



O1-A2 “PR.E.S.T.O. Training course for VET providers”

O1.R3 - TRAINING TOOLKIT



O1-A2 “PR.E.S.T.O. TRAINING COURSE FOR VET PROVIDERS” R3 - TRAINING TOOLKIT

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INTRODUCTION TO PR.E.S.T.O. PROJECT

PR.E.S.T.O. "Promoting pEople with disability Transnational mObility" is an Erasmus+ Strategic Partnerships project, aiming to promote the social inclusion of people with Intellectual Disability (ID) and to facilitate the transition to the labour market of people with ID thanks to their involvement in transnational mobilities. Based on these general goals, some specific objectives can be outlined:

- To define a set of standards and tools for the design of transnational mobility paths for people with ID;
- To update skills of VET providers staff in the design of transnational mobility projects;
- To promote the involvement of people with ID in work-based international mobility paths;
- To raise awareness among VET managers, operators, NGOs and families of people with ID and SMEs hosting interns;
- To promote the collaboration between VET providers, hosting companies and NGOs for the mutual design of transnational mobility opportunities.

The specific actions to achieve the expected results foresee the introduction to a unique training opportunity for VET project designers by using, enhancing and integrating partners' expertise in the fields of mobility, training and social inclusion of people with disabilities.

As a main action, the project wants to involve involve people with intellectual disabilities in international mobility projects by:

- Developing guidelines and tools to support VET Providers in the design and implementation of transnational mobility experiences for people with ID;
- Developing the design, contents and materials/tools of PR.E.S.T.O.'s Training Course;
- Piloting the PR.E.S.T.O. Training Course;
- Designing and organising Blended mobilities for VET learners;
- Raising awareness through the PR.E.S.T.O. VIDEO;

Specifically, the first project output is designed to achieve some specific objectives, named the definition of a set of quality standards and tools for the design of translational mobility projects/paths accessible by people with ID; to update the competences of VET project designers as for what regards the capacity to design translational mobility experiences fostering the participation of people with ID; to test VET Project Designers' new competencies and skills in real practice and assess the validity and effectiveness of the PR.E.S.T.O.

These practical activities will facilitate the development of concrete results as the training course for VET Providers, PR.E.S.T.O. Guidelines to support VET Providers in Europe in the design and implementation of transnational mobility experiences for people with ID, the PR.E.S.T.O. Training Course design, contents and material and, finally, 6 blended mobility projects for VET learners.



The second project output will involve directly ID learners during their mobility to record brief videos of their experiences as evidence of and best practice to be spread among European partners. In particular, this output is aimed to promote the mobility of people with ID in Europe by raising awareness of VET managers and host SMEs on how to involve people with ID in mobility paths, to tackle prejudices regarding the capacities of people with ID in mainstream workplaces, to increase the number of companies and SMEs willing to host participants with ID within mobility projects, to increase the number of VET Providers willing to involve people with ID in their mobility projects.

TRAINING COURSE FOR VET PROVIDERS: AN OVERVIEW

The aim of the training course is to provide VET mobility project designers with knowledge, new skills and procedures on how to design and organise a mobility project involving people with ID. The acquisition of new skills and knowledge can be considered as a professional update for all participants, integrating the framework provided within the current field of organisation activities.

Before deepening training course materials, modules and objectives, it is important to consider how it was designed, which needs were considered and how these have been enquired. Therefore, in order to evaluate the existing lack in organising project mobilities with ID learners, a first needs analysis assessment was carried out. The needs inquiry should be addressed involving mainly VET project mobility designers and mobility operators, preferably with some previous experience with ID learners. This stage is very important for the effective development of a training course because the results can drive course design toward different focus, and the inputs strongly determine training results. Specifically, the areas addressed refer to:

- Specific mobility knowledge about ID learners' necessities: "easy reading "concept, Europass mobility;
- Specific skills: how to build a group for international mobilities including ID learners, how to organise the tutoring, how to involve the families, how to manage communication exchanges, how to assess the skills gained after the apprenticeship period and how to support the ID learners;
- Criteria to fulfil: personal autonomy, identification of skills acquired.

It is important to keep in mind that the needs just assessed are only a suggestion, though accurately selected and assessed, and for all those willing to implement this training toolkit, some of the specific points characterising this guide are adaptable to the environment of application. To consult the specific results achieved by the needs analysis, use [this link](#).

The second step to develop an effective training course is the building up macro and micro design tables. Namely, these tables refer to: learning strategy, planning of training modules, definition of learning objectives and outcomes, workload timely defined, learning materials. A deep examination on how to develop these tables will follow. Once structured the training course from a learning perspective, it is important to set precise dates, define the setting of lessons and additional materials required. At the end of each module, an assessment test should be delivered to assess the level of acquisition of knowledge, skills and competences. At the end of the training course, a general quality and satisfaction assessment has to be carried out, and results delivered to participants.



TRAINING COURSE FOR VET PROVIDERS: MACRO DESIGN

The macro design refers to the structure of training modules. In other words, which are the single units composing the entire training. In each unit, some information is provided to learners:

- Unit description: a brief description of the Unit and what will be done, so that learners can acknowledge the topics addressed and figure out unit structure;
- Unit schedule: each unit activity is progressively listed out, including duration;
- Learning objectives: specific objectives the unit foresees to achieve;
- Learning Outcomes: what learners will be able to do at the unit completion;
- Unit core material: PTTs, presentations, practical exercises, PDFs, handbook...

According to needs analysis results, the training course is designed addressing the following topics: “*What to do before, during and after the mobility*”, “*evaluation processes*” and “*Best practices*”.

MODULE 1: PRACTICAL MOBILITY REQUIREMENTS

PRACTICAL_1: WHAT TO KEEP IN MIND TO PREPARE THE MOBILITY WITH LEARNERS WITH INTELLECTUAL DISABILITY (ID)

| COURSE UNIT DESCRIPTION | | |
|--------------------------------|--|--|
| 1 | Unit code | Practical_1 |
| 2 | Unit title | What to keep in mind to prepare for mobility with learners with intellectual disability (ID) The first Unit focuses on the preparation activities to design the mobility. |
| 3 | Unit description | <p>This unit introduces the learners to:</p> <ul style="list-style-type: none"> - know who people with ID at work abroad are - collect practical arrangements with candidates with ID and their tutors, families, hosting companies <p>It includes:</p> <ul style="list-style-type: none"> ● PPT ● Easy to understand - ETU - tools ● Link to videos ● Online course on people with intellectual disability at work ● HACCP course ● Link to smartourism guide |
| 4 | Unit schedule (code of sub-units and time) | <p>Pract1_1.1: Trainees / workers with intellectual disability: how much do you know? – 20 minutes</p> <p>Pract1_1.2: Learners with ID – 10 minutes</p> <p>Pract1_1.3: (Accompanying) Tutor – 10 minutes</p> |

| | | |
|---|--|--|
| | | <p>Pract1_1.4: Composition of the group – 10 minutes</p> <p>Pract1_1.5: Families – 10 minutes</p> <p>Pract1_1.6: Preparation of the mobility - 40 min</p> <p>Pract1_1.7: Contacts with other local organisations (NGOs, people, public institutions) – 10 min</p> <p>Pract1_1.8: Field experiences</p> |
| 5 | Learning objectives | <p>LObj1: Define features and needs of ID learners;</p> <p>LObj2: Carry out preparatory activities for the international mobility;</p> |
| 6 | Learning outcomes (LOut) | <p>LOut1: Describe the key principles and concepts of who learners with ID are</p> <p>LOut2: Describe the preparation phase of a mobility with learners with ID, taking into account all the actors involved</p> <p>LOut3: Share best practices of mobilities with participants with intellectual disability</p> |
| 7 | Unit core material | <p>Pract_1a: What to keep in mind to prepare for mobility with learners with intellectual disability (ppt presentation)</p> <p>Pract_1b: PARTICIPANTS' PREPARATION BEFORE THE MOBILITY (PPT presentation)</p> <p>Pract_1c: Video https://www.valueablenetwork.eu/video-gallery/</p> <p>Pract_1d: Web page/tool https://www.valueablenetwork.eu/</p> <p>Pract_1e: ETU HACCP course (https://www.valueablenetwork.eu/haccp-courses/); (https://drive.google.com/drive/folders/13pUWFxvbz4AKLX8HGh1g4RMw2zGREpKk?usp=sharing)</p> |
| 8 | Assessment tools (self-evaluation exercises, test, etc.) | <ul style="list-style-type: none"> Course + test: How much do you know about intellectual disability? (course for manager and staff) https://www.valueablenetwork.eu/manager-courses/ |
| 9 | Key words | <i>People with ID; ID, mobility; Preparation phase;</i> |

Table 1: 1st Unit macro design

This unit mainly focuses on the preparatory phase of the mobility design, providing fundamental knowledge about ID learners features, their needs when working abroad, and best practices to follow.

In particular, many topics will be addressed, from the requirements necessary for the accompanying tutor and the contacts with local organisations.

But of most importance is the preparation of mobility. Indeed, much of the preparatory phase can be concentrated in this phase, where 7 meetings should be held with different stakeholders:

- First meeting. Introduction of the participants selected and overview of the destination: of top ten attractions. Travelling abroad: some hints. Use of easy-to-read



resources, already developed in past projects and contained in the “Valuable guidelines of internships abroad”, such as “What should I put in my baggage?”, “What should I do in case I get lost?” “How to organise my free time?”.

- From the second to the fifth meeting. Basic country 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.
- Sixth meeting. Introduction of the specific working experience, its features and its content in terms of tasks and responsibilities. Internship positions available in the NH hotel: tasks, tools and necessary skills will be specified, also through the app “On my own”, which has been developed during two past Erasmus+ projects.
- Seventh online meeting between participants with ID, together with their tutor, sending organisation and hosting organisation (manager and colleagues). Virtual tour of the hotel, meeting future colleagues, assigned to them as tutors.

PRACTICAL_2: DURING THE MOBILITY

| COURSE UNIT DESCRIPTION | | |
|--------------------------------|--|---|
| 1 | Unit code | Practical_2 |
| 2 | Unit title | During mobility |
| 3 | Unit description | <p>This unit introduces the learners to get knowledge about what to do during the mobility experience of the learner It includes:</p> <ul style="list-style-type: none"> ● Decreasing tutorship; ● Relations between external tutor and internal tutor(s); ● Activities with local organisations; ● Safety. |
| 4 | Unit schedule (code of sub-units and time) | Pract_2.1. Group work “What to do during the mobility” – 180 minutes |

| | | |
|---|--|---|
| 5 | Learning objectives | <p>LObj1: Reflecting organisational steps during the mobility;</p> <p>LObj2: Knowledge about the support system during the mobility;</p> <p>LObj3: Understanding of the responsibilities of all parties involved;</p> <p>LObj4: Knowledge about important steps after the mobility;</p> <p>LObj5: New information about a personalised follow up of participants with ID;</p> |
| 6 | Learning outcomes (LOut) | <p>LOut1 Describe the key steps to guarantee a successful follow up during the mobility for participants with ID;</p> <p>LOut2 Reflect different obligations of the parties (participants, hosting company, tutor, accompanying teacher and partner organisation);</p> <p>LOut3 Explain the special support participants with ID need;</p> |
| 7 | Unit core material | Pract_2a: What to do during the mobility (PPT presentation); |
| 8 | Assessment tools (self-evaluation exercises, test, etc.) | <ul style="list-style-type: none"> ● Reflection at the end of the day; ● Group evaluation at the end of the training sessions. |
| 9 | Key words | <i>Mobility, during, what to do, special supports, ID.</i> |

Table 2: 2nd unit macro design

The second unit of this module introduces learners to what to do during the mobility, including the role of the tutor, relationship between internal tutor (accompanying person) and external tutor (apprenticeship tutor), activities with local organisations and safety topics.

This Unit focuses on how to design and carry out inclusive mobility, guaranteeing adequate conditions to learn and work abroad for people with fewer opportunities, by addressing their diverse support needs. Thus, to develop inclusive mobility, a VET centre, a mobility operator or also a mobility manager, has to keep in mind all needs highlighted by all staff within institutions, organisations and participants participating in the mobility project.

Another topic of interest addressed by this Unit concerns the decreasing involvement of tutors during the apprenticeship of ID learners. Since the first day of apprenticeship, tutors are responsible for ID learners' safety, as well as the relationship between learners and apprenticeship tutor. Anyway, as long as the working period comes to its normal end, the

level of involvement of the accompanying tutor decreases, enhancing the freedom and autonomy of the ID learners.

In addition to the formal role accomplished by the accompanying tutor, an important function played is that of emotional and psychological support to learners. Indeed, experiences abroad could be completely new, and learners could be unprepared, as well as negatively stressed out by the changing conditions they are exposed to. Also, they could suddenly face negative emotion, so the tutor should be able to manage the negative feelings and mediate the activity of learners with their working environment, supporting them to cope with their anxieties, frustrations and the fear of not meeting others' expectations.

Changing the perspective to the hosting institution, the apprenticeship tutor should design ID learners' daily working routine according to a needs-based approach. In other words, He/she should face critical situations/mistakes at work and be able to support the trainees with specific evaluation moments. Regarding the tasks to carry out, tutors should explain how to perform a task and then immediately correct any error, or create supporting tools like: checklist of tasks which needs to be done, clarify and remember all the necessary steps to perform a specific task. Some other suggestions could be: use clear and simple language; respect 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.

From the sending organisation point of view, as well as topics addressed by Unit A, some other indication can easily be provided hereafter. During the preparatory meetings, it is important that the sending organisation collaborate with hosting centres to ensure the creation of a response plan together with intermediary organisation; regular check-ups between the host organisation and the participant; make sure the companies tutor to 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. Within the relationship with hosting and sending organisations, an important function is played by the intermediary organisation. Indeed, it should be responsible for organising a welcome session, favouring a steady and clear communication flow and carrying out frequent check-ups with hosting and sending organisations.

PRACTICAL_3: AFTER MOBILITY

| COURSE UNIT DESCRIPTION | | |
|--------------------------------|------------|----------------|
| 1 | Unit code | Practical 3 |
| 2 | Unit title | After mobility |

| | | |
|---|--|--|
| 3 | Unit description | <p>This unit introduces the learners to get knowledge about what to do after the mobility experience of the learner It includes:</p> <ul style="list-style-type: none"> • How to get the best from the experience abroad; • Skills gained; • Looking for a job. |
| 4 | Unit schedule (code of sub-units and time) | Pract_3.1: What to do after the mobility – 120 minutes |
| 5 | Learning objectives | <p>LObj1: Reflecting organisational steps after the mobility LObj2: Knowledge about the support system after the mobility LObj3: Understanding of the responsibilities of all parties involved LObj4: New information about a personalised follow up of participants with ID</p> |
| 6 | Learning outcomes (LOut) | <p>LOut1 Explain the special support participants with ID need LOut2 Describe key steps to follow “After the mobility” LOut3 Explain different tools to evaluate and monitor the Learning Outcomes of the participants with ID</p> |
| 7 | Unit core material | <p>Pract_3a: What to do after the mobility (PPT presentation); Pract_3b: What to do after the mobility (web page) https://europa.eu/europass/en/national-europass-centres; Pract_3c: What to do after the mobility job seeking (web pages)</p> |
| 8 | Assessment tools (self-evaluation exercises, test, etc.) | <ul style="list-style-type: none"> • Reflection at the end of the day • Group evaluation at the end of the training sessions |
| 9 | Key words | <i>Mobility, after, ID job seeking, europass.</i> |

Table 3: 3rd Unit macro design

This third unit focuses on reflecting on the apprenticeship experiences, as well as the skill evaluation and individual resources gained during the apprenticeship. This reflection phase

is important to facilitate the inclusion in a new working environment for ID learners thanks to the skills gained abroad that could be applied at local level, enhancing the possibilities to get a job or to engage in working experiences.

In addition, the unit provides information on practical tools to record the acquisition of new competences. One of these is the Europass mobility tool, 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. Monitoring the experience outcomes is the first step to enhance ID learners' possibilities to look for a job within a living country. Once assessed the skills and competences, the tutor/mobility operator designer/VET operator should concentrate in the design of a work strategy, querying some of the next thoughts:

- What do I want to work on?
- Which sectors are most in-demand? And where should my competences be easily spent?
- If I have no previous experience, which individual features should I have?
- How can my disability be an ally to explain how I have developed skills such as effort, patience or resilience?

MODULE 2: TRANSVERSAL ACTIVITIES

TRANSVERSAL_1: EVALUATE/RECOGNISE ID LEARNERS SKILLS

| COURSE UNIT DESCRIPTION | | |
|--------------------------------|--|---|
| 1 | Unit code | Transv_1 |
| 2 | Unit title | Evaluate/Recognise ID learners' skills |
| 3 | Unit description | <p>This unit introduces the learners several tools to:</p> <ul style="list-style-type: none"> ● mentor ● evaluate ● Recognise Learners Outcomes. <p>It includes: PPT State of mind - emotions support tool (starting point for feedback at the beginning and at the end); Individual self-evaluation grid for the mentoring; Evaluation form (job evaluation) ID learners' feedback A certificate of attendance template</p> |
| 4 | Unit schedule (code of sub-units and time) | <p>Transv_1.1. How to mentor Transv_1.2. How to evaluate Transv_1.3. How to recognize</p> |
| 5 | Learning objectives | LObj1: Give practical tools to facilitate the mentoring, the evaluation, the recognition and the certification of ID learners |

| | | |
|----------|---|--|
| 6 | Learning outcomes (LOut) | LOut 1: Be able to mentor ID learners LOut 2: Be able to evaluate ID learners LOut 3: Be able to certify ID learners |
| 7 | Unit core material | Transv_1a: Evaluate/Recognise ID learners' skills (PPT presentation) Transv_1b: State of mind (picture) Transv_1c: Learning agreement (doc) Transv_1d: Self-evaluation (pdf) Transv_1e: Job evaluation (pdf) |
| 8 | Assessment tools (self-evaluation exercises, tests, etc.) | N/A |
| 9 | Key words | <i>Assessment, tools, monitoring, evaluation, feedback.</i> |

Table 4: first transversal unit description

The second module of this training toolkit focuses on the development of transversal competences and knowledge. These strongly support the achievement of mobility objectives set at the beginning of the design, as well as provide monitoring tools for the accompanying tutor to validate ID learners' skills and evaluate their experiences.

Specifically, this Unit aims to teach practical use of tools to facilitate the mentoring, the evaluation, the recognition and the certification of ID learners. Thus, at the end of the Unit, learners will be able to mentor ID learners, evaluate and facilitate their experiences, as well as certify them for the validation of skills acquired during the internship.

With regards to the role of mentor played by the accompanying tutor as a experience evaluator, it is important to keep in mind that 3 are the evaluating moment:

- Before mobility: the tutor/mentor should investigate ID learners' expectations, needs and resources they can use to accomplish as best as they can job requirements. This is an important aspect of the mobility design, as when contacting hosting companies for the apprenticeship, it is fundamental to have a work environment suitable to their needs and expectations. At the same time, an adaptation to the work environment is demanded of ID learners. So, the critical point is to find a fit between the work placement, tasks and environment, and the ID learners. Thus, to satisfy all these requirements, a learning agreement should be signed by all the actors on the scene. By this way, all important information is shared, also focusing on the learning outcomes ID learners want to achieve, and promoting individual growth at overall level: as professionals and as autonomous persons.
- Once taken all these aspects and established formal features of the apprenticeship, the tutor is responsible for the evaluation of the experience, as a matter of expectation met, satisfaction, but also skills developed. Guided by the tutor, the hosting company, the sending organisation and the trainee are required to provide

feedback. To gather information fulfilling this different perspective of mobility, many areas are evaluated: time management, assigned tasks, adaptability and interpersonal relationships with regards to the apprenticeship experience. On the other hand, a self-evaluation can be delivered capturing the overall experience of the mobility, investigating feelings, mood, free time and overall satisfaction.

Alongside the official monitoring/reporting tools provided by European Institutions, the common work of PR.E.S.T.O. partners gave birth to many other tools that should be used when carrying out international mobilities with ID learners. In addition to the learning outcomes, self-evaluation and job evaluation forms, other tools have been considered so important to be embedded into this toolkit. To provide a 360 degrees support to ID learners' experience, the "State of Mind " picture can be used during pre-departure and at the end. This tool is very effective for ID learners to ease their expression of emotions, without the need to explicitly describe how they feel and giving immediate feedback about their experience.

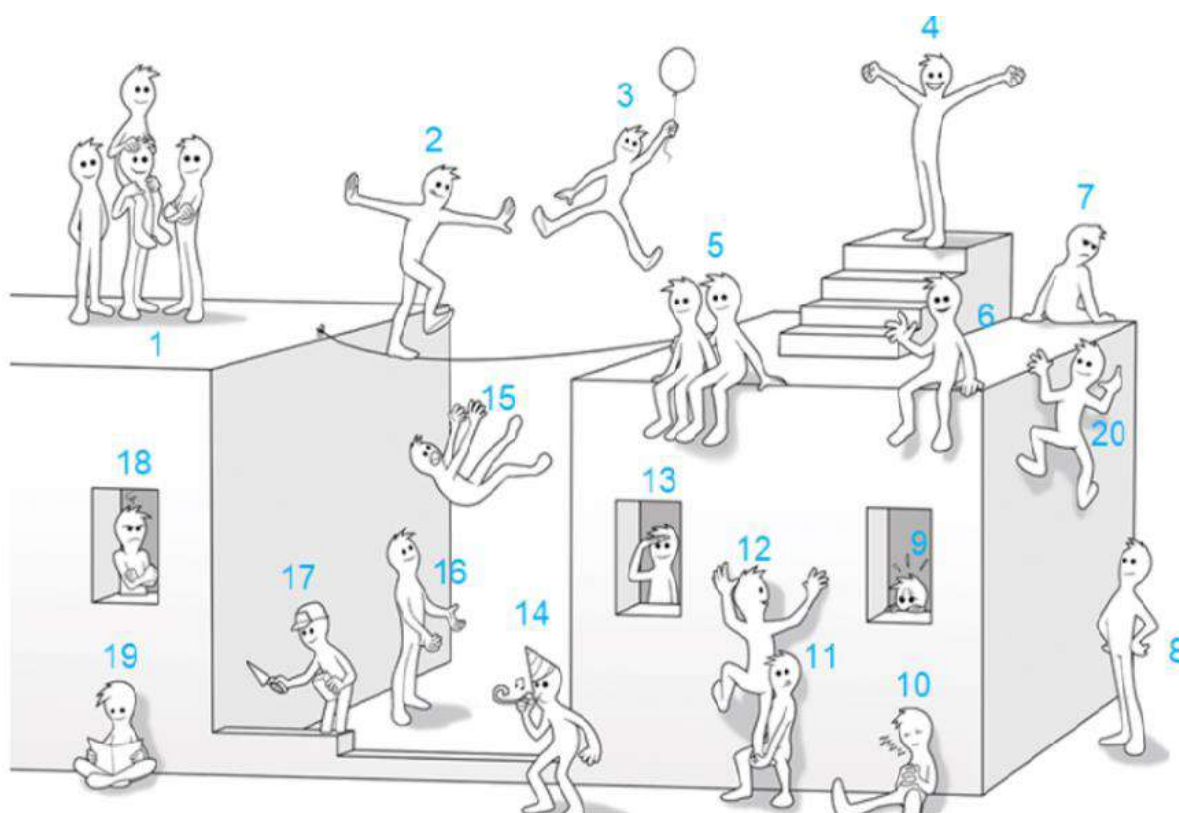


Figure 1: "State of Mind" tool

The strength of this technique is the ease of identification with the different figures depicted. This means that the process of identification is mainly subjective, and the meaning given to those different figures displayed can be very various among ID learners. So, a certain kind of skill is demanded to the tutor, who is the facilitator of this evaluation process.

TRANSVERSAL_2: FINANCIAL ARRANGEMENTS

| COURSE UNIT DESCRIPTION | | |
|--------------------------------|--|--|
| 1 | Unit code | Transv_2 |
| 2 | Unit title | FINANCIAL ARRANGEMENTS TO KEEP IN MIND WHEN INVOLVING LEARNERS WITH INTELLECTUAL DISABILITY (ID) |
| 3 | Unit description | <p>This unit introduces the learners to:</p> <ul style="list-style-type: none"> • How to financially arrange a mobility abroad with ID learners; • inspire and entrust participants that will carry on with the organisation of future mobilities <p>It includes:</p> <ul style="list-style-type: none"> • PPT; • Introduction of Handi'cap sur l'Europe project; • 2 short presentations of: <ul style="list-style-type: none"> ○ 1 official video of ASPANRI: an organisation leading the Meson Campeones restaurant with ID employees; |
| 4 | Unit schedule (code of sub-units and time) | <p>Transv_2.1: Financial arrangements to keep in mind when involving learners with intellectual disability (id)</p> <p>Transv_2.2: Handicap sur l'Europe inspiring consortium – 15 minutes</p> <p>Transv_2.3: Don Bosco and ASPANRI partnership – 15 minutes</p> |
| 5 | Learning objectives | <p>LObj1: define roles of accompanying tutor and financial requirements</p> <p>LObj2: get to know ID workers</p> <p>LObj3: learn from international best practices</p> |
| 6 | Learning outcomes (LOut) | <p>LOut1: Get more confident on dealing with inclusive mobilities</p> <p>LOut2: Enlarge partners network for future mobilities</p> <p>LOut: set up financial requirements of mobilities</p> |
| 7 | Unit core material | <p>Transv_2a: Financial arrangements to keep in mind when involving learners with intellectual disability (PPT presentation)</p> |



| | | |
|---|---|---|
| | | Transv_2b: Best practice/Campeones, (video https://youtu.be/4RaImOs5w6E) Transv_2c: Handicap Sur l'Europe (pdf) Handicapsur l' Europe brochure Eng.pdf) Transv_2d: Don Bosco Aspanri 2017 (pdf) (Best practices DON BOSCO) |
| 8 | Assessment tools (self-evaluation exercises, test, etc.) | N/A |
| 9 | Key words | Best practices, Campeones. |

Table 5: Best practices Unit

COURSE EVALUATION

Along with the assessment practices highlighted by the macro design tables, other evaluation areas should be addressed.

At the end of each module, the areas to be evaluated match:

- Clarity and appropriateness of objectives and methodologies, quality of materials, quality and appropriateness of teaching methods and Extent to which learning objective were met;
- Questionnaire for Vet mobility designer;
- Satisfaction report: level of satisfaction related to training event; most/least useful aspect; relevance to each participant's work activities; relevance to each participants work activities; opportunity offered by the event; tasks and responsibility/project output; other aspects; overall level of satisfaction; comments and suggestions.

These areas can be evaluated through an ad hoc questionnaire and delivered once completed the training course.

ANNEXES

UNIT CORE MATERIAL: PRACT_1A



P.R.E.S.T.O.

O1_A2: P.R.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



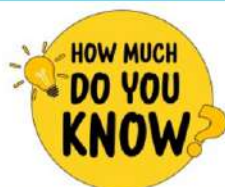
- Mobility is a method, a tool but not an objective for us.
- We have used it to boost independent living of people with DS.
- We have started with bilateral actions but some times we have experienced multilateral initiatives.
- From exchanging experiences and opinions to joint training and joint performing.
- 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

PR.E.S.T.O. - Promoting pEople with diSability Transnational mObility

Agreement No. 2020-IT01-KA2020-0084
PR.E.S.T.O.

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of the European Union

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

PR.E.S.T.O. - Promoting pEople with diSability Transnational mObility

Agreement No. 2020-IT01-KA2020-0084
PR.E.S.T.O.

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



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/managercourses/>
- test yourself and do the first 3 modules of the course.....





THANK YOU!

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UNIT CORE MATERIAL: PRACT_1B



PR.E.S.T.O.

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

PRACT_1_1b: PARTICIPANTS' PREPARATION BEFORE THE MOBILITY
ASSOCIAZIONE ITALIANA PERSONE DOWN- AIPD

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 hosting 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](#)



THANK YOU!

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UNIT CORE MATERIAL: PRACT_1C

<https://www.valueablenetwork.eu/video-gallery/>

UNIT CORE MATERIAL: PRACT_1D

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

UNIT CORE MATERIAL: PRACT_1E

[https://www.valueablenetwork.eu/haccp-courses/\);](https://www.valueablenetwork.eu/haccp-courses/)

<https://drive.google.com/drive/folders/13pUWFxvzbz4AKLX8HGh1g4RMw2zGREpKk?usp=sharing>

UNIT CORE MATERIAL: PRACT_2A



PR.E.S.T.O.

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

PRACT_2_2a: WHAT TO DO DURING THE MOBILITY

INCOMA



DURING MOBILITY WHAT VET CENTERS HAS TO CONSIDER DURING MOBILITY

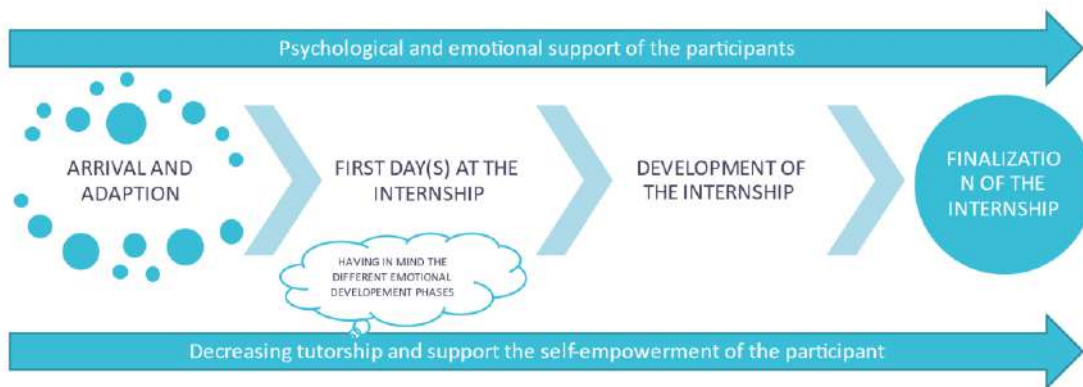
- Inclusive Mobility means creating and ensuring adequate conditions to learn and work abroad for people with fewer opportunities, by addressing their diverse support needs.
- It is essential to identify the NEEDS of all staff within institutions / organisations / participants forming part of the mobility 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...

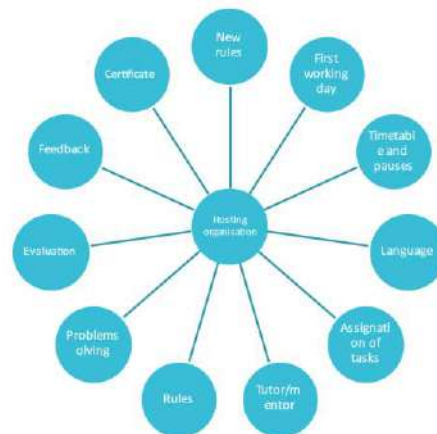
- You are divided in 4 groups
- You have 45min to work on a max. 10min presentation
- If necessary ask for supporting material
- Outcomes of the group work will be discussed in a plenary session and the results added to the PPP
- GROUP 1 PARTICIPANT: IDENTIFY THE NEEDS ID PARTICIPANTS HAVE DURING THE 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

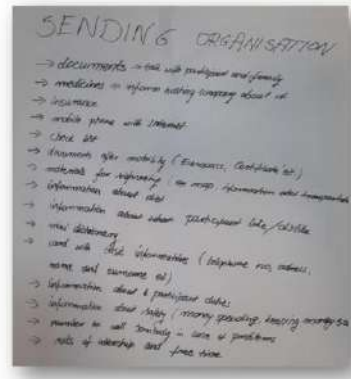
Information gathered from the group work:



SENDING INSTITUTION

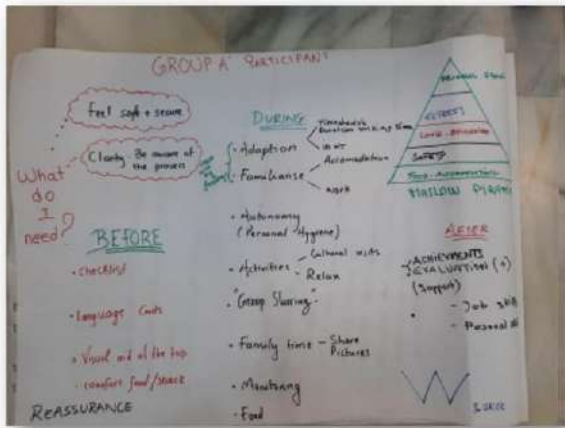
- Ensure the creation of a response plan together with intermediary organisation
- Regular checkups between the host organisation and the participant
- Assign a qualified tutor (reflect on the qualities of the accompanying person for students with ID)
- Make sure the companies tutor understand the special 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 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 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 initiatives 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 motivation 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.





THANK YOU!

SASKIA DIES
PROJECT MANAGER
INCOMA



UNIT CORE MATERIAL: PRACT_3A



PR.E.S.T.O.

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

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 followup 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 | POST departure |
|---|--|
| How do I imagine my routine will be in the hosting country? | How was my routine in the hosting country? |
| Am I ready to implement/develop the tasks devoted to me? | Was I prepared to develop/implement the tasks devoted to me? Could I fulfil the tasks on my checklist? |
| Do I believe that I will improve my level of language in the hosting country? | 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.) | |
|--|---|
| 25(a) | Activities actually carried out |
| 25(b) | Job-related skills and competences acquired |
| 25(c) | Language skills and competences acquired (if not included under "Job-related skills and competences") |
| 25(d) | Computer skills and competences acquired (if not included under "Job-related skills and competences") |
| 25(e) | Organisational skills and competences acquired (if not included under "Job-related skills and competences") |
| 25(f) | Social skills and competences acquired (if not included under "Job-related skills and competences") |
| 25(g) | Other skills and competences acquired |

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

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

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

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

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

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

Make a list of other competences students acquire 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: 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, cashiers, stockers, factory workers, cleaners, collectors, customer services staff, administrative staff, specialists in 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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THANK YOU!

SASKIA DIES
PROJECT MANAGER
INCOMA

UNIT CORE MATERIAL: TRANS_1A



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



- 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

P.R.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, jobrelated 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

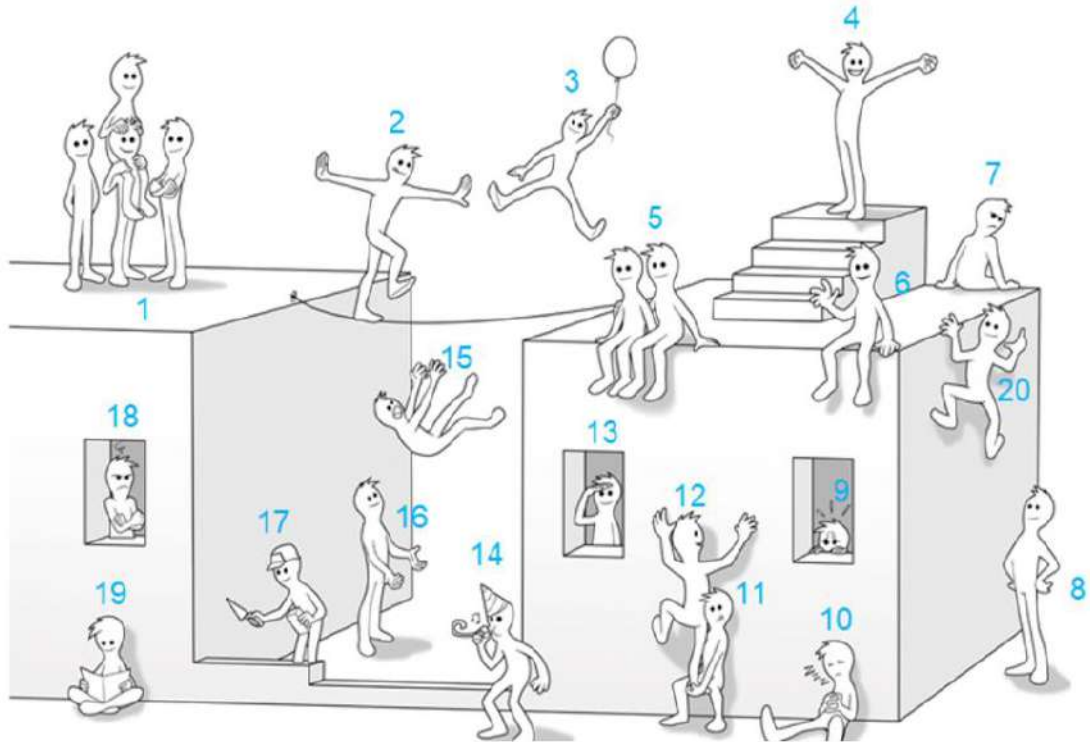
This “state of mind” picture:

- 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.

THANK YOU!

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UNIT CORE MATERIALS: TRANS_1B





UNIT CORE MATERIAL: TRANSV_1C

Erasmus+ learning agreement

1. Purpose of the learning agreement

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. Information about the learning mobility

| | |
|----------------|-------------------------------------|
| Field | Vocational education Training (VET) |
| Activity type: | Training |
| Mode: | Physical |
| Start date: | |
| End date: | |

3. Parties to the learning agreement

The learning agreement is concluded between the participant in the learning mobility, the sending organisation and the hosting organisation.

- Participant in the learning mobility

| | |
|------------------|--|
| Full name: | |
| Address: | |
| Email: | |
| Phone number(s): | |

- Legal tutor

| | |
|---|--|
| Participant's legal guardian full name: | |
| Address: | |
| Email: | |
| Phone number(s): | |

- Sending organisation

| | |
|--------------------|--|
| Organisation name: | |
| Address: | |

- Hosting organisation



| | |
|--------------------|--|
| Organisation name: | |
| Address: | |

4. Learning context

| | |
|--|------------------|
| At the sending organisation, the participant is currently enrolled in: | |
| Title of the qualification / profession: | No qualification |
| School year / grade: | Level X |
| Level in the European Qualifications Framework: | Level X |

5. Learning outcomes

The parties have agreed that the following learning outcomes should be achieved during the learning mobility:

| | |
|--|---|
| Outcome 1: PROFESSIONAL PRACTICE | |
| Relevant subject, skill or competence: | Discover the labour environment Consolidate professional achievements |
| Description: | The goal is to reinforce existing skills of the trainers or to expand them if they are discovering another field of work. |

| | |
|---------------------------------------|---|
| Outcome 2: PROFESSIONAL DISCOVER | |
| Relevant subject, skill or competence | Discover and exchange professional practices |
| Description: | 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. |

| | |
|---------------------------------------|--|
| Outcome 3: SOFT SKILLS | |
| Relevant subject, skill or competence | Development of soft skills |
| Description: | Self-confidence, autonomy, adaptability, listening and respect of community life are important skills that must be acquired during this training |

| |
|------------------------------------|
| Outcome 4: INTERCULTURAL SITUATION |
|------------------------------------|



| | |
|---------------------------------------|---|
| Relevant subject, skill or competence | Procurement of intercultural skills |
| Description: | The trainee is able to live intercultural situations but also to face them with tolerance, open-mindedness or respect for others. |

6. Learning programme and tasks

To achieve the agreed learning outcomes, the participant will complete the following activities and tasks during their mobility activity.

| | |
|--------------------|--|
| Activity / task 1: | |
| Description: | |

7. Monitoring, mentoring and support during the activity

- Responsible persons at the hosting organisation

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.

| | |
|-------------------|--|
| Full name: | |
| Job title: | |
| Email: | |
| Phone number: | |
| Responsibilities: | |

- Responsible persons at the sending organisation

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.

| | |
|------------|--|
| Full name: | |
| Job title: | |
| Email: | |



| | |
|-------------------|--|
| Phone number(s): | |
| Responsibilities: | |

- Accompanying persons

The following person(s) will accompany the participant during their mobility period:

| | | | | | | |
|----------------------------|--------|--------|--------|--------|--------|--------|
| Full name: | | | | | | |
| Position or qualification: | | | | | | |
| Email: | | | | | | |
| Phone number(s): | | | | | | |
| Responsibilities: | Mentor | Mentor | Mentor | Mentor | Mentor | Mentor |

8. Mentoring and monitoring arrangements

As a minimum, the monitoring and mentoring arrangements will include the following activities:

- Preparatory visit
- Support of trainers during internships
- Shift of a professional from the coordinating organization
- Informal discussions with trainees and companies and midterm self-evaluation
- A final individual evaluation at the company
- A collective assessment at the end of the stay

9. Evaluation of learning outcomes

After the mobility activity, the participant's learning outcomes will be assessed in the following way:

| |
|--|
| Evaluation format: |
| A self-evaluation and a final assessment |

| |
|--|
| Evaluation criteria: |
| Achievement or state of progress on the learning outcomes (described in point 5) as well as the feelings of the trainees during the mobility (midterm) |

| |
|---|
| Evaluation procedures: |
| 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 gris was inspired by the EUROPASS certification in order to facilitate it completion. |

10. Recognition of learning outcomes

The learning outcomes attained by the participant will be recognised in the following way:

| |
|--------------------------------|
| Recognition conditions: |
|--------------------------------|



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

Recognition procedures:
 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.

11. Reintegration at the sending organisation

Following the completion of the mobility period, the participant will be reintegrated at the sending organisation in the following way:

Reintegration destination:
 Trainees will return to their work establishment

Reintegration conditions:
 No reintegration action will be set up

12. Signatures

The signatories confirm that they understood and approve the content of this agreement.

| Participant | |
|--------------------|--|
| Full name: | |
| Date and place: | |
| Signature: | |

| Participant's legal guardian | |
|-------------------------------------|--|
| Full name: | |
| Date and place: | |
| Signature: | |

| For sending organisation | |
|---------------------------------|--|
| Full name: | |
| Position: | |
| Date and place: | |
| Signature: | |

| For hosting organisation | |
|---------------------------------|--|
| Full name: | |
| Position: | |
| Date and place: | |
| Signature: | |



UNIT CORE MATERIAL: TRANSV_1D

TRAINEE:

DATE:

- MY FEELINGS TODAY



1. Today I felt

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



Comments:

- 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 |  |
| | | | | | | | | | | | |

In which 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?

- MY FREE TIME



1. I've used social media to share my internship 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 |  |
| | | | | | | | | | | | |



- 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 |  |
| | | | | | | | | | | | |



UNIT CORE MATERIAL: TRANSV_1E

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 / Assidu.e

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|---|
| - | 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 | + |
| | | | | | | | | | | | |

II. COMPITI ASSEGNATI / ASSIGNED TASKS / TACHES CONFIEES

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

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

4. 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 | + |
| | | | | | | | | | | | |

5. 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 | + |
| | | | | | | | | | | | |

6. 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 | + |
| | | | | | | | | | | | |



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 | + |
| | | | | | | | | | | | |

4. 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 |  |
| | | | | | | | | | | | |

COMMENTS

| | |
|-------------|-------------------|
| COMPANY | HOST ORGANIZATION |
| ACCOMPAGNER | TRAINEE |

SIGNATURES/SIGNATURES:

UNIT CORE MATERIAL: TRANSV_2A



PR.E.S.T.O.

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

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 nr of learners with ID involved and:
 - nr of preparatory meetings (7 Wd)
 - support on specific training before the mobility (2 Wd)
 - reporting (1 Wd)
 - tutorship during the stay abroad (21 WD).
- Working day costs are calculated on Erasmus + staff costs.





THANK YOU!

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UNIT CORE MATERIAL: TRANSV_2B

<https://youtu.be/4RalmOs5w6E>

UNIT CORE MATERIAL: TRANSV_2C



CONSORTIUM

Cap'Ulysse
INSTITUT DON BOSCO
adapei 33
ADGESSA
ARI
Association sur la Réadaptation et l'Intégration

PARTNERS

URDHOUL
EORTES
incoma

Co-funded by the
Erasmus+ Programme
of the European Union

Handi'Cap sur l'Europe

ERASMUS FOR ALL

Handi'Cap sur l'Europe



THE PROJECT

Nowadays, a work experience or an internship abroad is highly valued in the labour market. Therefore, European mobility programmes are hardly accessible for some people, notably disabled people. In order to tackle this situation, the "Handi'cap sur l'Europe" project is implemented since 2015.

The project is focused on two main objectives :

- Facilitate access to European mobility for disabled trainees in a vocational training and promote their integration on the labour market.
- Allow staff providing support to disabled people to discover the best practices of European counterparts and secure the future mobility paths proposed to their trainees.

OBJECTIVES

These mobilities represent a good opportunity for trainees to develop soft and vocational skills in order to facilitate their inclusion on the labour market.

Regarding the staff, these experiences allow them to discover and to learn from new approaches and take distance with their own practices. Meeting professionals is also a way to extend their network, reinforce their motivation and team building. Lastly, by doing a mobility, every staff become confident to promote mobility opportunities among their trainees and colleagues.

For the members of the consortium the challenge is to develop an European strategies and look for innovative practices. By sending and receiving learners and staff, they develop a reciprocity and increase quality in the support of disabled people.

CONSORTIUM AND HOSTING PARTNERS



Lead by a consortium, this project is the result of a collaboration between local organizations in charge of the vocational training for disabled people in the area of Bordeaux and suburbs : Institut Don Bosco (IDB), ESAT St Jean (ADGESSA), Institut Medico Educatif Alouette (ADAPEI) and the ITEP Millefleurs (ARI) and a coordinator experienced in mobility projects and European projects management : Cap Ulysse.

Along the years, the project has been always extending further new european destinations thanks to the support of hosting partners.

RESULTS

Strong of its experience and success, the project is celebrating its third edition and is considered itself as a Best practice by the European commission.

Actually, the project already allowed 42 staff mobilities and 104 learners mobilities between 2015 and 2019 in Spain, Germany, Portugal, Ireland, UK, Italy and soon Sweden and Greece.

For the 2019-2021 period, 20 staff mobilities and 56 more learners are expected, which means a total of:

- 62 staff mobilities and
- 160 disabled learners on 6 years.

UNIT CORE MATERIAL: TRANSV_2D

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 months 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 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*

“Contact”:

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“Pictures”:

