

# PR.E.S.T.O. mobilities

## European Final Report

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# INTRODUCTION

## Why mobility experiences abroad for people with intellectual disability?

### Identified needs

People with intellectual disability (ID) are strongly discriminated against both in accessing meaningful work experience and in finding a job.

Youngsters with ID often find it difficult to put into practice the skills acquired in their education. PR.E.S.T.O. idea is to offer them an opportunity to work in a context that helps them put their skills, both vocational and social and communication skills, into practice, participating in mobilities abroad.

### Objectives

The main objective is to give youngsters with ID the opportunity to train for work in a practical context, in order:













- to offer the possibility of a meaningful experience with a high professional content to young people who, like their peers, are called upon to plan their future
- to achieve an independent management capacity in the role of worker.
- to acquire the ability to perform simple tasks in a work context.
- to strengthen participants' relational skills: being able to relate to colleagues and peers while overcoming the language barrier.

Participants with ID had the chance to take responsibility within a hierarchical working environment and to perform tasks under the direct supervision of a company tutor (colleague) and with the continuous support of a tutor from the sending organisation. They also had to cope without the support of their families, which is a further step on their way to independence.

### Expected results

At the end of the mobility, youngsters with ID have been expected to strengthen their autonomy and enrich their CV through work experience abroad. This has surely contributed to their employability when they return back home.

Each trainee with ID received a personal online portfolio containing:

1.	 Videos   Photos 
2.	 Evaluation 
3.	 CV   Company certificates 
4.	 Agreements signed 

## Evaluation

At the end of each mobility the sending organisation, in cooperation with the intermediary and the hosting organisation, has filled unspecific evaluation forms.

The aim of the evaluation was not only to gather information and content to evaluate the experience, but also to have feedback that could be used by the sending organisation and the participants to search for a job once returned home.

What follows are the evaluation forms used:

WHEN?	WHAT?	BY WHOM?
During the internship	<p><b>Self-assessment tool</b></p> <p>Objective: to self-evaluate the working day/working week</p> <p>When to complete the form: at least once a week (and whenever serious difficulties arise)</p>	Trainees with ID



	<p><b>Job Performance Assessment Form</b></p> <p>Objective: to evaluate (training agency tutor evaluation) the competences of the person with intellectual disability within the working context, to document and guide the path taken up to that moment.</p> <p>When to complete the form: at the beginning and at the end of the internship.</p>	Accompanying tutor
At the end of the internship	<p><b>Final report</b></p> <p>Objective: to sum up the observation on the field and evaluate the whole internship abroad.</p>	Accompanying tutor
	<p><b>Evaluation of the internship of foreign trainees</b></p> <p>Objective: to evaluate the performance at work of the colleagues with ID (manager/hotel tutor evaluation)</p>	Manager and internal tutor of the hotel

# PARTICIPANTS

## Trainees with intellectual disabilities

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).

## Tutor of the sending organisation

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.

## Composition of the groups

Groups have been composed from 2 to 4 trainees with ID and 1 or 2 tutors from the sending organization. S

The small group allows trainees to be better followed while respecting their time.

Mobility code	C2	C3	C4	C5	C6	C7
Sending partner	AIPD	AIPD	SGP	Cap Ulysse	INCOMA	EELI
Country destination	France	Spain	Spain	Greece	Italy	Italy
Partner responsible for helping find host companies	Cap Ulysse	INCOMA	INCOMA	EELI	Consorzio Ro.Ma. and AIPD	AIPD

<b>Number and names of participants with ID</b>	1. Antonio Santorsa	1. Federica Mammana 2. Andrea Pagliaro	1. Karolina Mazur 2. Karolina Patera	1. Erwan Duverdier 2. Antoine Moreau 3. Gino Prata 4. Kylian Ramond	1. Jesus Lopez 2. Joaquin Moreno	1. Eirini Ntoumparla 2. Fragkiskos Fragkioudakis 3. Georgia Ntampasa 4. Michalis Drygiannakis
<b>Hosting company</b>	SIGDU - Service inter-établissements de gestion du domaine universitaire	Restaurante "Al solito posto"	Lolo Cazerola Restaurant	AgrecoFarms  Theartemis Palace Hotel	Rome Hello Hostel  Massimiliano Carboni Sole trader	Roma Scout Center  Rome Hello hostel
<b>Dates of mobility</b>	14/11/22-06/12/22	25/10/22 - 10/11/22	07/8/22-27/8/22	02/07/22-13/07/22	14/01/23-03/02/23	12/11/22 - 26/11/22
<b>Name of accompanying tutor/s</b>	Roberto Pisano	1. Daniele Casella 2. Martina Nucifora	Magdalena Wielkopolska	1. Aura ROMAN 2. Juliane DELPEYRAT	1. Alba Camacho Villar 2. Gloria Sierra García	1. Pavlos Melissinos 2. Irene Kladou

## LEARNING OUTCOMES

1. To develop new professional skills related to the task assigned.
2. To increase autonomy-related skills.
3. To discover and exchange professional practices: to get to know the business world from a large vision but also to learn new practices in the different professional fields.
4. To develop soft skills, such as self-confidence, autonomy, adaptability, listening respect of community, respect work schedule, common spaces and sociality.
5. To acquire skills to overcome stress and manage out of comfort zone situations.
6. To strengthen and manage work and social relations with colleagues.
7. To acquire intercultural skills: to live intercultural situations but also to face them with tolerance, open-mindedness or respect for others.
8. To upgrade professional qualifications.
9. To develop language skills ( English, Italian, Spanish, French).
10. To develop a sense of European identity, broadening cultural and geographical horizons

## MAIN TASK ASSIGNED

### GARDENING

- Repotting plants
- Prune plants and trees
- Installation of protective supports for young trees
- Planting potted trees to thicken the area
- Tree trimming and other gardening tasks.

### RESTAURANTS - CATERING

- Cleaning and maintenance of catering equipment
- Setting and cleaning tables
- Decorating the room
- Serving guests
- Food vacuuming.

### ROOMS - CLEANING

- Cleaning common spaces, including corridors, windows, staircases, kitchen and walls.
- Supporting guests by providing comprehensive information on hostel facilities and available activities.
- Complete room preparation step by step

### COMPUTER PROGRAMMING

- Analysis and research of the best solutions for the development and implementation of the pages of a personal website.
- Use of the main plugins for compiling web pages on the WordPress
- CMS software platform.



## PR.E.S.T.O. MOBILITIES EVALUATION

Given that trainees with ID are the protagonists of the project, different evaluation methods and tools have been developed to assess the impact that mobilities have generated on involved subjects.

All trainees underwent a multi-sided assessment:

### *1. Evaluation of the mobility made by the sending organisation (trainees with ID and tutors)*

Evaluation form used:

According to the evaluation of the experience made by the trainees and by the tutors, please describe the following 5 areas (if any):

1. arrival at work/compliance with schedules/timetables
2. planning and scheduling the task
3. carrying out the task (ie, in general the work was: easy, difficult, funny, boring, tiring, interesting, others?)
4. flexibility and adaptation with respect to a specific task/work situation
5. interpersonal relationships (ie, any reaction to criticism?)

For each area please describe (if any):

6. the difficulties encountered by trainees with id
7. the positive factors observed
8. the strategies and possible intervention and mediation by the tutor

What did the trainees like most about their job?  
And what didn't they like about their job?

### **Sending organisation tutor's appraisal**

Overall, all experiences were very positive, and the trainees with ID improved under multiple points of view, in terms of skill attainment, attitude change and increased autonomy, along the internship.

Whereas sometimes hard at the beginning, they all learned new technical capabilities related to practical works.

However, after a few days they were able to accomplish these manual tasks demonstrating a good learning capability.

With relation to attitudes, in general they were positive, they got along well with the members of their team and were willing to be taught. Also, the attitude towards the customers were positive even if sometimes a little problematic due to the shyness or specific difficulty in interaction of some of the trainees.

In general, they showed flexibility and ability to adapt to new situations and job tasks, even if in some cases they needed time and required accurate explanations.

Their relational capabilities improved significantly, especially towards their supervisors and colleagues, increased teamworking was probably one aspect that was most positively impacted during the internship. They were highly motivated to go to work and learn new tasks.

Motivation positively impacted the attitude they had at work, often smiling and willing to cooperate with the other workers.

In most of the experiences, the foreign language did not represent an obstacle, given that they were able to communicate with gestures.

### **Learners' self-assessment**

Overall, the trainee's comments were highly positive, they enjoyed working. After the day of work, they felt happy and proud of completing tasks, eager to do everything perfectly. They claimed that working weeks were easy, fun and interesting.

In general, they were able to achieve the tasks they were assigned, yet if any problems did arise at work, they would have got assistance from their supervisor or colleagues.

Few of them said that sometimes work was tiring and some tasks were hard to complete or boring.

In general, they said they were happy to have learned new stuff and enjoyed working in a team and being praised for their work.

A further interesting data concerns the increasing awareness that they gained about what working means. While at the beginning of the internship their comments were extremely enthusiastic, in time, it seems that they better understood that working is "tough" and requires a lot of effort, that team-working is important, recognizing that they benefited from the support of colleagues, etc. In other words, the internship was not only effective in improving their technical capabilities, but also in positively affecting their attitudes toward jobs and colleagues.

Cross-cultural activities also had a great impact: learners, by visiting hosting cities, experienced the European dimension of traveling and learned about new places and customs.

## ***2. Evaluation of the mobility by the colleagues and/or managers of the hosting organisation***

**Evaluation form used:**

- According with the evaluation made by the colleagues or managers, please describe (if any):
1. Have the colleagues ever had any experience with people with id?
  2. Was the language barrier an insuperable obstacle?

3. Were the working hours too heavy for the trainee?
4. Were the tasks too hard?
5. Do the colleagues think that the person needed more time to learn?
6. How did clients and customers react to the presence of trainees with disabilities?
7. Did they realise that they were foreigners?
8. The most important problems/obstacles and solutions have you adopted?
9. The main strong points of the trainee?
10. Which suggestions for a next internship?

### **HOSTING ORGANIZATION TUTOR'S APPRAISAL**

According to the hosting company tutors, the language was not a problem even though sometimes instructions had to be provided speaking slowly and through gestures.

Here follow some of the words used by the internal tutors to describe them: *“very precise, paid attention to detail, always in a good mood, willing to learn, eager to work, passionate, motivated, proactive, team players, fast learners, smile a lot, extremely passionate about the job”*.

Customers (in the internships where the learners were in contact with them) liked the presence of the trainees, they smiled more when they were around the trainees and were very appreciative.

Among the faced issues and possible suggestions for future experiences the colleagues pointed out the extra help or supervision needed whilst carrying out tasks assigned, which have been solved by assigning a varied number of tasks that were more suitable for their abilities and talking to them more slowly.

## CONCLUSIONS

The main objective of the PRESTO internship abroad is to give to the would-be workers with ID an opportunity for job training abroad, through onsite training.

Operational objectives of the mobility abroad:

- to offer the possibility of a meaningful experience with a high professional content to young people who, like their peers, are called upon to plan their own future
- to gain the ability to manage the role of worker/worker independently.
- to acquire the ability to perform simple tasks.
- to strengthen the participants' interpersonal skills and be able to relate to colleagues and peers while overcoming the language barrier.
- to set up procedures to establish permanent relations of exchange between the two associations and to be able to organise other joint projects, starting from the needs expressed by the ID people themselves.

From the analysis of the evaluation forms filled in by all the actors involved, it is clear that the work placement abroad experience was a success for all parties.

For the purposes of acquiring the role of as a worker of people with ID, it has also been shown how important the process of emancipation from one's family is in the management of labour relations. It was noted how not only the work placement, but the experience of living abroad itself represented for many participants a necessary and opportune qualitative leap in order to perceive and be perceived as adults.

Evaluations of mobility abroad also show that it was not only an opportunity for the sending institution and the trainee, but also for the host institution.

Indeed, in organizing the mobilities, they involved companies on their territory and this was an opportunity to strengthen already active collaborations and the start of new ones.

In both cases, this project created the opportunities to increase, on a European level, the network of companies that have hosted and will continue to host work placements of people with intellectual disabilities.

In fact, the use of common guidelines already tried and tested in other European projects and readapted to the various cultural and territorial specificities, has given the partner associations the opportunity to undertake a new path of mobility abroad in a structured and standardized way.

## **ANNEXES**

### **C2. AIPD TO FRANCE, BORDEAUX**

[PRESTO C2 mobility to Bordeaux - presentation](#)

### **C3. AIPD TO SPAIN, SEVILLE**

[PRESTO C3 Mobility to Seville - presentation](#)

### **C4. SGP TO SPAIN, SEVILLE**

[PRESTO C4 Mobility to Seville - presentation](#)

### **C5. CAP ULYSSE TO GREECE, RETHYMNO**

[PRESTO C5 Mobility to Rethymno - presentation](#)

### **C6. INCOMA TO ITALY, ROME**

[PRESTO C6 Mobility to Rome - presentation](#)

### **C7. ELLI TO ITALY, ROME**

[PRESTO C7 Mobility to Rome - presentation](#)