

HOW TO SUPPORT INCLUSIVE MOBILITY IN THE VET SYSTEM



Funded by
the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

PR.E.S.T.O. GUIDELINES

HOW TO SUPPORT INCLUSIVE MOBILITY IN THE VET SYSTEM

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

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



Funded by
the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

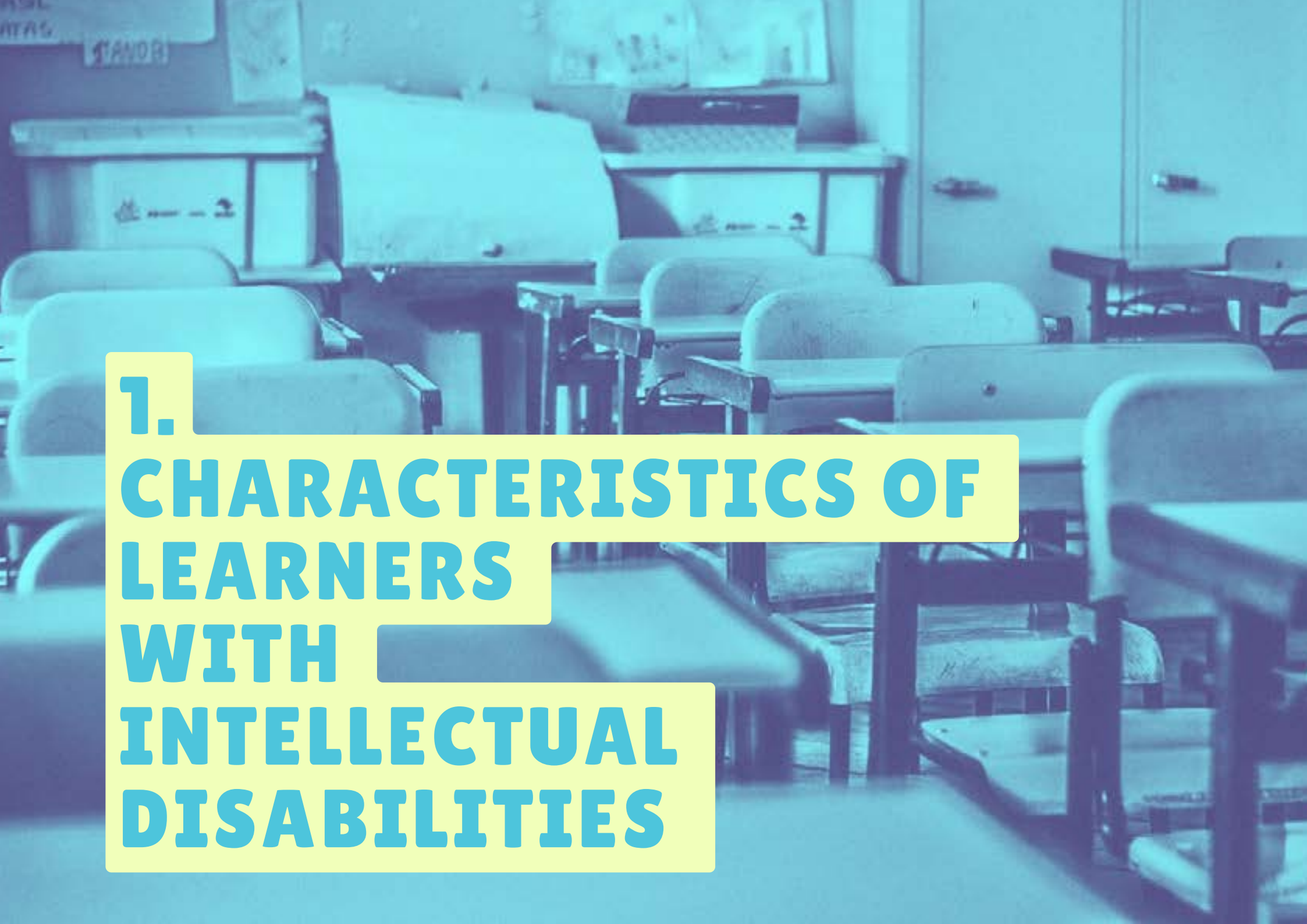
INDEX

1.CHARACTERISTICS OF LEARNERS WITH INTELLECTUAL DISABILITIES	<u>4</u>
1.1. ID LEARNERS IN THE WORLD	<u>5</u>
1.2. ID LEARNERS AT SCHOOL & WORK	<u>6</u>
1.3. TIPS TO DEAL WITH ID LEARNERS	<u>7</u>
 2. HOW TO ASSESS ID LEARNERS' NEEDS WITHIN INTERNATIONAL MOBILITIES?	 <u>9</u>
2.1. THE 3 PHASES: BEFORE, DURING AND AFTER THE MOBILITY ABROAD	<u>10</u>
2.2 ASSESSING THE NEEDS OF ID LEARNERS	<u>11</u>
 3.ADDED VALUE OF INVOLVING ID LEARNERS AS TRAINEES: CORPORATE SOCIAL RESPONSIBILITY	 <u>16</u>
 4. FURTHER INFORMATION & LOCAL CONTACT POINTS	 <u>19</u>
4.1 THEY CAN SUPPORT YOU	<u>20</u>
4.2 THEY DID IT !	<u>21</u>
 ANNEX.....	 <u>22</u>



Funded by
the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

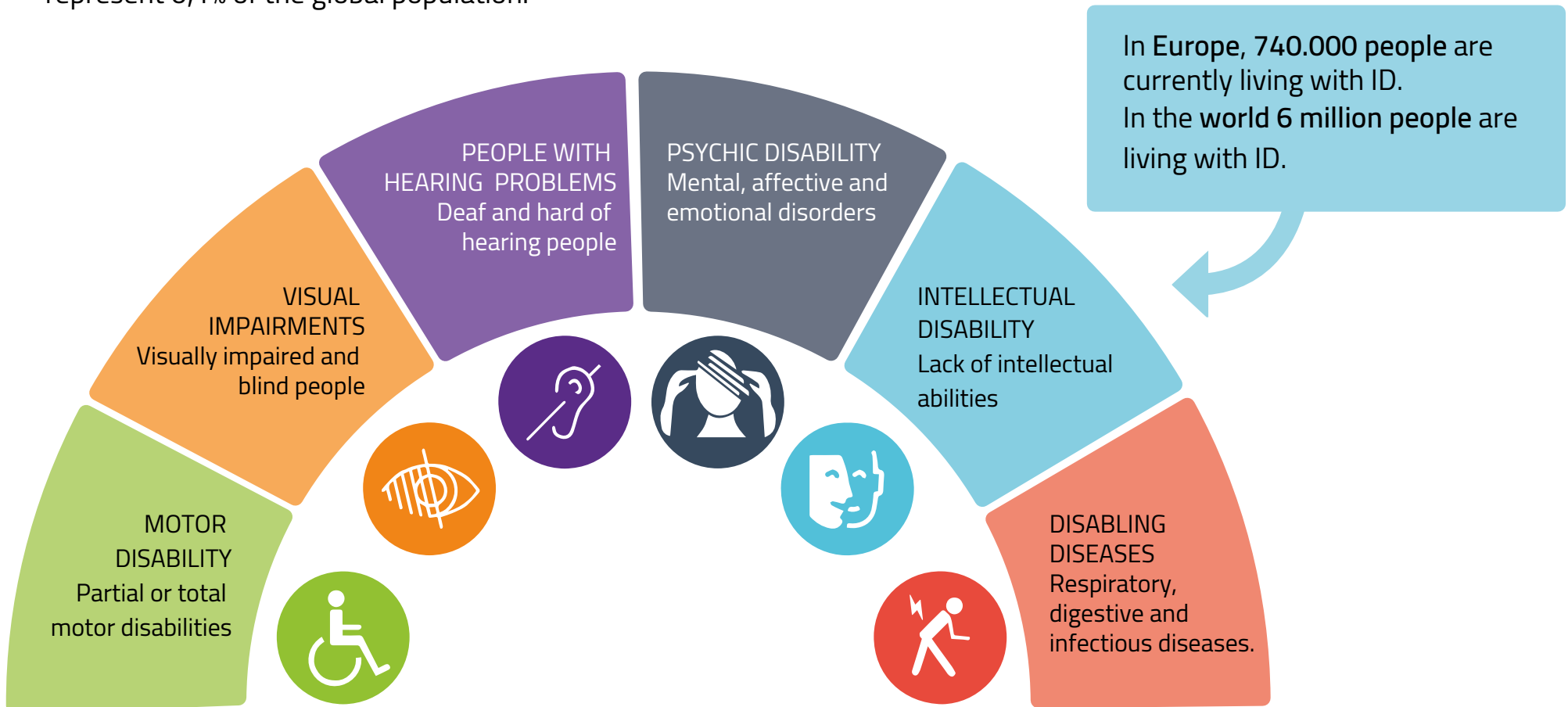


1.

CHARACTERISTICS OF LEARNERS WITH INTELLECTUAL DISABILITIES

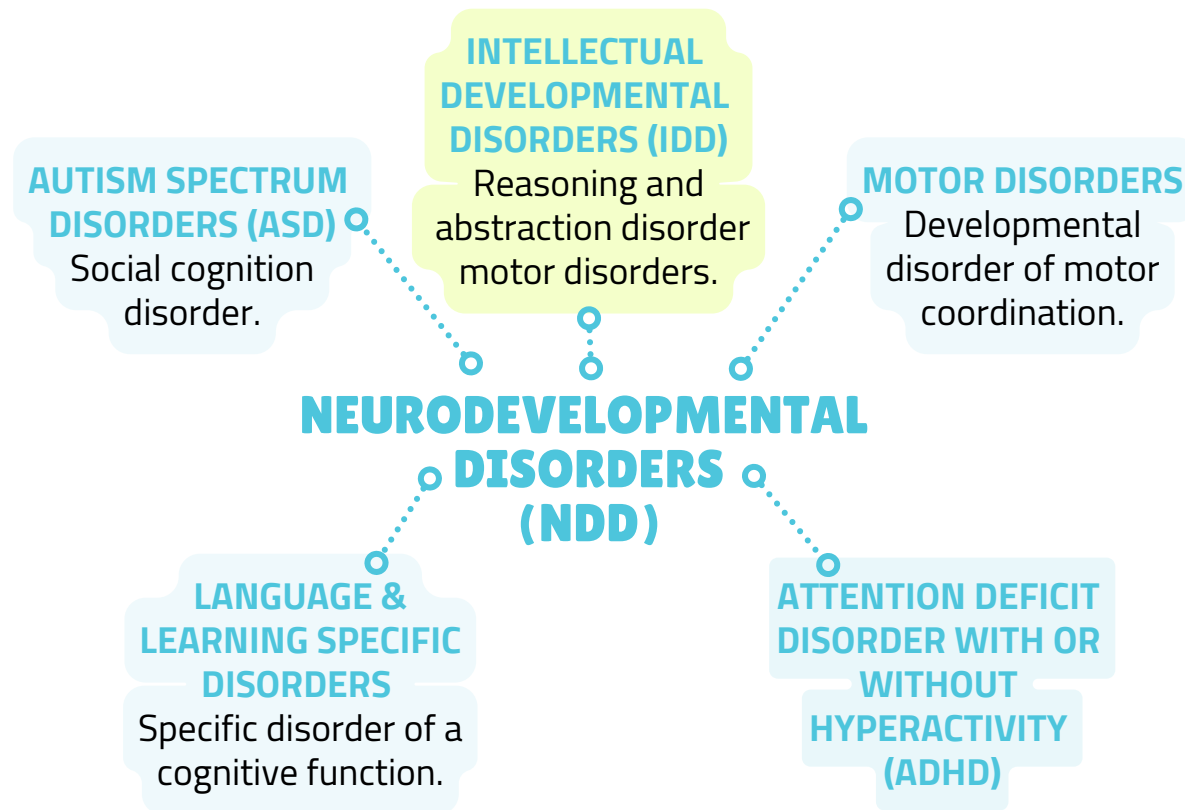
1.1. ID LEARNERS IN THE WORLD

- People with disabilities make up the world's largest minority, accounting for up to 12% of the population.
- People with Intellectual Disabilities (ID) represent 0,1% of the global population.
- ID learners are the target group of these Guidelines.
- About 1/5 of all ID learners have Down Syndrome.



1.2. ID LEARNERS AT SCHOOL & WORK

Intellectual Disability is characterized by the learner's slower processing of information, gestures or reasoning. As a result, it is necessary to accompany the ID learner by choosing the appropriate communication channels, making sure that the instructions have been properly understood.



Myths:

people with ID are usually considered to be autonomous/independent at work only for very basic, limited and/or repetitive tasks, that do not entail any responsibility.

FACTS:

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

1.3. TIPS TO DEAL WITH ID LEARNERS

Here are some tips that might facilitate the communication with ID learners:

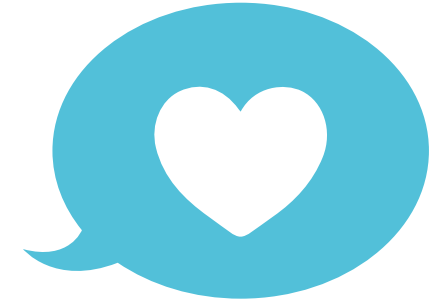
→ Define a **reliable and available person** in your school or VET center that will be his mentor and identify all the staff that will be involved.

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

→ Explain the **instructions quietly**, using short sentences and accessible vocabulary, without infantilizing the learner. Consider that needing more time doesn't mean that he/she cannot understand.

→ When providing instructions, structure the activity and the tasks into **smaller sequences**.





When dealing with crucial information, **check** that the learner is able to **rephrase** the received instructions. That way you will make sure that the message has been passed on.



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



If there are some last minute changes in the organization **remain available**.



Learn to observe and **recognize the achievements** the learner made and give them the right importance. It is important to foster their desire to learn.



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



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

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

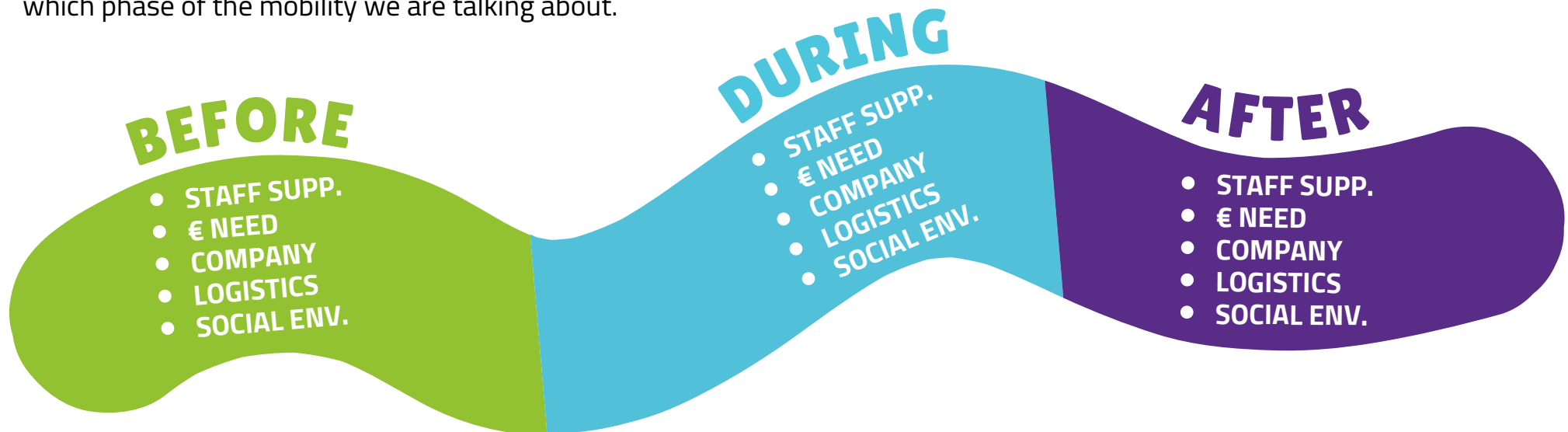
2.

HOW TO ASSESS ID LEARNERS' NEEDS WITHIN INTERNATIONAL MOBILITIES?



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

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



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

This phase corresponds to the time spent by ID learners abroad for their work experience.

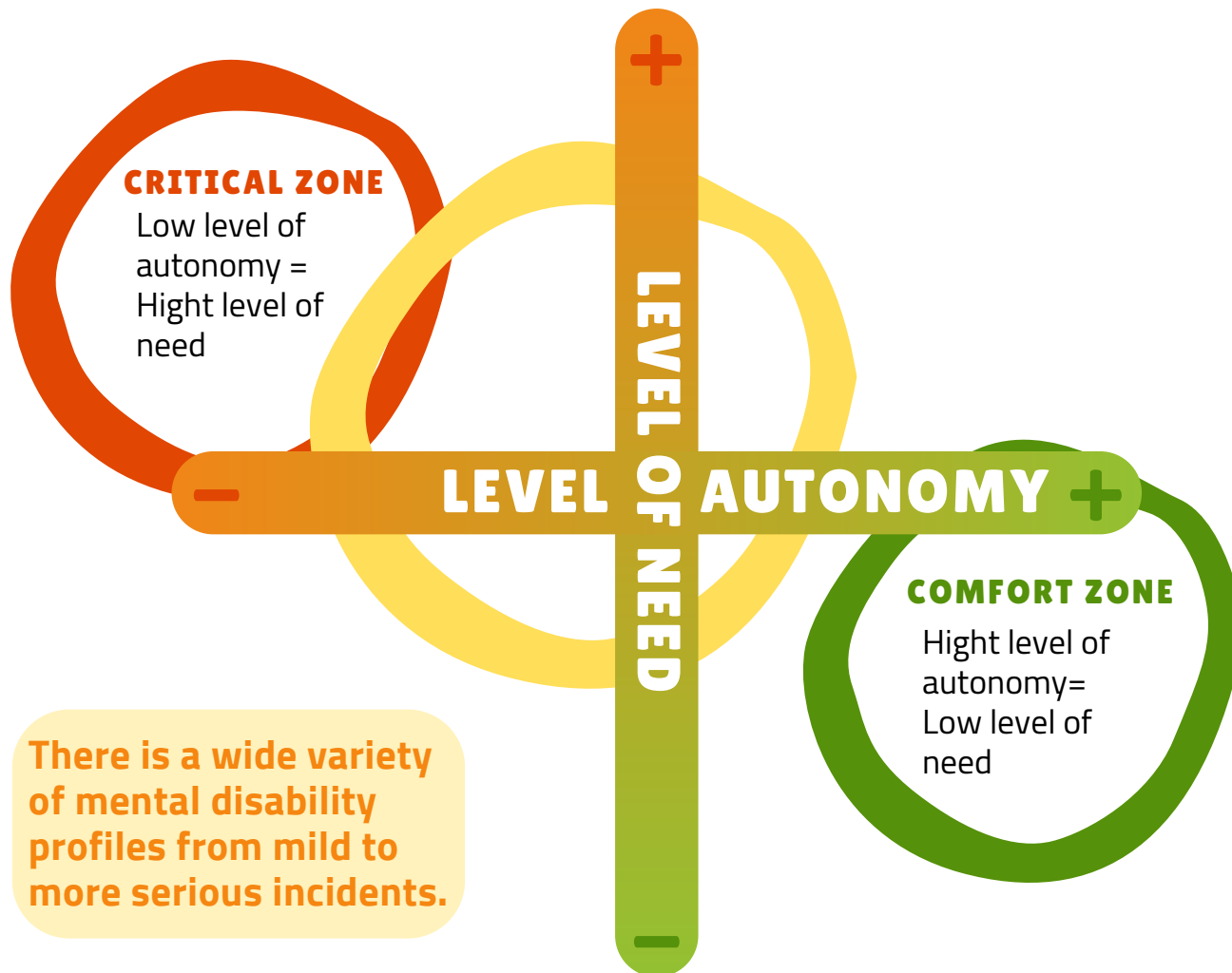
In this phase it is important to recognize the learning outcomes achieved by ID learners during their mobility experience abroad. It is necessary to assess the acquired learning outcomes from a social, vocational, digital, organizational and communication point of view, in order to strengthen the learner's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

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

2.2 ASSESS ID LEARNERS' NEEDS

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

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



A SIMPLE RULE : "THE LESS, THE MORE"

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

HUMAN RESOURCES NEEDS



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

Internal staff:

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

External staff:

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

SOCIAL ENVIRONMENT

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

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



WORKING ENVIRONMENT IN THE HOST COMPANY

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

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



LOGISTICS ABROAD

Similarly to the needs related to the social environment, this section concerns the time spent by the learner out of his/her working hours when abroad.

It is related to the ability of the learner not only to find an accommodation, but also to his general level of autonomy regarding personal hygiene, preparation of meals, ability to use local means of transport (to the workplace, to the supermarket etc.).



FINANCIAL SUPPORT: MONEY IS NOT A BIG ISSUE

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

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



USEFUL TOOLS

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



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

3.

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

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

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

- ➔ Positive feedback from customers, who appreciate the presence of a disabled worker, considering it a proof of the company's commitment in the field of Corporate Social Responsibility;
- ➔ Improvement of the general climate within the company's staff, in terms of greater tolerance and serenity among colleagues, increased motivation, and attention to others;
- ➔ High levels of motivation, responsibility, attention, and dedication to work in workers with ID;
- ➔ Improved organization skills within the company;
- ➔ Implementation in real life of the principles of Corporate Social Responsibility.

ANNEX 1 – MY TIMELINE



Important : Those dates can be extended if necessary

4/5 months before

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

3/4 months before:

- Complete the table of staff participating in the preparatory mobility.

2 months before:

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



1 month before the mobility

Agree with the hosting/intermediary partner on a daily programme during the learners' stay:

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

Prepare the paperwork for signature:

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

Go through several pre departure workshops aimed at:

- Be able to introduce themselves
- Increase their motivation and confidence
- Develop their empathy,
- Be aware of stereotypes
- Discover intercultural communication

*If necessary, plan meetings with parents

After the mobility:

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

ANNEX 2 – MY CHECK LIST



ADMINISTRATIVE & LOGISTICS

- ☐ Define the day of departure, arrival and return to "Your Country" for the preparatory visit.
- ☐ Define the day of departure, arrival and return to "Your Country" for the young people.
- ☐ Complete the table of learners and accompanying persons.
- ☐ Provide a copy of the school's liability and repatriation insurance.
- ☐ Check the date of validity of the identity document and forward a copy.
- ☐ Apply for the European Health Card.
- ☐ Provide any other information to the document expected by the relay partner .
- ☐ Arrange the plane tickets/travel arrangements.



ACCOMMODATION

- ☐ Make clear accommodation expectations for learners and accompanying staff.
- ☐ Get the address, the contact and all facilities related to the accommodation.
- ☐ Establish a list of the distribution of young people by room (when there is a group of learners).

FREE TIME

- ☐ Validate a cultural outing (dates and activity).
- ☐ Use public transport to travel easily in the city with the learners .
- ☐



WORK PLACEMENT & COMPANY

- ☐ Share information about each learner's placement (name, address, placement supervisor, contact, main tasks, language spoken).
- ☐ Gather a sufficient number of accompanying persons for each company.
- ☐ Define the expected workplacement with the relay partner.
- ☐ Shared the desired monitoring and evaluation procedures with the partner.

LEARNERS PREPARATION

- ☐ Start to raise the young people's awareness of the project before they left...
- ☐ Organise workshops with the learners to prepare them for their departure.
- ☐ Plan a time of exchange between my organization, the supervisors and the learners to give feedback on the mobility.
- ☐ For those who wish to set up the EUROPASS certification, plan working sessions with the learners.
- ☐ Organised a feedback workshop with the learners to complete the "Mobility tool" questionnaire.



TRAVEL

- ☐ Define the better solution we will hire a car or use public transport.
- ☐ I have worked out the route between the accommodation and the host company for each learner.
- ☐ I have worked out the route from the accommodation to the restaurant.
- ☐ I have worked out the routes (length of itinerary) to the different cultural activities I have planned .

MEALS

- ☐ I have collected the restaurant menu for the learners.
- ☐ I know the different options and ways of eating (picnic, restaurant...).