs to be done clarify and remember all the necessary steps to perform a specific task
- Use clear and simple language
- Respects times to do the tasks
- Give clear and simple instructions
- Explain the formal/informal rules in the workplace
- Final evaluation and internship certificate together with the involved parties



INTERMEDIARY ORGANIZATION

- Ensure a well organised arrival and steady support during the adaption phase
- Organise a welcome session, and does so in an inclusive way.
- Provide a tutor who knows the background of the students
- Allocate a mentor with knowledge of the person to help reverse culture shock and reflect on the learning points
- Ensure the creation of a response plan.
- Create a steady and clear communication scheme
- Connects them to the local community/organisation of cultural activities
- Regular check-ups between the Host Organisation and participant
- Using clear and simple language within meetings and for the documentation
- Provide a buddy scheme or peer-support
- Support the company with the evaluation process
- Provide information about health services

■ Information gathered from the group work:

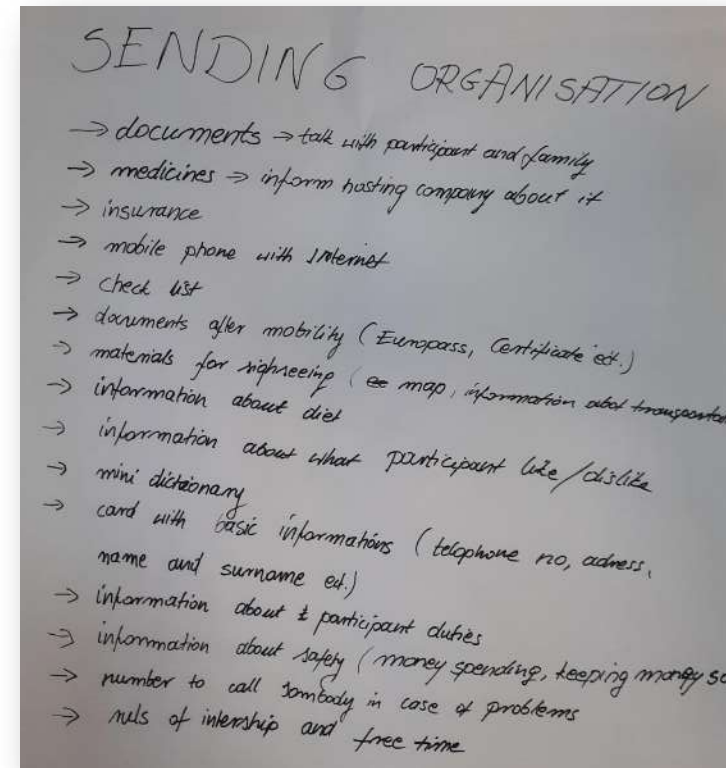




SENDING INSTITUTION

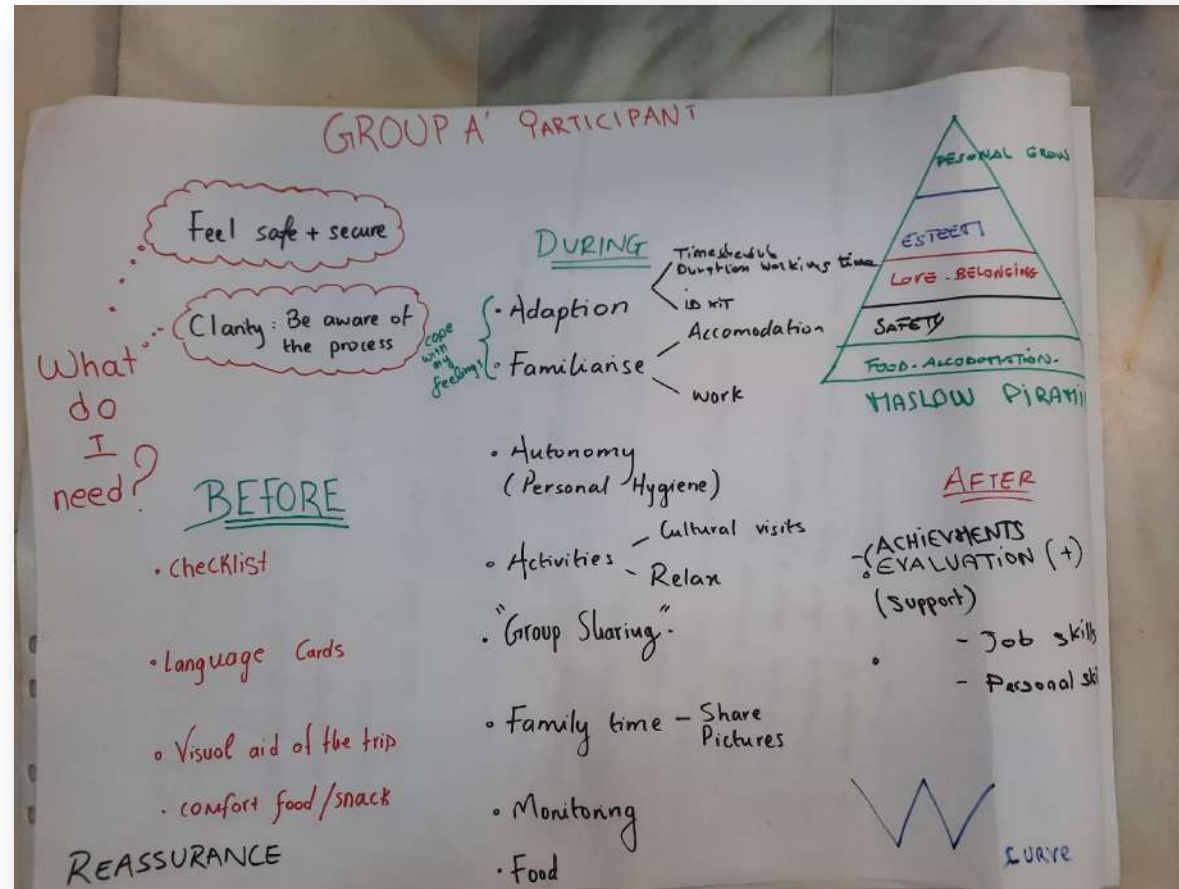
- Ensure the creation of a response plan together with intermediary organisation
- Regular check-ups between the host organisation and the participant
- Assign a qualified tutor (reflect on the qualities of the accompanying person for students with ID)
- Make sure the companies tutor understand the special needs of the participant
- Creating a follow up plan during the introduction meeting
- Create supporting tools together with the tutor of the company
- Create activities together with the intermediary organisation

■ Information gathered from the group work:



PARTICIPANTS

Information gathered from the group work:





SENDING INSTITUTION CREATE ACTIVITIES TOGETHER WITH THE INTERMEDIARY ORGANISATION

- Remember that valuable connections which can enhance the experience of students with ID on mobility can be made outside of the institution too. During the internship abroad, participants should meet other local or international trainees and students to exchange ideas and experiences. These activities will be ideally organised during their free time and weekends. These activities can be arranged by:
- National student organisations who may be available to provide peer-to-peer advice for students or engage them in interesting social experiences and activities.
- Local organisations that work with ID people who may be able to advise students about their legal rights, and relevant medical services in their locality or to connect them to peers with similar experiences.
- Activities can be very different such as cultural activities, workshops, language exchanges, trips, etc. To organise these activities, it is essential to be aware of the group learning and language needs and to make adjustments to the program according to these needs.
- These activities can have several benefits for the participants such as improving their imagination, creativity, level of language, and course have better integration in the hosting country.





SENDING INSTITUTION

SAFETY AND PROTECTION OF THE PARTICIPANTS

- All participants taking part in a Mobility action within the Erasmus+ Programme should be assured a safe environment that respects and protects their rights.
- Each organisation participating in the Erasmus+ Programme must have the needed procedures and arrangements to promote and guarantee the safety and protection of the participants in their activity.
- All students involved in a mobility activity under all Key Actions of the Erasmus+ Programme, must be insured against the risks linked to their participation in this activity.
- Erasmus+ Programme does not define a unique format of insurance and does not recommend specific insurance companies. The Programme let the project organisers decide the most suitable insurance policy according to the type of project carried out and to the insurance formats available at the national level.
- It is important to know that it is not necessary to subscribe to project-specific insurance if the mobility participants are already covered by the existing insurance policies of the project organisers.

The following areas must be covered:

- travel insurance (including damage or loss of luggage);
- third party liability (including, wherever appropriate,
- professional indemnity or insurance for responsibility);
- accident and serious illness (including permanent or temporary incapacity);
- death (including repatriation in case of projects carried out abroad).
- It is strongly recommended that participants in transnational activities have a European Health Insurance Card. This is a free card that gives access to medically necessary, state-provided healthcare during a temporary stay in EU countries, Iceland, Liechtenstein and Norway, under the same conditions and at the same cost (sometimes free depending on the country) as people insured in that country.



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Mobility



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THANK YOU!

SASKIA DIES
PROJECT MANAGER
INCOMA



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PRACT_2_2a: WHAT TO DO DURING THE MOBILITY

INCOMA

AFTER MOBILITY

What to do after the mobility

- How to get the best from the experience abroad.
- Europass mobility
- Skills gained
- Looking for a job

AFTER MOBILITY

How to get the best from the experience abroad – reflection on the learning experience

- It is very important to work on the participant's expectations about what is going to happen in the experience abroad to get the best of the experience.
- Participant should have all the needed information about some clear points such as enough details about the hosting company, the tasks that the participant will implement, his/her “new” routine”, accommodation etc. All these aspects are crucial because the participant will create his/her own idea about the experience before the departure.
- Once in the hosting country, a follow-up must be done to analyze if the participant's expectations have been met or not and if the reality was good enough for him/her.
- For example, if some changes/challenges arose... how did they deal with those...? Special attention must be taken to the possibility of frustration and demotivation of the participant during their stay abroad.

EXAMPLE OF ACTIVITY TO BE FILLED IN WITH THE PARTICIPANT:

A good practice to do is to prepare a pre-and post-assessment with the participant, in order to reflect on the internship and to make a comparison. Here are some activities to be done with the participants and the accompanying tutor:

PRE departure
How do I imagine my routine will be in the hosting country?
Am I ready to implement/develop the tasks devoted to me?
Do I believe that I will improve my level of language in the hosting country?

POST departure
How was my routine in the hosting country?
Was I prepared to develop/implement the tasks devoted to me? Could I fulfil the tasks on my checklist?
Did I improve my level of language in the hosting country? What new words have I learned

To adapt the activity to the necessities and level of learning of the participants. For example, if we do have a participant with more limited skills, that can not properly answer the questions, this activity can be developed by drawing/video messages

5. a DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE (N.)

Activities/tasks carried out

29a)

Job-related skills and competences acquired

30a)

Language skills and competences acquired (if not included under "Job-related skills and competences")

31a)

Computer skills and competences acquired (if not included under "Job-related skills and competences")

32a)

Organisational skills and competences acquired (if not included under "Job-related skills and competences")

33a)

Social skills and competences acquired (if not included under "Job-related skills and competences")

34a)

Other skills and competences acquired

35a)

Support students writing their daily tasks in cooperation with the hosting company

Explain the differences between tasks and job related skill. Make a list of skill which are important for the students sector

Which languages where spoken? How did you communicate with the company? What can you say?

Even not used for the internship itself did you use any other computer skill like online platforms et.c

Explain what are organisational skill. Make a list participants can select from

Explain what are social skill. Make a list participants can select from

Make a list of other competences students aquire during their time abroad.

EUROPASS ACTIVITY FORM

AFTER MOBILITY

The phase of returning to the home country is important as this is the moment when participants have to put everything they have learnt into practice in their own city.

It is important:

- That they have an employment plan to follow when they arrive in their city of residence.
- That they take everything they have experienced and learnt in the hosting country and apply and internalise it in their daily reality (development of emotional intelligence).
- That they work on the creation of a reality (social, housing) conducive to the maintenance of independent life at all levels.)

AFTER MOBILITY

EUROPASS MOBILITY

What is Europass Mobility?

- Europass Mobility is a standard document in use throughout Europe that formally records details of the skills and competences acquired by an individual during a period of mobility in another European country.

Europass Mobility aims to:

- boost transparency and visibility of European mobility experiences helping holders to show better what they have gained through this experience, particularly in knowledge, skills and competences;
- encourage recognition of experiences gained abroad;
- promote European mobility for learning purposes, by making its results more visible.

AFTER MOBILITY EUROPASS MOBILITY

- Group work:
 - Each group has 15min to develop a list of skill and competences required.
 - The results will be shared with all and added to the online form
- GROUP 1: Computer skills and competences acquired
 - GROUP 2: Organisational skills and competences acquired
 - GROUP 3: Social skills and competences acquired
 - GROUP 4: Other skills and competences acquired

AFTER MOBILITY EUROPASS MOBILITY ACTIVITY RESULTS



LOOKING FOR A JOB

1) Develop digital skills:

- New technologies are VERY important today: the majority of job offers are only present on online job portals and companies are looking for talent online.
- For this reason, it is important to be familiar with new technologies to enter the labour market. It is advisable to master some basics such as internet browsing, writing emails, the Office package, job search portals or social media (LinkedIn, Twitter, Instagram).

2) Design a strategy:

- When looking for a first job, it is essential to have a routine and stick to it every day. Some considerations to keep in mind are the following:
 - Don't look for a job in "whatever". The first question should be to ask yourself is: what do I want to work on? What training and skills do I have and where would they fit best?
 - It is important to consider which sectors are most in-demand. During the COVID-19 period, the most in-demand profiles and with future prospects are: warehouse staff, delivery staff, cashiers, stockers, factory workers, cleaners, collectors, customer service staff, administrative staff, specialised healthcare staff.
 - When there is no proven experience it is crucial to have the needed strengths, attitudes and values to prove that the person can fit in a company. Important to remark what qualities are valuable for the position, identify them and analyse which ones are also present in the candidate.
 - When building a value proposition, it is essential to bear in mind that disability, far from being a disadvantage, can be an ally to explain how the person has developed skills such as effort, patience or resilience, which are especially valued by companies in times of crisis.

LOOKING FOR A JOB

How to deal with disability in a job interview?

- If the person has to talk about his/her disability during the job interview or at any point in the recruitment process, it is important to doesn't let it be taboo and explain it naturally.
- The important thing is that the recruiter does not have any doubts that the person can do the job.
- The person should explain with practical examples how he/she overcome certain difficulties and if needs any adaptations. It is can be advisable to offer to answer any questions about your disability, as this will project an image of security and confidence.

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diSability Transnational
mObility

PR.E.S.T.O.

O1_A2: PR.E.S.T.O. TRAINING COURSE FOR VET PROVIDERS

EVALUATE AND RECOGNISE ID LEARNERS SKILLS AND OUTCOMES

CAP ULYSSE



HOW TO MONITOR - ASSESS - EVALUATE - RECOGNISE ID Learners

- MONITOR : during mobility
- EVALUATE : during & at the end of the mobility
- RECOGNISE : after the mobility



SOME «*STRATEGIC*» KEY POINTS

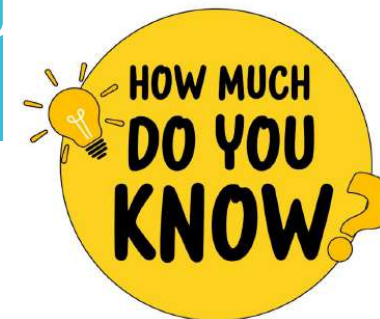


KeyPoints

- Evaluation, monitoring tools are build before the mobility
- As far as it is possible they have to be “inclusive”
- They will be addressed to internal mentor, the trainee, the external mentor (company)
- Try to guess the achievements of the learner as much as possible



WHAT TO KEEP IN MIND TO ASSESS & RECOGNIZE & VALUE LEARNING OUTCOMES ACQUIRED BY ID LEARNER DURING MOBILITY WORK EXPERIENCE ABROAD :



OFFICIAL TOOLS

- [LEARNING AGREEMENT](#)
- ADM & FINANCIAL CONTRACT
- [EUROPASS MOBILITY](#) *
- **BENEFICIARY MODULE REPORT**

PR.E.S.T.O TOOLS

- [STATE OF MIND - EMOTIONS](#)
- MY EXPECTATIONS
- [SELF EVALUATION](#)
- [EVALUATION FORM \(JOB\)](#)
- [LEARNING OUTCOMES : Europass](#)
- [ID LEARNERS FEEDBACK](#)
- [CERTIFICATE OF ATTENDANCE](#)

REMEMBER

[simple and understandable language](#)

recognise the achievements

relationship based on truth

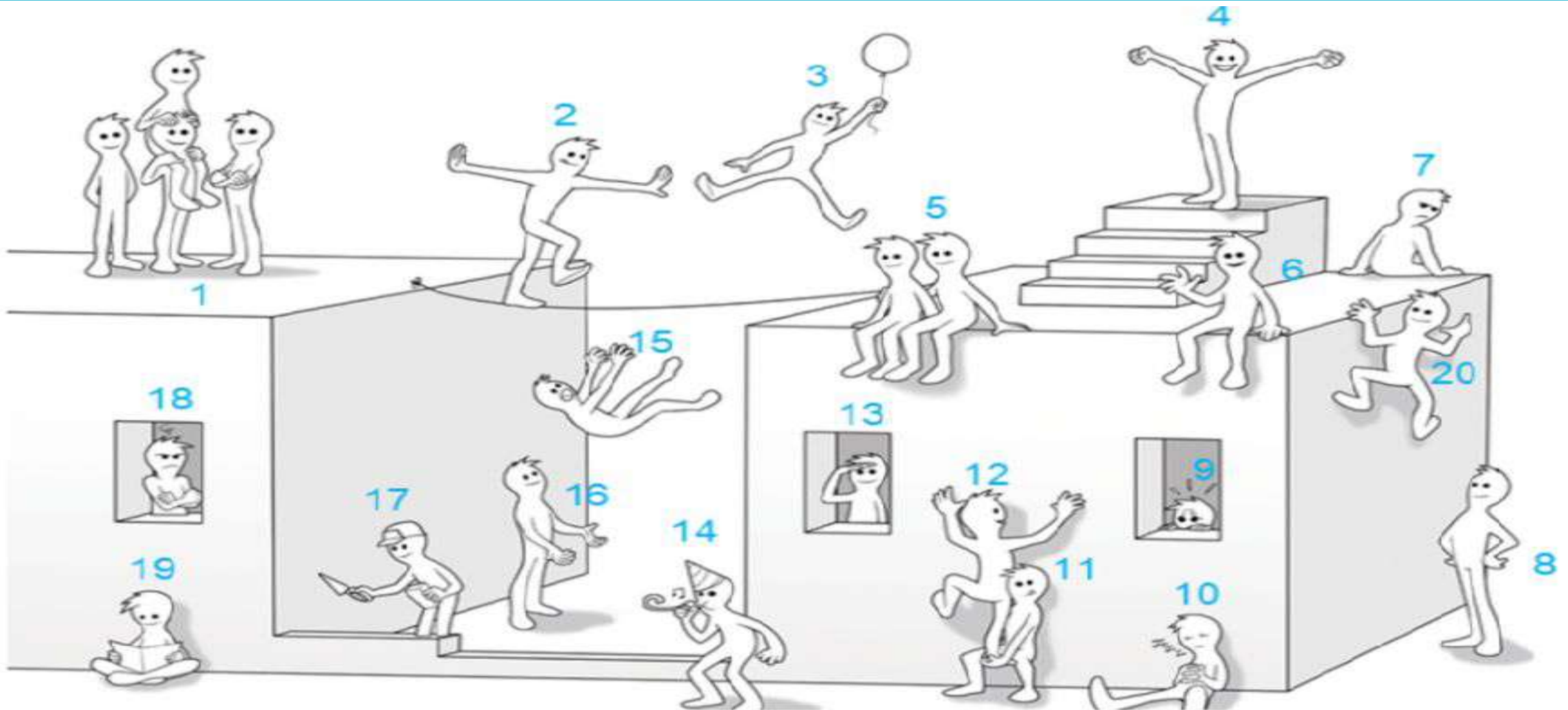
involve the new trainee in the choice

EUROPASS MOBILITY

EUROPASS MOBILITY is not a compulsory document.

- It gather information on your roles and responsibilities, job-related skills, language skills, digital skills, organisation and managerial skills, communication skills.
- These skills can be very valuable when applying for jobs and courses in the future.
- Therefore for ID learners the online EUROPASS procedure is not accessible. If your organisation wish to go on EUROPASS certification you will need to support the learner on the completion of the existing version.

STATE OF MIND (to be use before and after the mobility)



STATE OF MIND picture

This “state of mind” picture:

- can be use with ID learners during the pre-departure preparation as a way to give them the opportunity to express their feelings;
- can ease their expression of emotions, without the need to explicitly describe how they feel and giving immediate feedback about their experience;
- The tutor is a facilitator that ease the recognition, expression and cope with emotions experienced by the ID learners.



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THANK YOU!

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**FINANCIAL ARRANGEMENTS TO KEEP IN MIND WHEN INVOLVING LEARNERS WITH INTELLECTUAL
DISABILITY (ID)**

ASSOCIAZIONE ITALIANA PERSONE DOWN - AIPD



UNIT INDEX

- INTERNAL AND EXTERNAL TUTOR –
best practices taken from past EU projects



- SPECIAL NEED COSTS - main spending chapters when involving learners with ID in mobilities



ROLE OF THE INTERNAL AND EXTERNAL TUTOR

- Onsite training in situation and therefore the on-the-job training is the most effective method of training for a person with intellectual disability, even during a mobility.
- People with ID need support by VET tutors in their access to a new training/working environment.
- During the training period, the trainee is assigned to a company tutor (or internal tutor) who will teach him/her the work and introduce him/her to the working environment.
- It is often a training agency that presents the trainee to the company and an educator (training agency tutor or external tutor) follows the first stages of the traineeship with a presence that is gradually reduced over time, until the external tutor disappears.
- The role of the external tutor is to mediate relations with colleagues in the initial phase, encouraging the development of the trainee's identity as a worker and the recognition of same among his colleagues, at the same time, identify and / or suggest educational strategies to the internal tutor and colleagues.
- As learnt in AIPD past projects, the support must decrease with time passing because autonomy and responsibility of the person with ID are supposed to grow (and the attitudes of his/her workmates to get more competent).



SPECIAL NEEDS COSTS

- Special needs costs are assigned to the partners who “provide” learners with ID and they are calculated taking into consideration the number of learners with ID involved and:
 - number of preparatory meetings with all stakeholders (7 Wd)
 - support on specific training before the mobility (2 Wd)
 - the support needed for Beneficiary module report (1 Wd)
 - the reinforced tutorship during the stay abroad (21 Wd).
- The daily staff cost involved to compensate special needs of final beneficiaries is related with its real cost within its organisation.





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THANK YOU!

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internazionale@aipd.it

Make it happen (2019-1-FR01-KA202-063047)

TEMPLATE - CATALOGUE OF BEST PRACTICES

Name of organisation: ASPANRI – Aspanri Down

Localisation: C. Enrique Marco Dorta, 2, 41018 Sevilla

“They said” / Values:

- Normalization and Social Integration
- Self determination
- Claim
- Visibility
- Commitment
- Solidarity
- Cooperation
- Tolerance
- Quality
- Transparency
- Efficiency

“In figures”: 2019

- 257 families supported and 315 intervention sessions.
- 210 beneficiaries of “early attention program”.
- 57 beneficiaries of psycho-pedagogical service.
- 57 beneficiaries of “support to schooling”
- 89 in the “labour inclusion” program
- 34 employed in the special employment center.

“Beneficiaries” / “Target group”:

People with intellectual disabilities and Down Syndrome and their families.

“Place we visited”: **ONLINE**

Association of people with intellectual disabilities and Down Syndrome and their families, which defends their rights as full citizens and their promotion in all areas, easing inclusion to achieve their full personal fulfilment, at all stages of their life. They have by now different employment centres, so as various assistance, and integration programs to take part of.

“Focus on mobility experiences”:

Incoma has a previous experience with this centre, as they were hosting a group of persons with disability coming from CapUlysse in the frame of a KA1 project. Also, some of their beneficiaries took part of the mobility experience being sent to CopyUlysse in the same framework.

Make it happen (2019-1-FR01-KA202-063047)

“We loved”:

How good they organise everything, their business view in the NGO made it work in the big scale and puts a big professional touch on the

Testimonies:

“If we have so many things in common, why do we let a chromosome separate us?”

“Contact”:

Website: <https://www.aspanri.org/>

Email: alolivares@aspanri.org

Phone: 954 418 030

Address: C. Enrique Marco Dorta, 2, 41018 Sevilla

“Pictures”:



Name : Institut Don Bosco

Localisation : Bordeaux, France

“They said” / Values: Describe the values of the organisation (by quoting a sentence for example)

“ Each person is a whole, physical, psychical, social, intellectual and spiritual and their dignity is our mission.”

“In figures” : (this section as to be short max 6/7 lines)

- **160 years** of existence
- **30 establishments** and services in the Gironde region
- **850 employees** helping about **1.600 young** and adults and about **3.500 adults** in continuing education and victim support schemes.
- **4 fields of activity** : child protection, disability, training, victim support
- **2 values** : respect of the human and its dignity

“Beneficiaries” / “Target group”

- characteristics of the people supported by the organisation

“Place we visited”: **IME Don Bosco**

The Medico-Educational Institute (IME) DON BOSCO provides specialised education and social and medico-social support for children, teenagers and young adults with mid/medium mental disabilities. It welcomes young people between 10 and 20 years old according to the decision of the MDPH-Maison Départementale pour les Personnes Handicapées- which is the local public centre for disabled people. The IME can host 64 young people : 24 in the IMP-Institut Médico-Pédagogique- for young boys, 24 places for young people between 16 and 20 years old in the IMPro-Institut Medico-Professionnel- and 16 places in the SAISP-Service d’Accompagnement à l’Insertion Socio-Professionnelle- which works with the existing common law systems and all partners linked to the therapeutic, social and professional orientation of young people. Accommodation units are outsourced close to the IME.

Regarding schooling, there is a school located within the institute (elementary school level: CP-CE2). The disabled learners attend school part-time (half a day). They do not obtain a diploma, it is only about professional and practical training.

The IMPro, starting at 15 years old, helps young people to define a vocational project by practising vocational activities.

The objectives of the IME are :

- To develop a global management on the educational, pedagogical and therapeutic levels

- To defend the culture of respect for the individual and his or her history, dignity and uniqueness,
- To ensure that rights are known and respected within the structure,
- To promote citizen actions,
- To promote, encourage and create the conditions for meeting with the family in a process of accompaniment,
- The SAISP carries out an important work of partnership and network in order to allow an effective orientation and to create all the conditions allowing the person to leave the establishment in the most autonomous way possible.

“Focus on mobility experiences”

The IME DON BOSCO already participated in mobility projects for 2 weeks. For them the preparation of the young people before mobility is essential. In fact, going abroad, in a new country, travelling, taking a plane mean a lot of new experiences for young people which can be seen as a source of stress. This is why it is important to let the staff visit the locations during a preparatory visit and to start talking about the mobility at least 6 month before the mobility. This visit allows the staff to organise the mobility in the best conditions possible because they visit the location, the accommodations and organise the transportation and the work rhythm. Once they did these preparatory visits, they can explain to the young people they chose how the mobility will take place. It is very reassuring for the young people because the staff can talk about concrete things and explain them all the details. The objectives of these mobility experiences, for young people, are to experience new experiences such as taking a plane or sleeping in a hotel for the first time, in order to give them autonomy.

“We loved”

The IME does not offer only specialised education and social and medico-social support. In fact, they also provide social support to students who have a particular family history or who have traumas.

Also, within the IME, hobbies and internships outside of the institute are highly encouraged.

OTHER OFFERS

- *Working in partnerships to facilitate the life of the students after Don Bosco*
- *Social support is also offered to those students who may need it due to issues within the families (or due to other traumas)*
- *Hobbies and internships outside of the institute are encouraged as well*

Testimonies :

- Some (2 or 3) short sentences from professionals or learners who did a mobility abroad

“Contact”:

I.M.E DON BOSCO

181 rue Saint François-Xavier

CS 30112
33173 Gradignan Cedex
Tel:00335 56 75 78 72

“Pictures”:

- add two or three pictures to illustrate



ADD THE LOGO
OF THE HOSTING ORG.



Co-funded by
the European Union



CERTIFICATE OF ATTENDANCE

This certificate is given to :

NAME Surname

From **(xx sending organisationxxx)**, for his/her work experience in (xx company name, adresse) within the ERASMUS project No. 2020-1-IT01-KA202-008419

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The internship took place in **(xxLocationxx)**, form (xx/xx/2022) to (xx/xx/2022) at (Location), in (country name).

Date & Signature of the hosting org. :

Contrat pédagogique Erasmus+ / Erasmus+ learning agreement

1. Objectif du contrat pédagogique / Purpose of the learning agreement

Ce contrat pédagogique définit les conditions et les acquis d'apprentissage attendus d'une mobilité à des fins d'apprentissage organisée dans le cadre du programme Erasmus+. Les parties prenantes à ce contrat doivent se conformer aux règles et aux standards de qualité du programme. / 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.

2. Informations sur la mobilité à des fins d'apprentissage / Information about the learning mobility

Secteur / Field	Enseignement et formation professionnels/Vocational education Training (VET)
Type d'activité / Activity type:	Stage / Training
Format / Mode:	Physique / Physical
Date de début / Start date:	
Date de fin / End date:	

3. Parties prenantes au contrat pédagogique / Parties to the learning agreement

Le contrat pédagogique est conclu entre le participant à la mobilité à des fins d'apprentissage, l'organisme d'envoi et l'organisme d'accueil. / The learning agreement is concluded between the participant in the learning mobility, the sending organisation and the hosting organisation.

3.1. Participant à la mobilité à des fins d'apprentissage / Participant in the learning mobility

Nom complet / Full name:	
Adresse complète (pay, ville, code postal) / Address:	
Adresse mail / Email:	
Numéro(s) de téléphone / Phone number(s):	/

Tuteur légal / Legal guardian

Nom complet du tuteur légal du participant / Participant's legal guardian full name:	
Adresse complete (pay, ville, code postal) / Address:	
Adresse mail : / Email:	
Numéro(s) de telephone / Phone number(s):	

3.2. Organisme d'envoi / Sending organisation

Nom de l'organisme : / Organisation name:	
Adresse : / Address:	

3.3. Organisme d'accueil / Hosting organisation

Nom de l'organisme : / Organisation name:	
Adresse : / Address:	

4. Contexte d'apprentissage / Learning context

Au sein de l'organisme d'envoi, le participant est actuellement inscrit à : / At the sending organisation, the participant is currently enrolled in:	
Titre de la qualification / profession : / Title of the qualification / profession:	Pas de qualification / No qualification
Année Scolaire / niveau : / School year / grade:	Niveau I/ Level
Niveau dans le Cadre Européen des Certifications : / Level in the European Qualifications Framework:	Niveau 1/ Level 1

5. Acquis d'apprentissage / Learning outcomes

Les parties ont convenu que les acquis d'apprentissage suivants devraient être atteints au cours de la mobilité à des fins d'apprentissage : / The parties have agreed that the following learning outcomes should be achieved during the learning mobility:

Acquis 1 : PRATIQUE PROFESSIONNELLE/ Outcome 1: PROFESSIONAL PRACTICE	
Sujet pertinent, aptitude ou compétence : / Relevant subject, skill or competence:	Découvrir le monde professionnel/ Discover the labour environment Consolider les acquis professionnels /Consolidate professional achievements
Description : / Description:	Le but est donc d'affirmer les compétences existante ou encore les élargir avec la découverte d'un autre champ de travail/ The goal is reinforce existing skills of the trainers or to expand them if they are discovering another field of work.

Acquis 2 : DECOUVERTE PROFESSIONNELLE / Outcome 2: PROFESSIONAL DISCOVER	
Sujet pertinent, aptitude ou compétence : / Relevant subject, skill or competence	Découvrir et échanger des pratiques professionnelles/Discover and exchange professional practices
Description : / Description:	Pendant les stages, l'objectif est de connaître d'un angle plus large monde entreprise mais aussi apprendre des nouvelles pratiques dans les différents champs professionnels. Pour aller plus loin, il est tout aussi intéressant que le stagiaire soit en capacité ses propres savoir-faire auprès des structures d'accueil/During the trainings, the thing is to get to know the business world from a large vision but also to learn new practices in the different professional fields. To go further, the trainee can also be able to explain his styles of work to the host companies.

Acquis 3 : COMPETENCES PERSONNELLES / Outcome 3 : SOFT SKILLS	
Sujet pertinent, aptitude ou compétence : / Relevant subject, skill or competence	Développement des savoir-être de chacun/Development of soft skills
Description : / Description:	La prise de confiance en soi, l'autonomie, les capacités d'adaptabilité, le fait d'être à l'écoute ou encore le respect de la vie en collectivité sont des aptitudes importantes qui doivent être acquises à travers ce séjour/ Self-confidence, autonomy, adaptability, listening and respect of community life are important skills that must be acquired during this training

Acquis 4 : CONTEXTE INTERCULTUREL / Outcome 4: INTERCULTURAL SITUATION	
Sujet pertinent, aptitude ou compétence : / Relevant subject, skill or competence	Acquisition de compétences interculturelles/Procuration of intercultural skills
Description : / Description:	Le stagiaire est en capacité de vivre des situations interculturelles mais aussi y faire face avec de la tolérance, de l'ouverture d'esprit ou encore du respect vis-à-vis des autres / The trainee is able to live intercultural situations but also to face them with tolerance, open-mindedness or respect for others

6. Programme d'apprentissage et tâches / Learning programme and tasks

Pour atteindre les acquis d'apprentissage convenus, le participant réalisera les activités et tâches suivantes au cours de son activité de mobilité. / To achieve the agreed learning outcomes, the participant will complete the following activities and tasks during their mobility activity.

Activité / tâche 1 : Assemblage / Activity / task 1:

Description : / Description:	
------------------------------	--

7. Suivi et tutorat du participant durant l'activité / Monitoring, mentoring and support during the activity

7.1. Personnes responsables au sein de l'organisme d'accueil / Responsible persons at the hosting organisation

La (les) personne(s) suivante(s) de l'organisme d'accueil est (sont) chargée(s) de présenter au participant ses activités et ses tâches au sein de l'organisme d'accueil, de lui fournir un soutien pratique, de suivre ses progrès d'apprentissage, de l'aider à atteindre les acquis d'apprentissage attendus et de l'aider à s'intégrer dans les routines quotidiennes et le contexte social de l'organisme d'accueil. / 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.

Nom complet : / Full name:	
Intitulé du poste / Job title:	
Adresse mail : / Email:	
Numéro(s) de telephone : / Phone number(s):	
Responsabilités : / Responsibilities:	

7.2. Personnes responsables dans l'organisme d'envoi / Responsible persons at the sending organisation

La (les) personne(s) suivante(s) de l'organisme d'envoi est (sont) chargée(s) de suivre les progrès des participants et de fournir un contenu ou un soutien pratique de la part de l'organisme d'envoi. / 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.

Nom complet : / Full name:	
Intitulé du poste / Job title:	
Adresse mail : / Email:	
Numéro(s) de telephone : / Phone number(s):	
Responsabilités : / Responsibilities:	

7.3. Accompagnateurs / Accompanying persons

La ou les personnes suivantes accompagneront le participant pendant sa période de mobilité /
The following person(s) will accompany the participant during their mobility period:

Nom complet : / Full name:						
Fonction ou qualification : / Position or qualification:						
Adresse mail : / Email:						
Numéro(s) de téléphone : / Phone number(s):						
Responsabilités : / Responsibilities:	Tutrice / Mentor	Tutrice / Mentor	Tutrice / Mentor	Tuteur / Mentor	Tuteur / Mentor	Tuteur / Mentor

7.4. Modalités de suivi et de tutorat / Mentoring and monitoring arrangements

Au minimum, les modalités de suivi et de tutorat comprendront les activités suivantes : / As a minimum, the monitoring and mentoring arrangements will include the following activities:

- Visite préparatoire / Preparatory visit
- Accompagnement des stagiaires pendant les stages/ Support of trainees during internships
- Déplacement d'une professionnelle de l'organisme coordinateur /Shift of a professional from the coordinating organization
- Discussions informelles avec les apprenants et les entreprises et auto evaluation 0 MI PARCOURS/Informal discussions with trainees and companies and mid terme self evaluation
- Evaluation individuelle finale en entreprise / A final individual evaluation at the company
- Bilan collectif en fin de séjour / a collective assessment at the end of the stay

8. Evaluation des acquis d'apprentissage / Evaluation of learning outcomes

Après l'activité de mobilité, les acquis d'apprentissage du participant seront évalués de la manière suivante / After the mobility activity, the participant's learning outcomes will be assessed in the following way:

Modalités d'évaluation : / Evaluation format:

Une auto-évaluation ainsi que un bilan final/A self evaluation and a final assessment

Critère d'évaluation : / Evaluation criteria:

Accomplissement ou état d'avancement sur les acquis d'apprentissage (décrits au point 5) ainsi que le ressenti des stagiaires lors de la mobilité (Auto eval à mi-arcours/ Achievement or state of progress on the learning outcomes (described in point 5) as well as the feelings of the trainees during the mobility (mid term)

Procédures d'évaluation : / Evaluation procedures:

L'évaluation se fera en entreprise en présence d'un.e tuteur.ice du stagiaire et du maître de stage lors d'un temps d'échange autour de la grille d'évaluation commune fournie au début de la période de stage.
L'agrille d'évaluation a intégré les acquis d'apprentissage d'Europass afin d'en faciliter sa complétion /The evaluation will be done at the end of the internship with mentor the trainee and the company tutor in the base of a common evaluation grid provided at the beginning. This evaluation grid was inspired by the EUROPASS certification in order to facilitate its completion.

9. Reconnaissance des acquis d'apprentissage / Recognition of learning outcomes

Les acquis d'apprentissage atteints par le participant seront reconnus de la manière suivante :
/ The learning outcomes attained by the participant will be recognised in the following way:

Conditions de reconnaissance : / Recognition conditions:

Les stagiaires sont en capacité de dire à l'oral les différents aspects de travail découverts et les mettre en pratique /The trainees are able to say orally the different aspects of work discovered and put them into practice. This will be one during an EUROPASS workshop

Procédures de reconnaissance : / Recognition procedures:

L'organisme d'envoi sera responsable de la valorisation des acquis des apprenants et accompagneront les stagiaires à les mettre sous la forme de la certification EUROPASS. Au retour des stagiaires, un ou plusieurs ateliers autour de la complétion de l'EUROPASS seront organisés. Une cérémonie sera également l'occasion de formaliser l'obtention du certificat EUROPASS./ The sending organisation will be responsible for the valorisation of the learners' achievements and will accompany the trainees in putting them into the form of the EUROPASS certification. On the return of the trainees, one or more workshops on the completion of the EUROPASS will be organised. A ceremony will also be the occasion to formalise the obtaining of the EUROPASS certificate

Documentation sur la reconnaissance : / Recognition documentation:

Europass /Europass

10. Réintégration dans l'organisme d'envoi / Reintegration at the sending organisation

À l'issue de la période de mobilité, le participant sera réintégré dans l'organisme d'envoi de la manière suivante : / Following the completion of the mobility period, the participant will be reintegrated at the sending organisation in the following way:

Destination de réintégration : / Reintegration destination:

Les stagiaires retourneront dans leur établissement de travail/ Trainees will return to their work establishment

Conditions de réintégration : / Reintegration conditions:

Aucune action de réintégration sera mise en place/ No reintegration action will be set up

11. Dispositions supplémentaires / Additional provisions

Sans objet/Not applicable

12. Signatures / Signatures

Les signataires confirment qu'ils ont compris et approuvent le contenu de cet accord. /
The signatories confirm that they understood and approve the content of this agreement.

Participant / Participant	
Nom complet : / Full name:	
Date et lieu : / Date and place:	
Signature:	

Tuteur légal du participant / Participant's legal guardian	
Nom complet : / Full name:	
Date et lieu : / Date and place:	
Signature:	

Pour l'organisme d'envoi / For sending organisation	
Nom complet : / Full name:	
Fonction : / Position:	
Date et lieu : / Date and place:	
Signature : / Signature:	

Pour l'organisme d'accueil / For hosting organisation	
Nom complet : / Full name:	
Fonction : / Position:	
Date et lieu : / Date and place:	
Signature : / Signature:	

INTERSHIP ASSESSMENT – EVALUATION DE STAGE - VALUTAZIONE DEL TIROCINIO

STAGISTA/TRAINEE/STAGIAIRE:

TUTOR/TUTOR/TUTEUR/ICE:

POSTO DI LAVORO/ WORK PLACE/ LIEU DE STAGE:

I. **GESTIONE DEL TEMPO/ TIME Management / GESTION DU TEMPS**

1. **Puntuale/ Punctual/ Ponctuel**

-	1	2	3	4	5	6	7	8	9	10	+

2. **Diligente / Diligent / Assidue**

-	1	2	3	4	5	6	7	8	9	10	+

3. **Gestire il suo tempo e timetable / Manage his time schedule / Gère son emploi du temps**

-	1	2	3	4	5	6	7	8	9	10	+

INTERSHIP ASSESSMENT – EVALUATION DE STAGE - VALUTAZIONE DEL TIROCINIO

II. **COMPITI ASSEGNATI / ASSIGNED TASKS / TACHES CONFIEES**

1. Eseguire compiti semplice / Perform simple tasks / Suit des consignes simples/

-	1	2	3	4	5	6	7	8	9	10	+

2. Provare di fare domande, a capire gli istruzioni / Tries to ask questions, to understand the instructions / Cherche à poser des questions, à comprendre les consignes

-	1	2	3	4	5	6	7	8	9	10	+

3. È diligente nello svolgimento dei compiti assegnati / Is diligent in carrying out the tasks assigned / S'applique dans la réalisation des tâches confiées

-	1	2	3	4	5	6	7	8	9	10	+

4. Interesse, motivazione a lavorare nel campo professionale pertinente? / Interest, motivation to work in the relevant professional field? / Interêt, motivation a travailler dans le champs professionnel concerné ?

-	1	2	3	4	5	6	7	8	9	10	+

INTERSHIP ASSESSMENT – EVALUATION DE STAGE - VALUTAZIONE DEL TIROCINIO

III. **ADAPTABILITÀ / ADAPTABILITY/ADAPTABILITY**

1. Cerca di imparare nuovi compiti / Wants to learn new tasks / Cherche a apprendre de nouvelles tâches

-	1	2	3	4	5	6	7	8	9	10	+

2. Si adatta ai cambiamenti (squadre, orari, missioni...) / Adapts to changes (timetable, team, activities..) / S'adapte aux changements (équipes, emploi du temps, missions...)

-	1	2	3	4	5	6	7	8	9	10	+


3. Si addata al ritmo della ditta / Follow the rhythm of the company ? / S'adapte au rythme de l'entreprise?

-	1	2	3	4	5	6	7	8	9	10	+


INTERSHIP ASSESSMENT – EVALUATION DE STAGE - VALUTAZIONE DEL TIROCINIO

IV. **RELAZIONI INTERPERSONALI / INTERPERSONAL RELATIONSHIPS / RELATIONS INTERPERSONNELLES**


1. Salutare i colleghi / Greet their colleagues / Salue ses collègues de travail

	1	2	3	4	5	6	7	8	9	10	+

2. Fare conoscenza degli altri lavoratori / Reach out to other workers / Va vers les autres travailleurs

	1	2	3	4	5	6	7	8	9	10	+

3. chiedere aiuto quando si è in difficoltà / Ask for help, if they are in difficulty? / Demande de l'aide, lorsqu'il/elle est en difficulté

	1	2	3	4	5	6	7	8	9	10	

COMMENTAIRES/COMMENTS:

SIGNATURES/SIGNATURES:

<p><i>DITTA/ COMPANY/ENTREPRISE</i></p>	<p><i>ORGANIZZAZIONE DI ACCOGLIENZA/ HOST ORGANIZATION/ STRUCTURE D'ACCUEIL</i></p>
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+ Very satisfied

- not satisfied at all



INTERSHIP ASSESSMENT – EVALUATION DE STAGE - VALUTAZIONE DEL TIROCINIO



<i>ACCOMPAGNATORE/ ACCOMPAIGNER/ ACCOMPAGNATEUR.RICE</i>	<i>STAGISTA / TRAINEE/STAGIAIRE</i>

TRAINEE / STAGIAIRE :

DATE/DATE :

I. MY FEELINGS TODAY



1. Today I felt

	1	2	3		4	5	6	7	8	9	10	



Comments/Commentaires :

II. MY INTERNSHIP



1. In the company, I felt

	1	2	3	4	5	6	7	8	9	10	

2. I respected my schedule (I get to work on time, I respected my working time...) ...)

	1	2	3	4	5	6	7	8	9	10	

3. I could talk with the others workers



	1	2	3	4	5	6	7	8	9	10	

SELF ASSESSMENT TOOL – OUTIL D'AUTOEVALUATION

In which situation? / Dans quelle situation? :

4. What activities did I do or discover today?


5. My tasks were

	1	2	3	4	5	6	7	8	9	10	



If your answer was from 1 to 5, how do you succeeded in resolving these difficulties?

6. MY FREE TIME


1. I've used social media to share my intership experience

	1	2	3	4	5	6	7	8	9	10	

2. I assisted to a cultural activity and...



	1	2	3	4		5	6	7	8	9	10	

3. I do anticipate the day of tomorrow

	1	2	3	4	5	6	7	8	9	10	

7. MY GLOBAL VISION

1. I wish to know more about the local culture

	1	2	3	4	5	6	7	8	9	10	

2. I want to go back to France as soon as possible!

	1	2	3	4	5	6	7	8	9	10	