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# Supporting the inclusion of participants with a disability in Erasmus+ VET mobilities





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# Introduction

**Projekt VET4ALL** (2021-1-PL01-KA210-VET-000034602) was a strategic partnership project in the area of vocational education implemented between December 2021 and November 2023 in a partnership of five entities:

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(Poland)

**PARTNERS:**    **Dobre Kadry. Centrum badawczo-szkoleniowe Sp.z o.o.**  
(Poland)  
**Istituto per la Formazione, l'Occupazione e la Mobilità**  
(Italy)  
**Asociacion Mundus – Un Mundo a Tus Pies**  
(Spain)  
**Kaakkois-Suomen ammattikorkeakoulu oy,**  
**XAMK South-Eastern Finland University of Applied Sciences**  
(Finland)

The main objective of the project was to strengthen sending, hosting and intermediary organisations in the implementation of vocational training activities involving students with disability from technical schools. The target groups in the project were technical schools, teachers and accompanying persons during international student internships, institutions organising students' internships and employers hosting students for internships under the Erasmus+ programme.

Organizations participating in Erasmus+ projects should ensure equal access and opportunities for all participants, regardless of their background or special characteristics. Full participation involves physical availability and pedagogical and technical support tailored to the individual needs of each participant. Sometimes it requires additional resources, but the most important thing is openness to difference, to people with special needs, including people with disability. After conducting desk research on the topic of the preparation of students with disability for international vocational mobility projects, we have found that it can be challenging to find information and resources when working on a mobility project, especially if the project is focused on a specific topic or population, in this case students with disability. The majority of available data pertains to official Erasmus+ documents promoting

mobility, inclusion, and the involvement of students with disability, such as the “Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy” or publications and reports of the European Agency for Special Needs and Inclusive Education (EASNIE). While there are a few articles in the press about the mobility experience of students with disability, primarily focused on higher education students.

Thanks to the study visits, interviews and group discussions with experts carried out in the VET4ALL project, we have collected specific tips and good practices that can be applied to entities involved in the preparation of VET mobility projects in relation to the support of students with disability. As part of the project, we focused on supporting various target groups involved in student mobility projects. This report is a summary of the work carried out in the project. The first chapter is dedicated to supporting participants of international Erasmus+ internships with disability from the perspective of employers who are willing to host students. Due to the fact that knowledge of disability issues increases openness to cooperation with people from this group, we have devoted a lot of space in the report to characterising various types of disability. In this way, we wanted to show the diversity of people with disability and help to understand their behaviour and needs in the workplace. We also aimed to demystify disability to some extent., to reduce it to an aspect of normal life.

The second chapter contains examples of effective practices and recommendations for the inclusion of students with disability in international vocational mobility projects, with particular emphasis on the preparation of students/groups before mobility.

The third chapter focuses on examples of support for accompanying persons in VET projects.

In the fourth chapter, we present good practices in the vocational education system and the learning environment that support young people with disability in achieving their educational goals. These good practices are, for example, good solutions in teaching, instructing and organizing learning conditions. We present practices that can be applied internationally in providing vocational training opportunities for young people with disability. In the fifth chapter, we have included selected projects from the Erasmus+ project database available at: Search | Erasmus+ (europa.eu) partnership projects dedicated to the mobility of people with special needs. These results can be used especially in the implementation of activities within the vocational education sector, taking into account the support of people with disability.

***We invite you to read***



# What you should know about disability

(Dobre Kadry.  
Research and training center,  
Poland)

## Disability in numbers, or the prevalence of the phenomenon

According to data gathered by Eurostat, almost 25% of European Union citizens (24.7%) aged 16 and more are people with some or severe limitations. In absolute numbers, this is **at least 110 million people**. According to global estimates, the number of people with disability exceeds one billion, or 15% of the world's population. Figure 1

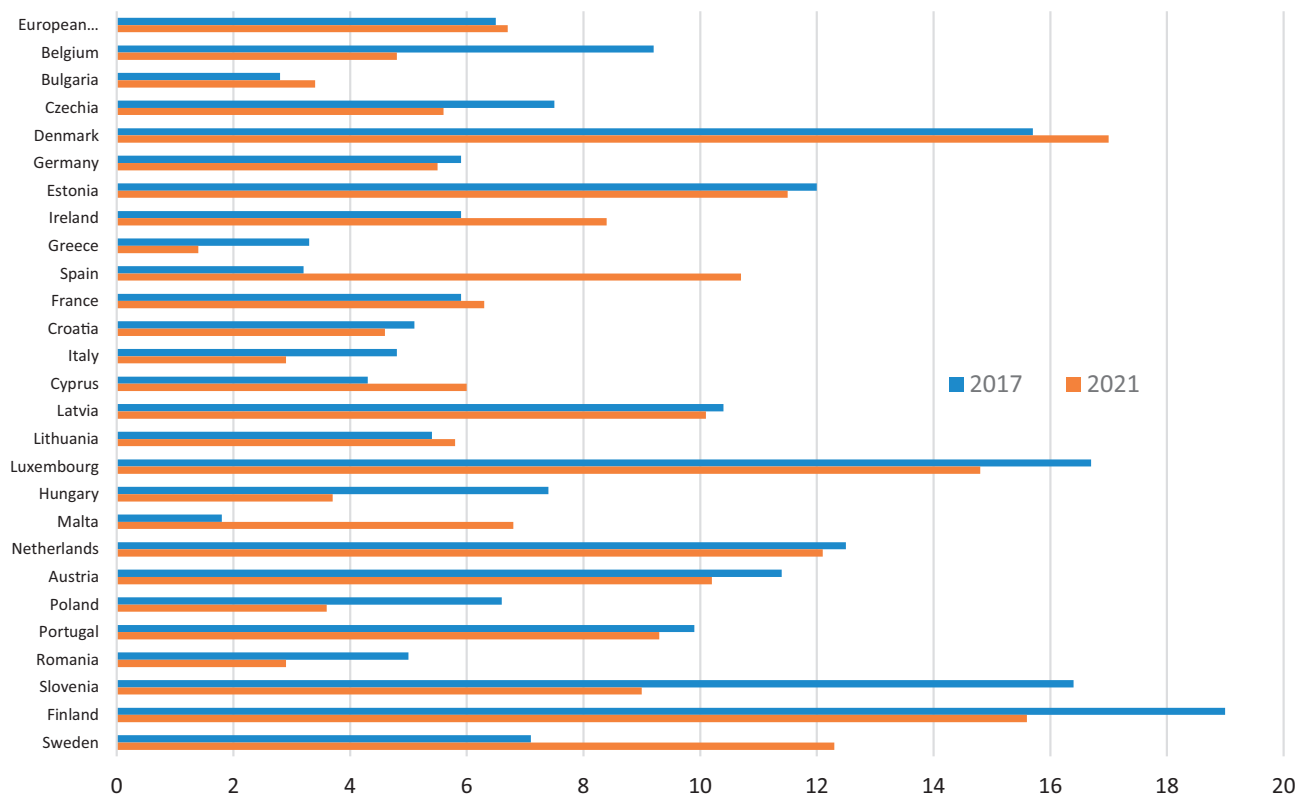


Figure 1. Self-perceived long-standing limitations in usual activities due to health problem. Age: 16-19 years. Some or severe (%)  
Source: Eurostat. Note: due to the lack of data on Slovakia in 2021, the figure does not include information about this country.

presents statistics showing the percentage of people aged 16-19 in each EU country with various types of difficulties (some or severe), whereas Figure 2 – data relating only to people with severe limitations. On average in the European Union, approximately 6.5% of potential VET students experience difficulties. This means that **on average 1 in 15 students** falls into this group.

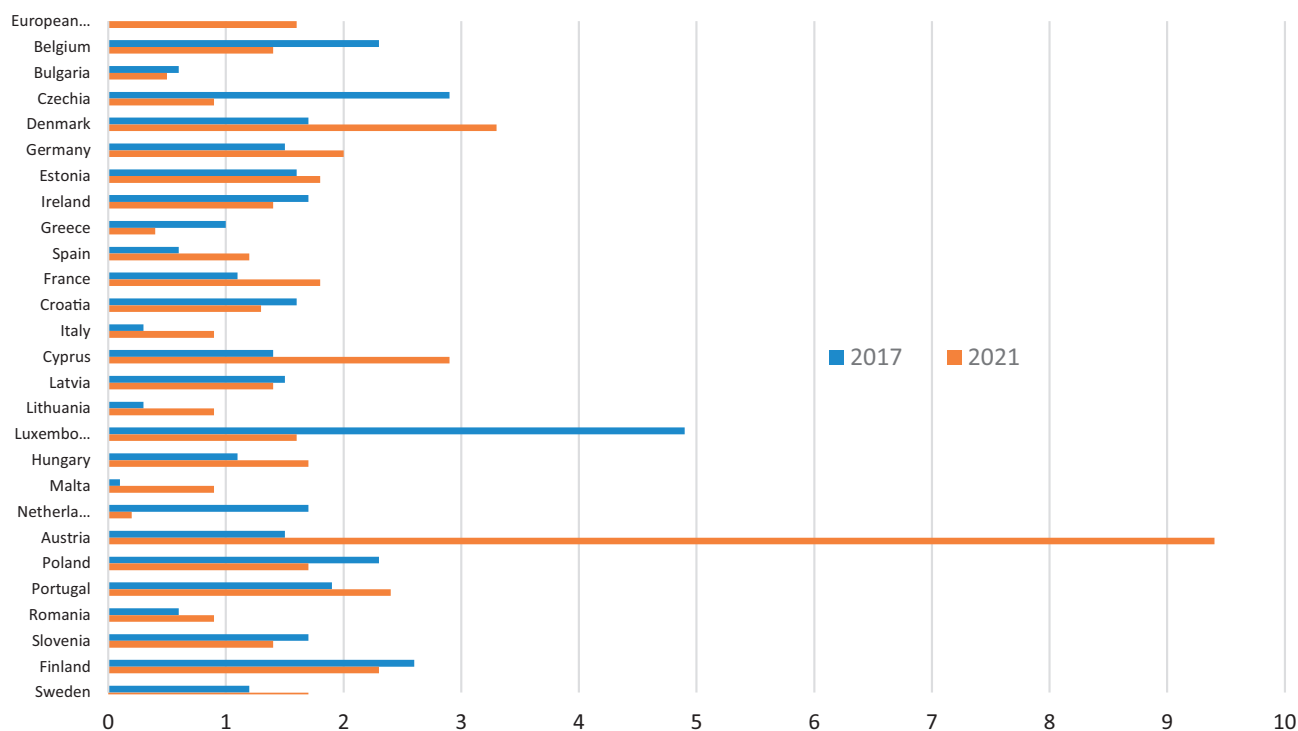


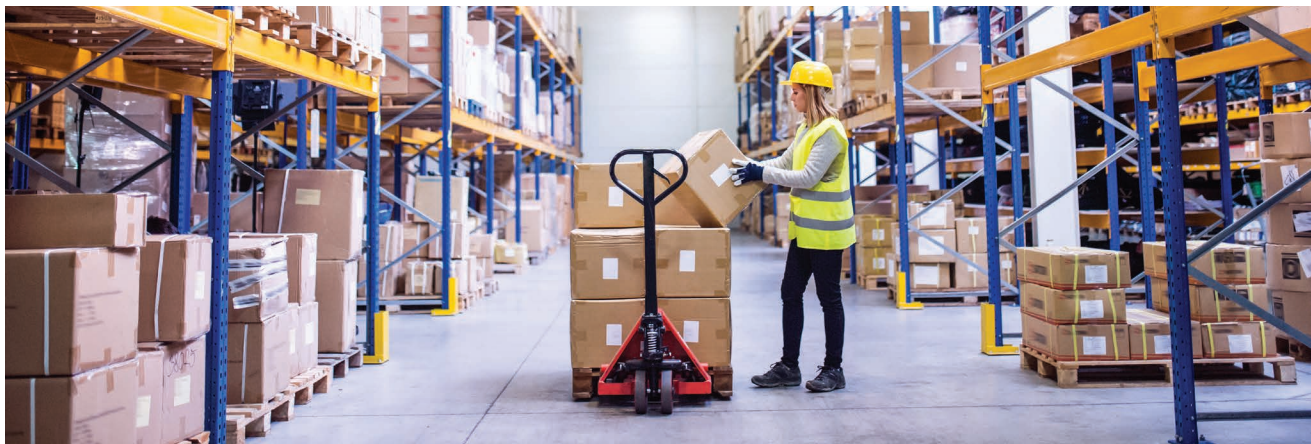
Figure 2. Self-perceived long-standing limitations in usual activities due to health problem. Age: 16-19 years. Severe (%)

Source: Eurostat. Note: due to the lack of data on Slovakia in 2021, the figure does not include information about this country.

The data presented in Figures 1 and 2 show that there is an increasing likelihood of meeting a person or people with disability in a student group participating in an international traineeship. These are the encounters for which both parties should be prepared – both the student with a disability and the host institution – traineeship providers



and employers where the traineeship it is carried out. Good preparation of employers ensures a high level of openness to the needs of people with disability, that is, readiness to employ and cooperate with them, which is a prerequisite for the full inclusion of people with disability in the labour market. It is difficult to find an answer in the literature to the question of what shapes the attitudes of employers and potential co-workers, and how it increases openness towards people with disability in the workplace. Undoubtedly, what one should consider in the first place are factors within the company that employers can influence, such as **disseminated knowledge and experience** connected with hiring and working with people with disability, the culture of the organisation and the infrastructure adapted to the needs of people with different types of disability. However, the culture of a given organisation is also influenced by factors from outside the company, such as legal solutions and cultural patterns popularised in a given society (Hofstede, Hofstede and Minkov, 2010; Meyer, 2010). In this report, we focused on what we believe is most important and universal – the dissemination of knowledge about different types of disability and the identification of good practices in this area. When presenting the problem, we relied on the models developed in the ESF *Go4Diversity*<sup>1</sup> project, which aimed to increase the motivation of employers to employ people with disability on the open labour market.



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1. The Go4Diversity project (No. POWR.04.03.00-00-0039/18) was implemented in a Polish-Belgian-Swedish partnership and financed by the European Social Fund. More: [www.dobrekadry.pl](http://www.dobrekadry.pl)

## Types of disability

According to the results of research on the perception of disability in the public space, for the majority of the population of any country, disability is associated with a wheelchair. Why is that? Probably because we associate it with a symbol of wheelchair marking parking spaces dedicated to people with disability. Or maybe because people on wheelchairs are the most visible. The truth is, however, that we are surrounded by people with different types of disability – those with motor, sensory or cognitive problems, or those with problems resulting from rare diseases. Therefore, it is worth learning about the specifics of different types of disability – at least in a nutshell – which have been presented in Table 1. It should be remembered that, regardless of the type of disability, **openness starts in your mind**. Disability is a characteristic of a given person, not his or her defect. Just like the colour of their eyes, hair or skin.

**Table 1** Types of disability

INTELLECTUAL	BECAUSE OF MENTAL ILLNESS	SENSORY		MOTOR	CHRONIC DISEASES
Reduced intellectual performance	Reduced social functioning – disorders of nervous and emotional balance as well as mental health	Lack, damage or impairment of sensory functions Disorders		Reduced motor skills	Diseases characterised by long duration and slow progression of lesions
		Hearing	Eyesight		

Source: own elaboration based on existing legislation.

Disability requires an individualised approach. What is perceived well by one group may be a major barrier for others. Why is it so? Because it all depends on people's specific needs. In the following subsections, we make recommendations on how to take into account the needs of trainees with selected disability types.

## 2.1

## The deaf and hard of hearing

It is worth remembering that **deaf people are not deprived of speaking skills**, and that using non-verbal language does not mean being unable to communicate. Some people who are hard of hearing use verbal, whereas others – sign language. There are also people who are able to read from the speaker's mouth, or simply use writing. Sometimes the spoken language they use might be difficult to understand – therefore, if there is something you do not understand, ask them to repeat what they have said, use gestures, or write a message. When talking to a deaf or hard-of-hearing person, look at them and try to speak clearly and slowly. Do not shout or raise your voice. Instead, try to establish **the most appropriate way to communicate**. If you want someone to pay attention to what you want to say, raise or wave your hand, or tap them on their shoulder. You can use a light signal (e.g. in a production hall), also in situations concerning occupational health and safety. When speaking to a deaf person, face them, but do not perform any other activities (such as typing on a computer or walking around the room). Avoid having a strong source of light behind your back – it is your face that should be fully visible to the person you speak to. When you communicate with a person who is hard of hearing, make sure there is good acoustics in the room – try to eliminate any unnecessary noise that makes their speech difficult to understand, and speak to them at a normal pace – not too fast, but not too slow either. When having a conversation with a group of people, make sure that everybody has a chance to speak uninterrupted. Avoid telephone communication as it can be very difficult for people with impaired hearing. Instead, use text messages.



*When talking to a deaf/  
hard of hearing person, do  
not cover your mouth.*

Author: H. Parylak-Skawińska

## 2.2

## *The blind and visually impaired*

People who are visually impaired may experience a wide range of vision problems – some of them have a narrowed field of vision, whereas others blurry vision; some people are able to distinguish light and shadow, while others cannot distinguish specific colours. Many have a good sense of direction and are able to navigate in familiar surroundings. Generally, blind or visually-impaired people feel the presence of other people around them or see them, but may not notice their interlocutor remaining outside their zone of contact. In order to get the attention of such a person, try to tap them on their shoulder, always saying who you are and what your role is (e.g. you are a colleague, a boss or a security guard). A blind person should be able to **explore thoroughly the place** in which he or she is going to live or work – they should be guided through it and allowed to become familiar with it. It is also necessary to inform them about any pieces of equipment changing their location. A visually-impaired trainee/employee should be informed about changes taking place in their environment, and you should not reposition any equipment without letting them know about it. Do not put things in the aisles, do not rearrange things on their desk, and do not hang any protruding objects on the walls at body-level height. When entering a room, signal your presence, and do the same when you are about to leave. When assisting a blind person, try to use as many verbal messages as possible, e.g. informing them about obstacles in the way, describing the room. Visually-impaired people may require clearer, larger print or contrasting letters, a larger screen or better lighting (not too bright). Contrasts in the environment, such as the colour of the door contrasting with the walls or light switches, also play an important role. **Before you provide any assistance always ask if they need any and if they do – in what form.**



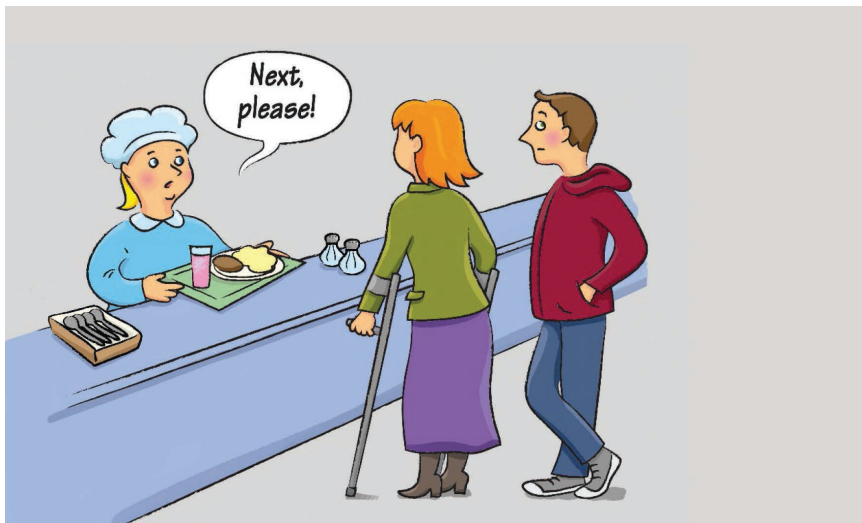
*Before helping, ask if and what kind of help the person needs.*

Author: H. Parylak-Skawińska

## 2.3

## The physically impaired

People with physical impairments are usually those who use wheelchairs, crutches or prostheses, but some of them also suffer from arthritis, multiple sclerosis, spinal diseases or low stature. Wheelchair users may have very different disability and what follows – different needs, and may require various types of facilities. However, what they need in the first place is adequate space for themselves, free passage in circulation areas and sufficient space around the car in the car park. When interacting with a person in a wheelchair, do not touch their wheelchair or put your belongings on it. When talking to them, try to maintain eye contact (e.g. it is a good idea to sit down instead of standing). Remember that wheelchair users cannot get everywhere, therefore place as many necessary items as possible within the reach of their hands. **Having a lift in the building is not enough** – do not forget about other elements of the infrastructure, as what seems unproblematic to able-bodied people (e.g. a small step) may be a serious barrier for a person with a mobility impairment. A person walking with crutches or a stick may require additional handrails. Last but not least, do not start a conversation with them when standing – always make sure that both you and your interlocutor take a comfortable position.



*Solutions that are good for some may turn out to be a nightmare for others.*

Author: H. Parylak-Skawińska

## 2.4

## People with autism spectrum disorder (ASD)

The term 'spectrum' refers to the varying severity and impact on functioning of the main symptoms: difficulties in establishing and maintaining social relationships, verbal and non-verbal communication, repetitive patterns of behaviour, activities and interests. ASD is a distinct set of disorders that often occur with other issues, with anxiety being the most common. Despite difficulties, people with ASD need social contact and they do enter into relationships, especially with people they know. It is suggested that they have one person in the office/company to whom they could turn with questions and problems. It is worth noting that such people **tend to get attached to certain rules**, rituals and even patterns. They often do not understand metaphors, mental shortcuts, some gestures or non-verbal messages. For example, if you end a meeting with such a person, you have to say that explicitly. When setting a task, use simple and clear words, e.g. 'This is a set of data, arrange it in a table and analyse it'. In social interactions, it is useful **to take into account specific differences in terms of seeking and maintaining contact** as well as sensitivity to stimuli (e.g. whether someone is reserved, passive, active, hypersensitive or hyposensitive). In order to make it easier for a trainee/employee with ASD to function as part of a team, it is important to get to know their specific behaviour and communication patterns, and adapt your style to their abilities and needs.



*We are different, let's respect individual differences in our interactions.*

Author: H. Parylak-Skawińska

## *Identification of good practices*

There is more and more talk in Europe and in Poland about the need to ensure full accessibility for people with special needs. However, we often tend to equate the lack of accessibility with architectural barriers, forgetting that eliminating such barriers is not enough. The hardest thing to change is people's mentality. The literature often highlights that employers who have experience of working or living with people with disability are much more likely to hire people with disability, or more even people with disability. Why? Because they know more about disability; they know that people with certain impairments are good employees, and that it is worth trusting their skills and competences rather than physical limitations. The role that co-workers play when hiring or working with people with disability is not to be overestimated – without their openness to otherness or atypicality, and their full acceptance in the team, it is much harder for those who are indeed 'atypical' to live and function in a given workplace. It is worth bearing in mind that **the more people know about the phenomenon called 'disability', the more open they become towards it**. Below are the views of several organisations met during the project, which show how easily attitudes to disability can change and how simple it is to ensure in practice that people with disability are fully included in the team.



## *A global corporation*

*Certainly, when choosing the best candidate, you should focus on their skills and career ambitions, whereas workplace adjustments may come as the next step. We had a sincere discussion about what adjustments an employee would need in order to fulfil his or her potential, during which all the doubts were dispelled. We didn't try to imagine that or pretend that we knew better, we simply asked questions. The manager of the department informed his employees about their new colleague, his role, and also the fact that I was using a wheelchair. He told them about all dos and don'ts (e.g. Is it OK to say "let's GO and eat something"?). The preparation took one week, during which employees could ask questions about cooperation with a colleague with a disability. All the tips that we received from the employee allowed us to prepare his workplace and also create an atmosphere of frank and open dialogue. In case of any doubts, it is advisable to seek help in an organisation specialising in the professional activation of people with a given type of disability because they have vast experience in that and can always give some useful advice. Questions or doubts should be consulted with experienced specialists or experts, or with a person with a disability themselves. An employer should be free from any stereotypes. They should focus on the value which a new employee brings into their organisation and support him or her in order to make the most of it. The culture of the organisation is not without significance. In our firm, they do their best to ensure 'diversity'. Even when doing such a seemingly small thing like a presentation, it is well-seen when different people (e.g. older and younger, with a different skin colour, with a disability) are engaged in it. They also organise annual training in corporate standards concerning, among others, openness and non-discrimination.*



## Marshal's Office

*First of all, we need to understand and accept the fact that we are surrounded by people with special needs, for whom the employer should do all they can to make sure that they feel comfortable and can effectively fulfil their potential. It is obvious that a workstation for a person with a mobility impairment should be adjusted to this type of dysfunction. A visually – impaired person, on the other hand, needs appropriate computer programmes and a friendly environment at the workstation. It is better when a potential employee determines his or her own needs on their own. Co-workers who share the room with such a person quickly realise that he or she is a valuable human being, and they often determine the rules for help and cooperation on their own. In the case of the Marshal's Office, job offers give preference to people with a disability certificate. The employer should not be afraid of anything. A person with a disability who takes on a challenge in an unfamiliar environment is usually apprehensive enough, and if you add to this the employer's apprehension, you might expect nothing but misunderstandings. Instead of being afraid of hiring people with disability, ask what they expect from the position and their new co-workers. This will certainly help them make the most of their potential. The employer should also be aware of the psycho-physical capabilities of a person struggling with some dysfunction. Employing a person with a disability usually helps the team to develop and improve their social skills. It also motivates them to work out solutions together and opens their minds.*

## **Cafe Równik, Wrocław**

*Establishing Café Równik and employing there people with intellectual disability proved that all it takes is the right preparation of the workplace and co-workers. People with this type of disability really need to be professionally active. Work is great inspiration for them, but they cannot work alone without their assistants – healthy and able-bodied people who are always near them and who act like friends that accept certain – and sometimes inevitable – excess. People with intellectual disability are physically fit and have a lot of energy, but require a special approach. When at work, they must be accompanied by specialist therapeutic staff, which actually should be ensured as part of the systemic approach (the provision of therapists, professional responses, constant monitoring of emotions and reacting when necessary). When encouraging employers to hire people with intellectual disability, it is worth emphasising their genuine kindness and friendliness. However, one should also pay attention to an appropriate reaction when such workers make mistakes – you cannot be too lenient or too harsh, but you need to give a clear message that someone has made a mistake and that they should correct it. People with intellectual disability, even when they are adults, mentally behave a bit like children, so it is necessary to be both caring and consistent, depending on the circumstances. It is necessary to create an environment in which they feel that they are accepted or even liked by others. The right conditions make it possible to overcome barriers, to surprise in a positive sense, and to gain a fantastic or even unusual employee.*

## *Conclusions and recommendations*

The statistics quoted in section 2 of the report show that people with disability are an important part of any society. Full inclusion requires openness to diversity. The inclusion of people with disability in international mobility projects under the Erasmus+ programme implies appropriate preparation on the part of all parties involved, i.e. sending institutions (schools, teachers), host institutions (host institutions and companies hosting students on internships) and students themselves and their parents.

How can the situation regarding openness and accessibility be improved? First of all, it is worth learning about the specific characteristics of different disability types. This can be done, for example, by attending dedicated training courses or by reading guides on working with people with disability. Increased accessibility usually does not involve spending a lot of money but rather skilful use of knowledge about the specifics of different types of disability in practice. European Social Fund projects often offer employers the opportunity to train and prepare their employees to work with people with disability free of charge.

In the case of companies accepting students for internships under the Erasmus+ programme, at the organisation stage, it is worth asking such screening questions as:

- Are staff resources provided to enable an internship for a person with disability?
- Has the internship site been adequately prepared for the needs of people with disability?
- Has an internship plan been prepared that is tailored to the needs and expectations of the student (tasks for a person with a particular type of disability, adequate time to complete the task taking into account the disability and its type, etc.)?

If the answer is ‚no’ to any of these screening questions, it means that the employer offering internships to students with disability needs help to prepare properly. If this is the case, it should be up to the exchange organiser (host institution) to ensure contact with the institution dealing with people with disability in the exchange country. Through contacts with specialised institutions (usually NGOs working for the benefit of people with disability), employers can acquire/deepen their knowledge about different types of disability, learn about facilities/support forms for people with disability.

What should an employer accepting students with disability know before accepting an internship?  
First of all:

- **What difficulties might a person with disability have? (weaknesses)**
- **What are these difficulties caused by? (type of disability)**
- **What is the person good at? (strengths)**
- **How does this person behave in times of stress?**
- **Who do you contact in an emergency?**
- **How do you communicate with a person with disability? (savoir vivre)**
- **What accommodations, if any, can be made at the internship site?**
- **How to ensure safety in the workplace for a person with disability?**

We are afraid primarily of what we know little about.



A grayscale photograph of a desk with various office supplies. In the top left, there is a small potted plant. Next to it is a tray containing paper clips and binder rings. A calendar is visible in the background with the word 'MONTHLY' and months 'JAN' through 'DEC' listed. In the foreground, a hand is holding a white pen and writing on a document. The document has sections for 'TOP GOALS' and 'THINGS TO DO'. A large purple number '2' is overlaid on the bottom left corner of the image.

# Preparing students with disability for international mobility

(Association Mundus, Spain)

## 1

## *Key aspects of Mobility preparation*

## 1.1

### *Selecting partners in the project*

A strong partnership is crucial for the success of any project. For that reason, when starting your project you should think about the experts which can collaborate with you and contribute to successful project development. It's recommended to start this communication with your potential hosting partners already during the stage of preparation of the project application.

When choosing your hosting partners have in mind following:

- Careful selection of partners based on complementarity and experience, as well as consideration of both local and international perspectives, is essential.
- Clearly defining objectives and working collaboratively with partners is the key for successful organisation of mobility (even during the project application preparation stage).
- Make sure you define and make clear tasks & responsibilities for the each organisation.
- Assure they can organise mobility according to specific needs of your future participants.
- Avoid misunderstandings by asking direct questions and requesting clarification if needed during the stage of preparation with partners, open and fluent communication is the key.
- Additionally, consider using other forms of communication such as images, online tools and other means in order to assure smooth communication.
- If in your project there are students with disability please remember to provide detailed information regarding their needs and ensure that all hosting companies will have the capacity and resources to properly organise and implement traineeships.

- \* In order to establish all the right conditions before mobility, you can also consider asking for “The Advanced Planning Visit”<sup>2</sup> (APV). Those are a valuable opportunity to strengthen trust and understanding among partners and can be a good opportunity to involve young people in the project development. It normally lasts for 2 days, not including travel days. The APV can be a great tool and the key moment in the process of building a solid partnership amongst the organisations participating in the project.



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2. Check Erasmus + Guide for more information and explanation

<https://erasmus-plus.ec.europa.eu/es/document/erasmus-programme-guide-2023-version-1>



## 1.2

## *Preparation of the Project Team*

Effective team work is essential for a successful mobility project, and it is important to assemble a team with complementary experience and competencies. Project team is formed by staff from both Sending and Supporting/ Hosting organisations.

Here some tips to assure good teams coordination:

- To facilitate team work, we recommend taking the time to get to know each other (even by phone/ Online calls, f2f visits).
- Identify and distribute roles and tasks early on, clear your expectations for each organisation.
- Foster complementarity skills amongst your team members–youth/social workers, educators, interns...– with a balance between professionals and encourage the exchange of experience.
- Consider including some additional experts to the team (from your organisations or some external/ local organisations – for example interpreters, translators, pedagogues, specialists for the specific disability, etc). – they should also be treated as equal partners.
- Communicate regularly with the host institutions/organisations.
- Anticipate how could you manage possible risks during mobility.
- Create communication protocols for the cases of emergency (who to contact first, why, etc).
- Consider conducting additional meetings/training for the team before departure.
- Consider involving parents in the communication process with your partners.
- Make sure you exchange detailed information about participants needs and all necessary medical paperwork.
- Make sure you exchange all other administrative documentation.
- Make sure you assure the confidentiality of personal data during the whole process.
- Determine how are you going to monitor and evaluate the whole organisation and implementation process.

## 1.3

## Selection Process

The selection process for students with a disability participating in Erasmus+ mobility projects should be inclusive and non-discriminatory. It is important to note that each student with a disability has different needs, so it is important to consider them individually and find the best way to include them in this stage and make sure they have equal opportunities as all other students. This can be achieved by following a few key principles:

- **Accessibility:** Ensure that all aspects of the selection process, including application forms, interviews, and assessments, are accessible to students with disability. This may include providing alternative formats such as large print, audio, or electronic versions of documents.
- **Reasonable conditions:** Provide appropriate conditions for students with disability during the selection process, such as sign language interpreters or assistive technology.
- **Flexibility:** Be flexible in the selection criteria and allow for students with disability to demonstrate their qualifications and skills in alternative ways.
- **Support:** Provide support to students with disability throughout the selection process, such as information about what do you expect from them during the selection process.
- **Communication:** Communicate clearly with students with disability about the selection process and the support available to them. Make sure they comprehend all the stages of preparation process and mobility.
- **Encourage:** often students with disability are shy and need extra encouragement. Talk with them, offer your support and explanation regarding their participation in the project. You can use individual or group sessions.

## *Communication with Participants (Students & Accompanying person)*

Direct communication with participants can facilitate the preparation process. Students with disability are the “main experts” which can give you the best tips and instructions on how to facilitate mobility. For that reason make sure you:

- Communicate directly with the students in order to draw on their motivations and expectations (consider parents support only if needed).
- Create the form/interview or other adapted methodology for the students needs assessment and collect data.
- Ask to provide relevant information and documentation such as psychological or medical reports (if available); always considering GDPR rules.
- Ask details about the previous types of supports in education/employment.
- Ask them to explain how they imagine they mobility in the hosting city/company.
- Ask about their hobbies and personal interests, as well as work preferences.
- Asses their fears & expectations.
- Asses their strength & weaknesses.
- Ask about potential issues and problems they think they may face.
- Check is the person used to plan and organize the work on their own.
- Check how they usually relate to other people.
- You can use testimonies from former participants and organisations to make them feel more motivated, comfortable and identified with the others.

### **NEEDS ASSESSMENT –**

#### **Who should be involved in the needs assessment process?**

The needs assessment process for determining specific conditions for students with a disability is typically a structured conversation between the student and the Erasmus + coordinator and students class teacher. However,

input may also be gathered from medical professionals through provided medical reports and specific subject teachers/coordinators to understand the support which the traineeship might need. In cases where the assessment is specifically for a mobility period, the accommodations and actions should be developed and agreed upon by the student, the home institution, and the host institution. You should also consider including parents in this process.

- \* **IMPORTANT:** Permission and informed consent for the sharing of the contents of a needs assessment should be gained in writing from the student before sharing and information provided on the purpose for collecting/sharing of the information, how it will be used, who will broadly have access to it and how it will be stored and disposed of in line with the General Data Protection Regulation (GDPR). Apart from that, it's recommended to agree with the student to share their diagnosis/needs directly with the company in order to assure the traineeship process is as safe and adapted to their personal needs as possible.



## 1.5

## *Planning of Traineeship Programme and Working Space*

Preparation of the training program is very important for the successful organisation of vocational mobility. During this process you should consult the student, parents, vocational teachers, etc. – try to gather as much information as possible in order to balance the needs of the trainee and resources which the company can offer. In order to plan and implement the program adapted to concrete needs of each student you should bare in mind the following:



- Check the previous working/learning experience – what were the challenges and what were the strong points of the student?
- Defining concrete learning objectives which student can accomplish.
- Define the list of concrete activities students is able to complete (in case they need support with certain tasks specify this information).
- Define the level of support students need on the daily basis.
- Define if the accompanying person will be involved in the working process and if yes in which measure ? (Only the first few days, some hours each day, etc.).
- Get to know personal preferences and interests of the students.
- Match work tasks with students individual needs and expectations.
- Consider if there are any difficulties understanding the language – what is the communication level? How should work instructions be adapted?
- Check they are used to plan and organize the work on their own.
- Check if they have any physical limitation (use of tools, moving around).
- Check how they normally related to others in the group in order to find the proper mentors in the company and identify the save surrounding for the student.
- Check how frequent they need a break.
- Check preferences and needs related to working space and surrounding (space, noise, temperature, distance with other people and similar).
- Consider the physical accessibility/distance from the accommodation and means of transportation to the company (is any additional transport organisation needed).
- Selecting partner companies with experiences with working with people with disability, that can provide a safe space for the students.

## 1.6

## *Logistics Organisation*

When it comes to logistic planning, the key word is ‘anticipation’! Anticipating students’ individual needs in the planning process can help participants settle in and establish daily routines. Logistic planning includes travel, accommodation, local transportation etc. Reasonable accommodation requires that you consider in the planning of your programme the time and effort required from participants and staff to do all the planned activities and deal with daily routines (transfers, meals, showers, interpreting, etc.). The first days are especially important to get settled in the new environment and set up rituals for daily life.



Here some of the most important recommendations:

- To make travel easier, whether it be international or local, contact travel companies, train stations, and airports to inquire about available services.
- Don't hesitate to ask to visit the airport and have a rehearsal of the security checks so as participants can feel safer and more confident on the actual travel day.
- Get information in your city about the possibility for people with disability to use the means of local transportation.
- Check which is the student's level of independence in moving around – how much support do they need?
- Check the accessibility of the places for the cultural activities – provide extra support if needed (example: private transport, instructions for the guides/monitors, etc).
- Check what are the needs related to accommodation – can students be accommodated in private accommodation/hotel/other? Can they share the accommodation with other students from the group? Do they need any support from an accompanying person?
- Assure that the accommodation is accessible and fulfils participants specific needs ( e.g. eliminating any mobility barrier).
- Assure enough time for all logistic activities (transfer, meals, ..).
- Don't neglect the planification of the breaks and time for rest in the schedule.
- Check what are the stressed situations for that person and consider if needed when planning all the logistic aspects.
- Make sure all participants organisations involve have emergency contacts and know how to act in some possible emergency scenarios.



## 1.7

## *Communicating with Families*

Including parents in the Erasmus+ mobility process for students with disability can be beneficial for both the students and the program. It is important to remember that every student with a disability is unique and so are their parents, so it is important to tailor the inclusion of parents to the needs of each student and family. Here are a few ways to include the parents:

- **Communication:** Keep parents informed about the mobility program and the support available to their child. This can be done through regular updates, meetings, or phone calls, online groups in social media, blogs of the project, etc..
- **Parental consent:** Obtain parental consent for the student's participation in the mobility program, and ensure that parents understand the program's goals and expectations.
- **Parental involvement:** Encourage parents to be involved in the program by providing opportunities for them to participate in events and meetings.
- **Support:** Provide support to parents by providing the information on funding and accommodation and all logistic aspects of the organisation.
- **Information about the student:** ask parents to provide all the information about their child they consider the accompanying person/hosting company and the group must know about the student. Double check the information already provided by the student and the school.
- When working with parents of students with specific conditions, it is important to be open to their concerns and needs, and try to address them as best as possible.
- Don't forget to explain what will be the communication dynamic with the student during the mobility stage.
- Set the rules of contact with the guardian/parent (when to contact the student, when the guardian/parent) – to provide independence as much as possible.

## 2

## *Main aspects of pre-departure training for students with disability*

The preparatory work with participants should begin at an early stage, regardless of the type of mobility you are going to implement. You can organise workshops in which you can use non-formal education approaches to bring participants to reflect on their motivations, their expectations, their fears, etc. It allows participants to gain awareness of the intercultural dimension of the project and to prepare themselves for their departure. It can also address disability/accessibility related questions. The value of an early preparation also lies in the opportunity for you to clearly identify the needs of the participants to plan relevant accommodations for the mobility.

The key aspects of training should include following aspects:

ASPECT OF PREPARATION	RECOMMENDATIONS
<b>PSYCHOLOGICAL, SOCIAL AND PHYSICAL WELLBEING</b>	<ul style="list-style-type: none"> <li>• Preparing and conducting as many trainings/meetings as needed before departure for all the groups involved (participants, teachers/tutors, colleagues and friends of people with difficulties, employers, etc).</li> <li>• Including relevant experts in pre-departure training, as well as other groups of participants if needed.</li> <li>• Use of dynamics for getting to know students expectations and fears.</li> <li>• Assure the time to answer all the questions that student might have.</li> <li>• Use dynamics for student to relate with the group/accompanying persons.</li> <li>• Organise a short online meeting with the hosting company in order to establish the first contact with their mentor and exchange some first information.</li> <li>• Provide all emergency contacts and explain various emergency procedures and how the student should act.</li> </ul>



<b>CULTURAL PREPARATION</b>	<ul style="list-style-type: none"> <li>• Engage student in activities related to hosting countries culture and costumes.</li> <li>• Engage student in activities related to food, music and other relevant traditions/events which might be happening during the stay.</li> <li>• Check with students who do imagine the participation in cultural activities in the hosting city – what they want to/can do?</li> </ul>
<b>LINGUISTIC PREPARATION</b>	<ul style="list-style-type: none"> <li>• Try to engage student in hosting country language classes (if possible).</li> <li>• Show options about how to use different apps for the language learning.</li> <li>• Demonstrate the use of different translation tools to the student.</li> <li>• Train the communication process and use of tools: AAC communication devices, additional communicative devices, e.g. Braille, translation, plain language, communication cards, mobile apps, video services.</li> <li>• Prepare and deliver the mini glossary for outgoing students and carers with terminology directly related to the place of practice/internship and with vocabulary related to disability.</li> <li>• Prepare and present to the students simple cards with colours which the student can show when they want to take a break/have a conversation/etc.</li> </ul>
<b>ADMINISTRATIVE PREPARATION</b>	<ul style="list-style-type: none"> <li>• Make sure the students understand all the paperwork included in the mobility process, especially the documents they are signing.</li> <li>• Use enough time to explain and make them comprehend the content.</li> <li>• Adapt documents/use the most appropriate format of the documents adapted to students needs.</li> <li>• Provide the checklist with all personal documents students should bring.</li> <li>• Explain the possible use of medical documents with the host organisation.</li> <li>• Present the packing tips for parents/students, creating a checklist (what to take).</li> </ul>
<b>TRANSPORT AND LOGISTIC PREPARATION</b>	<ul style="list-style-type: none"> <li>• Provide information about the complete trip from their home to location in hosting country .</li> <li>• Provide information related to airport and flight procedures – if necessary consider organise a visit to the airport to practise (if possible).</li> <li>• Provide information related to local transport.</li> <li>• Provide all the information related to accommodation characteristics and access.</li> <li>• Provide tips /checklists for the “accommodation rules” and how to manage the stay.</li> </ul>

## *Conclusions and recommendations*

To effectively organise mobility for students with disability, effective communication and coordination among all parties involved is crucial. This includes the hosting, sending, supporting organisations, students, parents, accompanying person and other support staff. By involving all stakeholders in the planning process from the early stages, the implementation of mobility can be made more manageable.

Our report provides a wide array of tips and instructions for all participants in the mobility project, with many suggestions being relevant for both the preparation and implementation stages. While there is no one-size-fits-all approach to organising mobility projects for students with disability, we offer numerous suggestions for assessing the needs of each participant and developing procedures tailored to their unique circumstances.

During the planification process, it can be challenging to find the information and resources when working on a mobility project, especially if the project is focused on a specific topic or population as for example students with disability. However, there are a few things you can try to find more information and resources:

- **NETWORKING:** Reach out to other organizations or individuals who may have experience in the area you are working on. They may be able to point you in the direction of helpful resources.
- **ONLINE RESEARCH:** Use search engines, databases and social media to find information and resources on the topic.
- **PROFESSIONAL ORGANIZATIONS:** Check with professional organizations in your field. They may have a library of resources or be able to connect you with experts who can help.
- **GOVERNMENT AGENCIES:** Many government agencies have resources and information available on their websites.
- **CONSULTANTS:** You can also hire a consultant who has experience in your field and can provide you with resources and information.
- **PROFESSIONAL DEVELOPMENT:** Consider taking professional development courses or workshops to gain knowledge on the topic.

## *Pre-departure checklist*

### FOR SENDING ORGANISATION

- Create different accessibility forms, so people can better specify their needs.
- Preparation of checklist for host institutions verifying: having qualified staff, preparation of the traineeship place and traineeship plan.
- Prepare a list of questions to the student and the parent before departure to analyse what specific needs the student has and pass some tips/suggestions to the hosting company.
- Verifying participants their knowledge of strengths, weaknesses and limitations resulting from disability or other individual needs.
- Informing parents about the whole process – travel, accommodation, traineeship plan and organisation, accompanying person, etc.
- Preparing and conducting trainings/meetings before departure for all the groups involved (participants, teachers/tutors, colleagues and friends of people with difficulties, employers, staff of the hotel/boarding house).
- Make sure you understand the limits of the student’s disability and how they might affect his/her ability to react in case of emergency/danger.
- Prepare/deliver all emergency numbers/family contacts.
- Assure the preparation of all medical needs (medicines, instructions, permissions, etc).
- Consider preparation of “medical dictionary” – focused on the disability, containing the most important phrases so that the student can easier explain the disability.
- Consider preparation of the list of equivalents of medicines in a particular country are called or what ingredients these medicines contain.
- Prepare the check – list for the parents and students with packing tips.
- Assure the appropriate accommodation which can satisfy personal needs of the student.
- Assign and introduce the accompanying person to the student/group during the pre-departure trainings.
- Assure all travel needs and commodities for the student.
- Provide and sign all administrative documents before departure.



## FOR HOST ORGANISATION

- Assure organisation according to the requirements of the sending organisation.
- Careful selection of placements and training for the student and assigning appropriate mentor in the company
- Assure the support person (mentor or other) at the host organisation who can be contacted beforehand regarding access needs.
- Company staff and mentors should be informed only of their role in providing what a student needs, rather than the disability or medical condition in detail. In some cases it is recommendable to motivate the student to share more about their medical condition in order to provide safety and understanding in the company.
- Think about the link with possible peer support groups in the hosting city.
- Carry out awareness training with host organisation staff in order to help them familiarise themselves with different types of disability and support needs. Staff should be able to provide practical and suitable information if it is available, or alternatively be able to find the information.
- If needed, implement the training with the involved people who do not always deal with the students with disability (supervisor, mentor, colleagues, accommodation staff etc.).
- Assuring the medical care and/or support available if needed according to individual needs (physiotherapy and other regular practices, individual supporting plans).
- Assuring social support (individual supporters, e.g. family members, friends, personal assistants).
- Psychological support (helping with the fears and anxieties the individual may have, calming information, preparation to answer any questions).
- Try to obtain the checklist of actions to be done or NOT to be done when dealing with the personal space of each student (ex. Hugging, touching tools etc.).



A grayscale photograph of a desk with various office supplies. In the foreground, a hand in a white sleeve holds a white pen, writing on a document. The document has sections for 'MONTHLY', 'TOP GOALS', and 'THINGS TO DO'. A calendar strip is visible with months from JAN to DEC. Other items include a small potted plant, a container of paper clips, and sticky notes.

# Preparation of accompanying persons for international mobility

(Istituto per la Formazione,  
l'Occupazione e la Mobilità, Italy)





## *Review of previous solutions*

In this section we will present some good examples of solutions that may be helpful for various VET providers when it comes to implementing inclusion and additional support for people with special needs in VET projects.

Before starting the mobility preparation, it is highly recommended to take some time to get familiar with various tools which are available for accompanying persons and participants with disability when conducting the VET mobilities. A little bit of desk research will go a long way to improve the quality of the mobility.

Here are some examples of tools that the supervisor might find useful:

1. **VALUABLE NETWORK** – a European network created within the Erasmus + “On my own...at work” project, designed, developed and tested the three tools which are now promoted by the network:
  - a. [ValueAble On My Own – App](#) a **digital support to workers with intellectual disability** that reminds them of every single step to be carried out to complete an assigned task, the tools to be used, the daily and weekly agenda. Images, texts, fonts and colors are the result of a study based on the criteria of accessibility and easy reading for people with intellectual disability.
  - b. [ValueAble Network Video](#), **videos addressed to employers and employees** to provide examples about correct relationships and behaviors between people with intellectual disability and their co-workers.
  - c. [ValueAble Courses](#), an **e-learning platform for managers of the hospitality sector** aimed at certifying the efforts of the company towards job inclusion and showing how to include people with intellectual disability in the workplace: attitudes, methods and tools to make the best of it.
2. **ALL INCLUSIVE SCHOOL** – another ERASMUS+ Project whose aim was to favor the inclusion of students with intellectual disability by creating innovative and technological tools to be used by teachers/educators:

- a) [ALL-IN-IDENTIKIT\\_EN.pdf](#), a research analysis for the development of the inclusive European teacher's identikit with specific tools, teaching strategies, pedagogical guidelines and innovative teaching methods to promote inclusion in schools.
- b) [ALL-IN TEACHER KIT](#), a practical manual on educational and innovative strategies and methodologies to help the inclusive European teacher (link for the English version).
- c) [ALL-IN Social Books Cooperative Press](#), a free web app for the creation of free, inclusive and accessible digital content.

**3. EXCHANGEABILITY** – thanks to this project, created by an international partnership, a practical booklet dedicated to raising awareness about what disability means and what the specificities of young people with disability are was created (link here [ExchangeAbility Handout pdf](#)). This booklet gives many good practices divided according to the disability and can be of benefit to anyone who would like to broaden their knowledge about the disability and young people with disability.



## 2

## *Identification of good practices*

Thanks to VET4All project and to the many visits conducted within the international meetings, it is possible to list three main categories of good practices for supervisors to be followed when supporting groups with people with disability in the vocational education and training sector (VET):

## 2.1

### *Pre-departure*

## 2.1.1.

#### *Interview and selection*

The first important procedure to follow by the accompanying person before leaving for a VET mobility with a student with disability is to have an interview with the supporting organization and discuss some questions like the following:

- Do you have a valid educational qualification certifying adequate basic training related to supporting people with disability?
- Do you have contact and references of doctors, hospitals or healthcare centers in case of emergencies?
- Do you have experience with young people with disability?
- What is your English level? Do you have experiences abroad?
- How would you organize a free day with a student with disability?
- Which fears/concerns could the student have during the mobility? How would you solve them?
- Which are your concerns about the organization of this type of mobility?
- What do you expect from the sending institution?
- Which kind of information/documentation do you need?

## 2.1.2. *Meeting with student/family*

Getting to meet the student and his/her family as soon as the selection process is confirmed is fundamental. It gives the opportunity to receive all the needed information, many tips and tricks based on experience and all the details that the supervisor might need to plan and organize the support during the mobility.

Here are some questions to be asked to the student and the family during this first meeting that will help the supervisor better understand the impact of the student's disability on his daily life and adjust his/her role according to the answers:

- Does the student take medicines? How and when? Do they make it unsafe for him to do any of the job's tasks?
- Does the student need assistance in daily life activities (cooking, going to the bathroom, taking a shower, etc.)
- Which support tools does the student use in daily life?
- Has the student ever had problems with his special equipment? How did he and his family react? Which solution did he find?
- How did the student adjust his house to his needs? Which tips can the student give you when dealing with a different accommodation?
- Is the student able to travel by bus/train on his own?
- Does the student need any special work arrangements so he can do his job easily?
- How many breaks does the student need during working hours?
- Does the student have ideas on how to improve his work place during the internship?
- Does the student have ideas for making his workplace safe?
- Could the student describe his daily routine? (Knowing how he/she spends time at school and home will help the supervisor recreate a familiar routine in a different environment)
- What is the biggest challenge that the student foresees in this job?
- How does the student normally stay motivated?
- How does the student normally monitor his health?
- How does the student usually react when he feels unsafe?
- If you see that the student feels unsafe, does he want you to interfere?
- Is the student motivated to go abroad?

### 2.1.3. *Pre-departure Training*

A supervisor ensures the protection and safety as well as the effective learning during the mobility experience of the vet learners. Since the accompanying person will accompany participants with disability, probably fewer opportunities and with little experience outside their own country and sometimes even outside their own familiar environment, we recommend a pre-departure training. During the mobility the supervisor will be a professional and specialized figure that the students will see as a point of reference. It is, therefore, essential to make supervisors aware of exclusion factors that prevent some participants from taking fully part in mobility activities. In order to help them develop the ability to better understand the participants and their needs, supervisors have to know that working with students with special needs might be stressful since they require more attention.

A supervisor of students with disability has first of all to know that being their tutor involves closer contact, more frequent meetings and more time assigned to task implementation. This guarantees step-by-step support of the participants during project activities, as well as outside working hours.

A supervisor should help the student to overcome fear during mobility and having a basic knowledge of pedagogy for people with special needs help to accompany the students in activating their potential and own abilities (which might be put in crisis with strangers or in non-ordinary situations). In addition to that, during the mobility supervisors will have the task to mediate and facilitate communication, integration and relationship and this training will help them act as an intermediary between the student with disability and other people.



Offering a variety of content types allows to create a richer training experience for all of the supervisors. Here are some examples:

- **Informational course** – provides supervisors with information on the general responsibilities of an accompanying person when dealing with different kind of disabilities.
- **Interactive assessment** – online quiz that incorporates a variety of question types and scenarios when dealing with a person with disability. The objective of this part of the training is to measure the supervisor's level of knowledge relevant to the work he/she will do, then proof the completion of learning activities.
- **FAQ interaction** – gives the supervisors the opportunity to access information and frequently asked questions, providing more additional information.
- **Role-play scenarios** – helps the supervisors build communication skills by applying their knowledge in conversations and put them into practicing in a realistic, yet risk-free environment, which is perfect for training. During this training experience the students and their families will be involved in order to allow the accompanying person to apply his/her knowledge and measure their performance.

The main tasks of the supervisor, when dealing with students with disability, will be:

- assistance in the expression of alternative languages;
- support and supervise the student during motor activities;
- prevent and/or interrupt harmful or risky behavior;
- assist mentors during the first days of work activities;
- accompany and care of the basic needs of the student;
- employ support techniques for deambulation, mobilization and transport of non-autonomous students in their movements;
- apply techniques and correctly use aids and equipment, suitable for the mobility and transfer of the student.

Therefore, the pre-departure training should cover the following topics:

- introduction to different types of disabilities;
- accessibility and the digital world;
- effective communication;
- identification and management of challenging behavior;
- appropriate intervention strategies for supervising children with special needs;
- students' emotion and distress outside their comfort zone;
- principles and approaches for disability inclusion;
- professional support network.

## 2.1.4. *Trial period after the training*

After the training, a trial period should take place whenever it is possible: a meeting in person is more effective with students with special needs, therefore during this period the supervisor will have to follow the student during his daily activities to put into practice everything that has been discussed and if any problem comes up, he can find a solution together with the student/family and adjust it according to the situation. The supervisor should also try to work on things which the student doesn't feel compatible with and even though the problems that might arise during daily life are different from the ones that might occur during a VET mobility, it is still the closest way to finalize the pre-departure phase.

The purpose of this is for the supervisor to make sure he/she is setting a clear expectation with the student and his/her disability and the student and his family can get to know the accompanying person and to determine if he/she meets the requirements and expectations of the mobility responsibilities.



## 2.2

*During mobility*

It is fundamental to encourage personal development, intellectual and physical fulfillment, social and professional insertion of students living with a disability during the mobility.

**Here are some good practices that the supervisors can follow:**

*2.2.1.  
Logistics*

**Plan all the logistics ahead** and check if the plan regarding all the services that the hosting country provides is ready: mobility connection is one of the major obstacles to disability-inclusive development, that is why the supervisor should always check if he/she has all the contacts of the supporting organization and the transports company's customer service. Another check to be done is if he/she has solutions for potential problems related to logistics (delays, route changes, strikes etc.).

**REMEMBER:** since many people with disability cannot participate in motor transport or local public transport, they are dependent on passenger transport by charitable institutions or specialized bus companies that can provide this sensitive type of transport with all its requirements.

**Include the student** during the planning so that he/she can agree with all the arrangements before the departure and consider the different boarding times according to the disability, specific pick-up times or different destination and departure facilities.

*2.2.2.  
Safety procedures*

When it comes to solving problems with students with disability, the first thing to bear in mind is to demonstrate your respect through your behavior. When you interact with people with disability, remember that their disability is just one of the many characteristics they have. "People with disability have the same needs we all do: first



and foremost, among them is to be treated with dignity and respect” (Rehabilitation Services Brochures, Illinois Department of Human Services).

Feeling safe is one of the most important aspects of a person’s life. It gives people the opportunity to enjoy their lives without the fear that they could be harmed physically, psychologically, or financially. Being safe at home or in public takes some preventative measures, precautionary planning and building confidence. Like every other student, also students with disability could be unsafe both outside or at home and when this happens, the first person to be contacted will be the supervisor who has to be prepared to help the student.

Here are some basic practical advices for the supervisors that could reduce risks in common situations during the mobility:

- Be prepared to face difficulties in a calmed and relaxed way in order not to scare the student with disability.
- Do not react with panic during crisis situations.
- Take a first aid course.
- Always take a first aid kit that can help prevent an injury from getting worse and can potentially save some students with disability from a panic attack or physical reaction (come autistic people might consider a small cut as a big injury and having a first aid kit could help them feel safer).
- Be aware of every student’s disability.
- Understand the limits of the student’s disability and how they might affect his/her ability to react in case of danger.
- Make sure to know the area where the student lives and works.
- Keep all emergency numbers (ambulance, police, firefighters etc.) as well as family contacts.
- Make sure that the students have with them a paper with their physical condition.
- Check if the student has all his medications and make sure they know how and when to take them
- Check government sites for information on residential and medical facilities.
- Record a message that can be played to ask for assistance if the student cannot speak or has difficulties when talking to strangers.
- Prepare visual aids or other means of support to indicate where it hurts, how intensive is the pain, etc.
- Always have technical aids and equipment in a bag (plaster, sterile gauze dressing, safety pins, disposable sterile gloves, tweezers, alcohol-free cleansing wipes etc.).
- Set up procedures in advance – what to do/who to inform in which order in an emergency.

### 2.2.3. *Communication tools*

There are some universal communication steps to be considered by the support person/accompanying person that can be listed on this report:

**Always ask before giving assistance:** just because a person has a disability, it does not necessarily mean that he/she needs or wants your help. The supervisor has to respect the student's independence and know that sometimes giving help when not required might create tension or dangerous reactions for the person and the people around (panic attack, involuntary movements, impulsive reactions etc.).

**Communicate naturally and with expressions:** it is necessary to make sure that when speaking to someone with a disability the supervisor is not being insensitive by talking slowly or raising the voice. Also, if necessary he/she should kneel or sit down to communicate at eye level. As it is explained in the publication "Go4Diversity" written by the Research and Training Centre Dobre Kadry, there are some basic rules that need to be followed when in contact with people with disabilities:

- Use appropriate phrases: replace the word "disabled" with the term "a person with a disability", say "a person with diabetes", not "a diabetic", "a person using crutches or a wheelchair", not "a person tied to a wheelchair".
- Avoid words that are perceived negatively, such as "handicapped".
- Be natural in contact with a person with a disability.
- Do not be afraid to use common phrases or expressions.
- In direct contact, try to take a position which is comfortable for both sides.
- When talking to a person with a disability, including intellectual disabilities and hearing impairment, address them directly, not their attendant or (sign language) interpreter.

**Focus on the person and not the disability:** when speaking or dealing with person with disability, the attention should be on the person and disability should not be the first definition.

**Never pretend to understand if you do not:** when the speech of a student with a disability is not clear, it is better to ask for clarification many times than to pretend. Pretending, in fact, can potentially cause confusion later in the conversation.

As a supervisor, you can **download some useful apps** if you notice some difficulties: technology and technological gadgets have become an indispensable support for many people with disability all over the world. Regardless of whether the student has vision or hearing problems or difficulty moving around, there are dozens of hi-tech devices that can help people with disability carry out very useful actions in everyday life.

Here is an example list of different apps that might be helpful during the mobility (but also in daily life):

- [Strillone](#) – for visually impaired people;
- [Symbole Swiftkey](#) – to facilitate communication;
- BraillePad – for writing messages of all kinds thanks to a Braille keyboard;
- [Padius](#) – to help people with hearing impairments to make calls;
- [Immaginario](#) – to facilitate communication thanks to visual aids;
- [Soundscape](#) – to enable people with visual disability to have a richer awareness of their surroundings.

#### 2.2.4.

#### *Contacts with supporting and hosting organization*

**Preparatory visits:** in order to be more aware of the environment where the student with disability will work, a visit in the city and workplace could be very helpful both for the supervisor and family members to give personalized support and to estimate the individual needs of the participant. The supervisor might receive a check-list on what to check during the visit (physical obstacles, attitude of the tutor and colleagues, emergency procedures, etc.) In case the visit is not possible for the supervisor or the family, a student's teacher could go and share all the information received. Visual materials could also be very helpful.

**Frequent visits to the companies** in order to check the workplace, the environmental safety according to the student's disability, the relationship between the trainee and the people working in the hosting organization.

**Interactive and non-formal meetings** with the students every day to check with them how the experience is going and what could be improved.

**Inclusive online blog** very useful to follow the project day-by-day and let the students share everything with the families and their friends.

## 2.3

*After mobility**2.3.1.**Feedback for improvement*

Feedback is of great help in leadership and communication: it creates a clear picture and increases transparency. Gathering feedback from the student and his/her family is very important not only for the supervisors who are directly concerned about their performance and their learning, but also for the future students and families who might be involved in mobility projects.

By asking the students for feedback, it can actually motivate them to express all their feelings and concerns and feel valued and appreciated: being asked to provide feedback that can help formulate internship decisions and can be used to motivate to build better working relations empowers everyone.

Here are some tips for the supervisor when conducting a feedback:

- **Know the goal** in asking for feedback: gain an accurate picture of what you are doing well and where you can improve.
- **Prepare the right questions** reflecting on whether there are areas where you often struggle or where you feel that improvement is needed.
- **Create an online form** that the students can fill with the help of family members/teachers according to the disability.
- **Use different type of questions** for a wider and more detailed feedback: open-ended questions, yes/no or rating based questions, follow up questions.
- **Take notes on your feedback** to help you evaluate yourself and your work and also how the student with disability perceives you.
- **Organize the feedback** so that you can refer back to it and make a step-by-step plan that outlines how you'll implement the feedback in tangible ways.

### 2.3.2.

#### *Pictures/videos for future students/families*

After receiving the authorization from students and families, sharing pictures and videos through a variety of channels, social contexts, and settings will increase other students' motivation to participate in mobility projects too and will reassure them before leaving their comfort zone.



## *Conclusions and recommendations*

In conclusion, the role and responsibilities of the accompanying person during a mobility with students with disability are crucial to ensure a smooth and safe experience for the students. The accompanying person plays a key role in providing assistance and support to the students throughout the mobility program. This includes helping with practical arrangements such as transportation, accommodation, and meals, as well as providing emotional support and ensuring that the students have access to any necessary medical or therapeutic services.

The accompanying person is responsible for ensuring that the students are able to participate fully in all activities and that any necessary adaptations or accommodations are provided. This requires the accompanying person to have a good understanding of the students' individual needs and disabilities and to work closely with the host organization and other relevant stakeholders to ensure that the necessary support is in place.

Overall, the role of the accompanying person is critical in ensuring that students with disability are able to fully participate in mobility programs and gain valuable experiences and skills. By providing the necessary support and assistance, the accompanying person can help to facilitate a successful and rewarding mobility experience for all students involved.

Understanding the role of the supervisor of the group during international vocational internships when it comes to helping students with disability is crucial for a positive outcome and thanks to this report many teachers or support people who want to be the supervisor of these students can have more practical tools to take into consideration before, during and after the mobility.



A grayscale photograph of a desk with various office supplies. In the top left, there is a small potted plant. Next to it is a tray containing paper clips and pushpins. A white pen lies horizontally across the middle. Below the pen, a hand is writing on a document. The document features a calendar grid with months labeled from JAN to DEC, and sections for 'TOP GOALS' and 'THINGS TO DO'. A large teal graphic, consisting of a vertical bar and a horizontal bar forming a cross-like shape, is overlaid on the bottom left of the image.

# Vocational education support for people with disability

(XAMK University, Finland)





## Legislative frameworks for special support in education

Learning difficulties and problems in coping at school are crucial reasons for young people to drop out of the educational system, which furtherly affects the possibilities to learn necessary skills for working life (e.g. Eriksson 2017). Many of these young people need special support at different levels of education and stages in their educational paths. Need for special support in education is widely recognized in contemporary Finnish educational and youth policies, but the practices may vary a lot throughout the educational system.

In Finland, the right to special support according to individual needs is enshrined by law of vocational education and training (Finlex 2017: §531). Each student is entitled to get support in studies and help to build their educational paths. In 2020, appr. 34 900 students received special support in vocational education leading to a qualification, that is 11,2 % of students in vocational education altogether. 87% of those receiving special support were students in initial vocational education, whereas the rest studied in special educational institutions. (Official Statistics of Finland, 2020.)

According to *Act on Vocational Education and Training* in Finland (Finlex 2017: §531), the demand to provide special support to those with special educational needs (SEN) has been established in legislative sections of *special needs support* (§64) and *intensive special needs support* (§65). According to the legislation, a student is entitled to special needs support, if s/he has learning difficulties, disability, or illness. The student requires long-term or special assistance in learning or studying to acquire the vocational competence requirements or key competence requirements.

Special support is defined as to involve systematic special assistance and special arrangements for learning and studying that are based on a student's needs and abilities. The goal of special support in vocational education is that the skills the student acquires must equal to the relevant national qualification requirements or education or training requirements. The competence assessment may be adjusted by conducting a customized competence assessment for the student, but only insofar it is necessary in view of the individual objectives and capabilities of the student. Another purpose of special support is to contribute to the rehabilitation goals of the student together with a rehabilitation service provider.

## *Diversity of learning difficulties*

At vocational education it has been specified, that the students have different developmental learning disorders, such as dyslexia (problems with reading and spelling), dyscalculia (a math learning disability), developmental language disorders (difficulties understanding and/or using spoken language) and learning disability. Students can also be affected by sensory e.g. visual and hearing impairments and mobility impairments, that can affect motoric abilities or cause muscle weakness, and by spatial learning disability that can cause difficulties in sensing directions and/or estimating size.

Special support in general vocational education is needed basically in perception, attention and concentration. More than 30% of the VET students needing special support have been identified as having “other reasons which demand special education”, such as unspecified needs for special support, mainly consisting of combined and diverse difficulties with motivation and coping (Hirvonen et al. 2009). In general, it has been a usual practice for teachers in special educational needs (SEN) to base their assessment of needs and plan the support according to the diagnosis that specifies the functional disorders the student has. However, in recent years, a more holistic trend for educational support has been identified in vocational colleges. It shifts the focus of support from segregated diagnosis-based settings to educational environments that are flexible and multilevel (Pirttimaa & Hirvonen 2014). It has been argued that the strong linkage between general and special education in VET offers possibilities for inclusive education, although the work of SEN teachers needs redefinitions in the light of these new arrangements in educational settings (Hirvonen 2010).

## *Nature of special support in vocational education and training*

It has been stated that it's necessary to provide immediate support for those students, who are starting their studies in the VET sector. Assessment of needs for individual support is necessary to start with, and with the assessment process they use conversations, tests and games, such as game boards and question cards. According to Finnish legislation it is obligatory to take the SEN action plan into use with the student needing special support, in which the individual needs for support and intended methods and practices for support are specified.

In Poland, Italy and Spain, as well, the student's needs for special support are carefully considered on behalf of the professionals, already before the student starts with the vocational studies. For example, the student is ensured to be able to start with studies that are considered as suitable, and the professionals plan the practices of support in learning for the whole duration of the studies.

For example, at VAAO (Valkeakoski Vocational College) in Finland, there are a few crucial supporting practices and methods provided for the SEN students, which are basically 1) general support in the classroom with the school instructor helping the students together with the teachers, 2) special workshops, where students can study and receive non-stop guidance and support every day, 3) special needs support, that provides the student systematic and personalized support based on personalized plan for learning in small study groups. There is also support provided by the school social worker and outreach youth worker to help the students with problems in personal lives, such as mental issues and lack of motivation.

To minimize the risk of dropouts, it has been considered useful in VAAO to arrange a meeting with the student and the special support staff already at the comprehensive school before the studies start at the vocational school. During these meetings the guidance counselor, special education coordinator and curator discuss with the student about his/her special education needs and personal aims in vocational studies. After starting the studies, they arrange a special support conversation at the vocational school attended by the student, his/her parents, and the special education coordinator.

They design a special support plan, in which the student's personal aims in the studies, the needs for support, as well as the practices and methods of support are specified. During the studies, the progress in the studies is being assessed at follow-up meetings and the special support plan is re-assessed and modified, if necessary. The follow-up meetings are arranged among vocational teachers, tutor teachers and SEN teachers, social workers, instructors, and heads of divisions. In those meetings the progress and challenges of the student, as well as need for support, motivation and attitudes are being assessed.

Principles of equal opportunities and inclusiveness in education serve as crucial in conducting the policy and practice of special support in VET. In Finland, the **personal support plan** is the core practice of arranging special support in different fields of services (e.g. educational, disability, employment). It relies on the principle of person-centered approach, meaning that the person or individual is the best knower of his/her own individual needs. Ideologically, it is contradictory to structure-centered thinking, implying, for example, that the professional educational support system is perfect per se, and all individuals should adjust to the existing practices and solutions. On the contrary, according to person-centered principle, the practices should be tailored individually for the person needing support, so that the person him/herself would be the master of his/her own life and needs. (e.g. Duffy 2007.) In vocational education, a personal support plan always involves a thorough map-out of the individual aims of the student, preferences, and interests in studies and careful assessment of the needs of support of the student, which serves as the starting point for all actions needed during the studies.



## *Special support in technical vocational studies*

Basic aim of special support in VET studies is to strengthen vocational skills and competencies to prepare the students for employment. The students needing special support build their educational paths usually by combining work and studies, to learn both theory and practice. In special education, the teachers need to take “SEN action plan” into notice, which is an official Finnish protocol applied in education and training.

What is worth noticing here, is that the teachers feel that assessing the need of support solely according to the medical diagnoses of the student is not appropriate in VET education. They might feel that this traditional method should be supplemented (or even replaced) by providing more concrete support for the student to learn the occupation. By providing individual support for each student to learn the professional skills accordingly, special education could be more inclusive and relevant especially for those, whose difficulties are unspecified, such as absence of coping skills. (Pirttimaa & Hirvonen 2014.)

The students needing special support can have many types of learning difficulties. They may be troubles in spatial or linguistic perception that complicate the learning of mathematics and languages. A student may have hypersensitivity, which causes difficulties in concentrating, or troubles in self-directed functioning. It is very important that the students get individually tailored support according to their personal needs. Individual need for support must be first recognized and the most effective supporting practices needs to be planned together with the young person. The educational institution should provide sufficient resources and build up multi-professional teams to implement the different practices of support for each student.

According to Sandberg (2017), firstly it is necessary to outline a **personal learning curriculum** for a student, in which the specific needs for support would be defined. **Individual supporting practices** ought to be carefully planned in respect of those needs, and they need to be specified and included in the curriculum.

Each student needs **individual structures** as a crucial part of the supporting practice. It can be personal learning schedules, or specific learning groups. Each teacher needs to respect these structures both in teaching and organizing the lessons and learning environments. Understanding the importance of individual structure, e.g.

learning schedule with sufficient time to learn, is crucial to help those with special needs. Individual structures create safe learning environments, and they help in self-directed tasks.

Coping with life is challenging to many of the students with special educational needs. They may have difficulties in keeping their circadian rhythm, which affects the energy level to come to school and concentrate in studies. Facing these troubles, it is important for the college staff to **co-operate intensively with youth workers and families**.

As many of these young people have low self-esteem and negative assumptions of their own skills, it is important to raise the level of their self-consciousness. It means to recognize their **individual capabilities** during different stages of the studies and strengthen them. Sometimes too much independent work included in the studies may increase these negative assumptions of self and personal competencies. **Personal support** in studies is invaluable in those cases. The students should discover their own capabilities and strengths, and the teachers should work with these personal areas by strengthening their self-esteem and include psychological support into their teaching methods.



Many students need support to increase their skills in basic subjects, if they have not succeeded to learn sufficient skills in e.g. mathematics at comprehensive school. Skills in basic subjects should be measured at the beginning of vocational studies and **plan the supporting practice for each subject**. It can be additional teaching, or alternative teaching method. Mapping out the level of knowledge and skills of the students is necessary also to discover possible learning difficulties. For example, difficulties in spatial perception are important to recognize, since they usually affect the learning of technical skills. In these cases, it is crucial to cooperate with other teachers to plan certain practice of sufficient support, for example design a specific tool or practice to help the student to perceive measures.

**Parallel teaching** has proved to be useful with students with SEN. Team, that consists of a vocational teacher and a SEN teacher have been considered to benefit not just singular SEN students, but the group of students. This teaching method requires sufficiently scheduled time in planning teaching so that the SEN teachers won't be left with a role of a helper. Parallel teaching method is a good addition in working with respect to the student's individual structures and the supporting practices needed, such as teaching in smaller groups.

**Supporting the students to cope with independent studies** is necessary if their needs for support is recognized. For example, they should have the possibility to do their independent tasks and studies under supervision of a SEN teacher and get sufficient support so that they would gradually be able to start working independently.

Finally, for those who don't speak the teaching language as their mother tongue it is important to provide **additional teaching of language skills** at the vocational college. The number of students lacking sufficient language skills is increasing in Finland, and the teachers in vocational education would need extra resources to cope with the demand.

Finally, there should be resources **to plan the future career paths** of those needing special support already during the studies. The capacities that the student shows can direct to certain professional field, and the career path could be planned by arranging the student possibilities to get acquainted with the occupation. The students could be supported to apply for jobs after graduation, for example, by teaching them literal and social skills to show or present their qualifications, know-how and skills for the potential employers. Learning the skills would help them to prove their eligibility as job seekers. Many studies indicate that the skills of young persons with special needs to apply for a job need strengthening (e.g. Eriksson et al. 2017). They would benefit, if the teachers and psychologists could collaborate with job coaches and other working life experts and prepare the young person for the challenges they may face when starting their working life careers.

**SUMMARY:****Crucial practices of special support  
in vocational education and training in Finland**

AT THE STAGE OF SHIFTING FROM COMPREHENSIVE EDUCATIONAL LEVELS TO VOCATIONAL EDUCATION:	DURING THE TECHNICAL VOCATIONAL EDUCATION:	AT THE STAGE OF SHIFTING FROM VOCATIONAL EDUCATION TO THE WORKING LIFE:
Interviews regarding the interests, wishes and expectations of the student	Assessment of special needs for SEN action plan and planning personal learning curriculum	Seeking possibilities to learn at workplaces during the vocational studies
Assessment of the capabilities together with the student, his/her parents, and the teaching staff	Individual structures (personal learning schedules, specific learning groups and learning environments)	Support to plan the career path
Support from teachers, curators, psychologists, and medical experts	Parallel teaching team involving vocational teacher and SEN (special educational needs) teacher	
	Strengthening the student's individual capabilities by personal support	
	Supporting the students with independent studies	
	Additional teaching in language skills	
	Support from teachers, curators, psychologists, and medical experts	



## *Intense special needs support in technical vocational training in Finland*

Finnish students who have higher support needs, such as those with severe learning difficulties and multiple disability, study in special educational institutions. According to the statistics, approximately 13 % of persons needing special support study in these institutions. There are seven special vocational institutions currently functioning in Finland. For example, special vocational college Spesia defines its basic task as to “provide vocational educational training for those young people and adults, who need individual support in their studies” (<https://www.spesia.fi/#>). Spesia provides education and training up to a degree in 22 vocations including technical vocations, such as car mechanic, mechanic in production technology and it-support.

Although opportunities for those with higher support needs seem to be various for even those with severe intellectual disability, these options to study a vocational degree are not available for all the students. It depends a lot on the assessments of the capabilities and qualifications of a student that determine their eligibility to apply. There is a strong divide between those capable of studying in VET programmes and those in preparatory programmes. That’s why there is a strong inequality amongst students with higher support needs, although special education is regarded as an option for VET education for all young people with educational support needs. (see Niemi & Mietola 2023.)

In Spesia, VET teaching is described as very practical in small study groups. The studies are planned individually and multiple methods are used in learning and teaching. The staff is multi professional involving teachers, curators, learning instructors and job coaches in teaching teams (<https://www.spesia.fi/koulutus/kaytannonlaheista-koulutusta/>). The students are also provided counseling and advice in various life skills, such as studies, housing skills, assessment of needs of support, coping with personal finances, health care and rehabilitation, learning at work, finding employment and the shift to the postgraduate phase and working life.

The learning environments are multiple with the focus on practical learning as learning-by-doing. They can learn for example in garages, recycling units, shops and learning workshops in order to acquire necessary skills for the vocation. From these learning environments they move to study in workplace environments.

During their studies they are provided special support according to the individual needs, and the nature of the support varies a lot depending on the needs of the student. For example, the students can use additional supporting tools and devices according to their needs in order to learn the required tasks (see examples of individually designed tools for students with mobility impairments <https://www.spesia.fi/apuvalinein-tuettu-tyoskentely-telma-koulutuksessa-saavutettavuus-tuottaa-itsenaisyytta/>). Crucial practices of intense special support are thus to change and **customize** the working environment, **individually tailored methods of teaching and instructing**, **availability of supporting staff** in different learning environments, sufficient **time to learn**, possibility to use and learn by **individual communication methods** and **special tools** designed individually for the student. The supporting devices and tools involve, for example, visual or sensory signposts, levers and tools to help with ergonomics. Many times, the need for supporting devices is recognized during the teaching situations, and the teachers and instructors constantly follow the learning procedure and are alert and prepared to customize their teaching practices and the needed tools in order for the student to learn in the best possible ways.

The students also receive **additional support in learning in workplace environments**, and there are staff available to support them in their learning. For example, job coaches are crucial to train the students to learn the occupation and to get familiar with the future working life.

Intense special support in vocational studies differs from the special support mainly in the practices in the sense that the student will get more intense support in accordance to their demanding needs for special support. It can mean, for example, the individual supporting devices or tools due to severe mobility impairment. According to Spesia's definition, intense special support in the studies means **individual solutions, small study groups, personal instruction and learning by doing** <https://www.youtube.com/watch?v=NifzcvT3Usk&t=28s>

There is more time available to study and learn in special vocational institutions than in regular vocational studies, and more staff resources to support in learning, including a multiprofessional team consisting of a SEN teacher, personal instructor or assistant. The staff is prepared to make customizations in teaching and learning methods according to the needs of the student. The teachers also assess the student's learning regularly or constantly, so they can react quickly if there are changes in their needs of additional support in learning.

In both levels however, exceptions are always possible to make according to the student's individual needs both in aims set by the official learning requirements and also the requirements in qualifications needed for the vocation. The goals in learning and study schedules are thus very flexible and always individually tailored. The future job also has to be customized according to the individual skills and qualifications.

**SUMMARY:****Crucial practices of special support in special vocational education and training in Finland**

AT THE STAGE OF SHIFTING FROM COMPREHENSIVE EDUCATIONAL LEVELS TO VOCATIONAL EDUCATION:	DURING THE TECHNICAL VOCATIONAL EDUCATION:	AT THE STAGE OF SHIFTING FROM VOCATIONAL EDUCATION TO THE WORKING LIFE:
Interviews regarding the interests, wishes and expectations of the student	Assessment of special needs for SEN action plan and planning personal learning curriculum	Seeking possibilities to learn at workplaces during the vocational studies
Assessment of the capabilities together with the student, his/her parents, and the teaching staff	Individual structures (personal learning schedules, small study groups, practical learning environments)	Support in learning at the workplace and getting employed (availability of job coaches)
Support from teachers, curators, psychologists, and medical experts	Parallel teaching team involving SEN (special educational needs) teacher and instructor or personal assistant	
	Strengthening the student's individual capabilities by individual instructions and personal support (e.g. customizations, supporting tools and aids to study and learn the specific tasks)	
	Individual support in learning by using specific teaching and learning materials (e.g. videos) and alternative communication methods (e.g. visual and sensory aids)	
	Learning-by-doing	
	Sufficient time to train and learn	

## 6

## *Pathways for students with special educational needs in technical professions in partner countries*

## 6.1

### *Spain*

In Spain, Special Education Centers are part of the Educational System aimed at ensuring that students with severe special educational needs achieve the general goals that education intends but with greater and more specialized resources. In VET education, in Spain there is “FP Básica” (Basic Vocational Education and Training) which involves very specific and adapted programs and small study groups depending on the professional branches. Finishing the studies, the students obtain the title of Obligatory Secondary Education (ESO). After that they can proceed with upper educational levels or go to work.

Apart from that, there are “PCPIs- *An Initial Professional Qualification Program*, which is a path for students who have not obtained the title of Graduate in Compulsory Secondary Education and whose objectives are to expand the basic skills and to continue studies of the different occupations. PCIs programs are oriented towards specific professions like gardening or housework. It’s professional training adapted to the specific needs of the student. From PCs students are guided to do employment workshops (e.g. gardening). The students also do occupational internships, and they can study in a work environment lasting for 2–3 months if they have the capacity. There is no closed curriculum, and the school board meets the tutors, teachers and specialists in order to decide which level of education is the most suitable to the student.

Whole system is designed with the goal to improve the education, certification and employability of students. “FP Básica” and PCIs are some of the examples. After the compulsory stage, it is important that people with disability are trained to acquire job skills and competencies; but at present there is no defined training itinerary. There are several possibilities to improve the employability, such as NGOs and private companies that have orientation programs, training and labour insertion whose objective is to prepare people to be able to enter the world of work.

In Spain there are also People Education Centres Adults, aimed at people over 18 years old who want to acquire training, improve or update their knowledge or get certain titles and certificates. There are also courses offered by NGOs and companies on various topics, to obtain professional qualifications.

In Spain there is a job reservation quota applied in working life according to the state legislation, which means that companies with 50 or more workers must reserve 2% of jobs for people with any disability. The public administration is also required to reserve 7% of its places for people with disability; but in recent years the state administration has specified that 2% of these places must be specifically for people with intellectual disability. This legislation improves the working life statuses of the persons with special educational needs in Spain, and increases their opportunities in labour markets. In Finland, such legislation still does not exist, but a lot of public discussion has been going on in favour of a similar system as Spanish job reservation quota, as it would enhance equality among the job seekers and decrease discrimination of those with disability in the labour markets.

In the regular employment system in Spain, there are also economic incentives for hiring persons with disability, which are subsidies for contracts, bonuses and fee exemptions, tax reductions and subsidies targeted for the adapted or customized jobs for companies. Equal to Finland, there is also the system of supported employment in Spain, involving for example individual guidance and support activities provided by job coaches at the workplaces for persons with disability who work in ordinary companies. There are also employment possibilities at sheltered employment systems, as well as occupational centers and day care, which are similar with the employment systems in Finland.



## 6.2

*Italy*

In Italy, there is an individual education plan applied for those with special educational needs. MIUR (Italian Ministry for Education, University and Research) implements various measures to promote integration: support teachers, funding of projects and activities for integration, training initiatives for support and curricular teaching staff as well as administrative, technical and auxiliary staff. In Italian legislation, individual education plan (henceforth IEP) is the document containing didactic – educational, rehabilitative and socialization dimensions. The IEP is drafted by a multiprofessional team in collaboration with parents, and it is planned for the entire course of the child's education. The team involves a specialist doctor, child neuropsychiatry and rehabilitation therapists, who ultimately are responsible for the assessment of a child's functional abilities. At the beginning of each school year, the IEP must be reassessed and updated according to the progress the child has made during education.

During the years 2019–2020 there has been improvements in measures to enhance inclusion in Italian schools by giving the headmasters the opportunity to reassess the educational capabilities of the children with special educational needs during the school year for the children to change their educational plans. Individual educational plans give students with special educational needs the opportunity to get a personalized education according to their skills and possibilities.

After graduation the opportunities for persons with disability seem to narrow down considerably. According to the experts, inclusion in schools is very much paid official attention to, but after the school years there are very few possibilities for these persons to find employment or further education. The situation in Italy is very much similar to Finland, as there are not enough employment opportunities for everyone, and most persons with for example learning disability and profound intellectual disability are directed to supported employment, sheltered work or other types of transitional labour markets. Many of the young people with special educational needs stay at this phase, if they have no access to the regular labour markets with the qualifications, they have acquired in VET education.

In Italy, there is a legislation act dating from 1999 according to which the employers are required to hire people with disability with reduced working capacities up to 45% of regular working capacity. Employers must provide customized work and adaptations in the work tasks for those employees with reduced working capacity.

## 6.3

*Poland*

In Poland, there are Special School and Educational Centers, Special (vocational) schools and integration classes at the 3-year 1<sup>st</sup> level Industry School. There are also Schools Preparing for Work, which, for example, educate persons with moderate or profound intellectual disability and persons with coupled deficits developmental (e.g. autism spectrum, behavioral disorders, mobility impairments, hearing impairments, amblyopia). The latter puts emphasis on comprehensive development of the student and training for independence in functioning. The education is tailored according to educational needs and psychophysical abilities of students. In addition, there is education provided for them to acquire some basic skills to cope in working life. The graduates are, for example, taught to be able to do many household chores and participate in running a household.

Emphasis in Schools Preparing for Work (e.g. Work Training Centers) the student 's autonomy is being developed through personalization and acquiring social skills to reflect the real possibilities in studies and working life. The students are equipped with skills that will help them to gain maximum independence in life and participate in various forms of social life on an equal basis with others. Classes include the following subjects: 1) personal and social functioning 2) training for work, 3) physical education, 4) activities that shape creativity and 4) activities to develop communication.

There is no segregated educational system for those with mild intellectual disability or learning disorders. In schools, students are provided individual support according to their needs. For example, Student's Individual Needs Cards, Support Action Plan and Individual Educational and Therapeutic Program are in use at different educational levels. Students with special educational needs are shown the alternatives of occupations taught in vocational education and the studies that are targeted exclusively to students with special educational needs.

Such occupations are, for example, carpenter's assistant, mechanic's assistant, worker assistant locksmith, catering assistant, assistant worker in hotel service. Those with mild intellectual disability have access to study these occupations in special study programmes. Students with visual impairments have access to such professions as office work technician, typhlo informatics technician and masseur with special study programmes targeted to them exclusively.

During vocational education, career counseling for students with special educational needs are being provided. Counselor professionals facilitate the student with the assessment of one's own abilities, to overcome prejudices and gain knowledge and skills to function in the professional environment. In Poland, the studies targeted only to persons with special educational needs improve their employability in these specific professions. However, before choosing vocational school the students have to receive a positive opinion regarding their working capabilities from an occupational medicine physician.





## *Technical vocational education systems in the partner countries*

Comparison between the partner countries show that there are many similarities in vocational educational systems for those that need special support. Technical vocational education is provided for persons with disability in all countries. However, the systems differ in legislation policies considerably, as the emphasis is whether on the educational system or employment system. In all countries the teaching is practical, and learning-by-doing is provided as an opportunity to all those who need special support. However, in some countries the fields of study that the education system provides are targeted especially to these young people. In most of the countries the education system per se segregates those who need intense support from those with fewer needs for support.

Visual methods and aids, signposts, special communication methods, and personal instructions are the most crucial forms of support in the teaching practice and used in every country. Small study groups, individual learning structures and multiple learning environments are also in use, although their practical arrangements vary a lot depending on the country and the practices of the institution. Availability of teaching staff varies accordingly, depending on the professional structure of the vocational institutions and the systems of special support in education.

In sum, all partner countries provide special and intense support in vocational studies, although there are many differences in how the rights of persons with disability to education and employment are enshrined in legislation.

## *Summary of the report:*

### *Good practices provided by Finnish educational system and the basic recommendations for arranging special support in technical vocational education*

This report has provided an amount of information concerning the Finnish system of special support in technical vocational education and comparative knowledge on the special educational systems in Spain, Italy and Poland.

Based on the experience gained from the project and the visits to technical vocational schools, the recommendations to arrange special support in technical vocational education are as follows:

- 1.** Listen to the student, his/her wishes and interests in what s/he expects from the education, and what are the personal goals.
- 2.** Talk with the student about the needs for support and plan your teaching accordingly.
- 3.** Support the student throughout the studies by clear instructions, use such communication methods that support the student best.
- 4.** Use specific aids (visual, sensory etc.) and special tools in teaching in accordance what supports the student best.
- 5.** Assess the progress in studies regularly and adjust the learning goals and teaching if needed.
- 6.** Remember that the student learns best by doing, and start with the vocational practice as early as possible.
- 7.** After graduation, introduce the student suitable occupations and arrange visits to working places.





**Overview of  
partnership projects  
in the area of VET  
dedicated to students  
with special needs**

Finally, we present an overview of initiatives within Erasmus+ VET partnership projects that directly or indirectly related to the issues analyzed in our project. The projects have been selected from the Erasmus+ project database available at: [Search | Erasmus+ \(europa.eu\)](#).

We used the following search criteria in total:

1. KA2: Partnerships for Cooperation and Exchanges of Practices  
(we obtained 33,050 results – partnership projects)
2. KA202: Strategic Partnerships for Vocational Education and Training  
(3,173 results were obtained)
3. Projects completed and with published results  
(2,407 results were obtained)
4. The project implementation period was narrowed down to 2021–2023  
(we obtained 131 results)

From the projects filtered according to the above key, we have selected those that are directly or indirectly related to the preparation of students with disability to participate in mobility. In the end, 16 projects remained, about which the most important information about the composition of partnerships and the achieved results is presented in the table. We recommend to consider the implementation of selected results in the implementation of VET projects.

PROJECT NO	TITLE	PERIOD IMPLEMENTATION	LEADER	PARTNERS	WEB PAGE	RESULTS
2020-1-IT01- KA202-008419	PR.E.S.T.O. – PRomoting pEople with diSability Transnational mObility	2020-10-15– –2023-04-14	Consorzio Ro.Ma. VIA FRANCESCO CORRERA 250, NAPOLI, Campania, IT	<ul style="list-style-type: none"> <li>• Associazione Italiana Persone Down ets-aps (IT)</li> <li>• Cap Ulysse (FR)</li> <li>• Stowarzyszenie na Rzecz Rozwoju Społeczności Wiejskiej Gminy, Przygodzice (PL)</li> <li>• INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPONSABILIDAD LIMITADA (ES)</li> <li>• EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION, AND TRAINING (BE)</li> <li>• European Education &amp; Learning Institute (EL)</li> </ul>	<a href="http://www.consozioroma.it">www.consozioroma.it</a>	<ol style="list-style-type: none"> <li>(1) PR.E.S.T.O. Guidelines.</li> <li>(2) PR.E.S.T.O. Training course design, contents and material.</li> <li>(3) Blended mobility projects.</li> <li>(4) PR.E.S.T.O. Video.</li> <li>(5) Short Term Joint Staff Training Event.</li> <li>(6) 23 days of mobility in for 12 trainees.</li> <li>(7) 12 Learning Agreement and Quality Commitment signed.</li> </ol>
2019-1-FR01- KA202-063047	MAKE IT HAPPEN	2019-12-31– –2022-06-29	Cap Ulysse 5, rue marengo, 33000 Bordeaux, Aquitaine, FR	<ul style="list-style-type: none"> <li>• ASSOCIACIO ALBA (ES)</li> <li>• ENGIM PIEMONTE ASSOCIAZIONE (IT)</li> <li>• INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPONSABILIDAD LIMITADA (ES)</li> <li>• EUROYOUTH Portugal (PT)</li> <li>• FORTES Impresa Sociale Srl (IT)</li> <li>• COMETA FORMAZIONE SOCIETA COOPERATIVA SOCIALE (IT)</li> <li>• Solaris Foerderzentrum fuer Jugend und Umwelt gGmbH Sachsen (DE)</li> </ul>	<a href="http://www.capulyse.fr/en/project/make-it-happen/">http://www.capulyse.fr/en/project/make-it-happen/</a>	<ol style="list-style-type: none"> <li>(1) One “State of the Art” on the context and existing support to learners with disabilities regarding their access to education, training and vocational integration in 5 European countries: France, Italy, Spain, Germany and Portugal.</li> <li>(2) One “Catalogue” gathering inspiring practices of Associated partners chosen by each partner to be visited during the TM and included in the “Catalogue of Good Practices” (France Italy Spain, Germany and Portugal).</li> <li>(3) One Network of associated partners (companies, associations, training organisations) met during the transnational meetings or met during the communication and promotional activities of the project.</li> </ol>
2020-1-IT01- KA202-008596	InterCAT: International Team for Circular and Accessible Tourism	2020-12-01– –2022-11-30	NEW HORIZONS VIA CASTELLO 13, 98079 TUSA, Sicilia, IT	<ul style="list-style-type: none"> <li>• Ecological Future Education (LV)</li> <li>• Previform – Laboratório, Formação, Higiene e Segurança do Trabalho, Lda (PT)</li> <li>• FUNDACION UNIVERSITAT JAUME I-EMPRESA (ES)</li> <li>• ERGASIA EKPAIDEFTIKI ANONYMI ETAIRIA (EL)</li> </ul>	IntercatErasmus – IntercatErasmus	<ol style="list-style-type: none"> <li>(1) A 6-day Training Course for Staff and Trainers on CAT in Ponte de Lima, Portugal where VET trainers and educators could exchange knowledge and experiences in a peer-training manner to enhance their working competences in CAT.</li> <li>(2) A Glossary of Training Items and best practices for CAT for VET; it was a direct result of the Training course that introduced key concepts and suggested working tools to effectively conveying them to tourism workers and students.</li> </ol>



PROJECT NO	TITLE	PERIOD IMPLEMENTATION	LEADER	PARTNERS	WEB PAGE	RESULTS
2019-1-ES01-KA202-064279	Easy to Read Easy to Access	2019-10-01– 2022-07-31	FUNDACIÓN ASPAÑIAS BURGOS c/ Federico Olmeda 1-3 bajo, 09006 Burgos, Castilla y León, ES	<ul style="list-style-type: none"> <li>• Cyprus Autistic Association (CY)</li> <li>• aCapo società cooperativa sociale integrata (IT)</li> <li>• IMS Research &amp; Development Center (CY)</li> <li>• E-CODE (SK)</li> <li>• EUROPEAN GRANTS INTERNATIONAL ACADEMY SRL (IT)</li> </ul>	<a href="http://www.acceasyproject.eu">http://www.acceasyproject.eu</a>	<ol style="list-style-type: none"> <li>(1) Easy-to-read database: Includes 410 definitions related to cultural heritage that were developed by the association and validated by people with intellectual disabilities and heritage professionals.</li> <li>(2) Manual aimed at professionals in the heritage sector: A guide with practical advice and instructions so that cultural heritage in all its dimensions is accessible to all people.</li> <li>(3) Training action on cognitive accessibility (MOOC): aimed at professionals in the heritage sector, and is based on the manual and the database. It offers guidelines and recommendations to make cultural heritage accessible to people with intellectual disabilities.</li> <li>(4) Training course aimed at people who work with people with disabilities (MOOC), which aims to incorporate heritage into leisure, therapeutic and personal development programs for people with intellectual or developmental disabilities.</li> <li>(5) Guide to good practices: The guide offers professionals the opportunity to see examples of what European museums and places of cultural interest are doing to welcome people with intellectual disabilities.</li> <li>(6) European network of professionals in cognitive accessibility.</li> </ol>
2019-1-FR01-KA202-063197	Media+: approach to access to communication and language	2019-09-01– 2022-08-31	GROUPEMENT DES ASSOCIATIONS PARTENAIRES D ACTION SOCIALE BAT. D, 2EME ETAGE, 87 RUE DU MOLINEL, 59700 MARCQ EN BAROEUL, FR	<ul style="list-style-type: none"> <li>• Liceul Tehnologic Special pentru Deficienti de Auz Cluj-Napoca (RO)</li> <li>• Habiliteringens resurscenter, Habilitering och Hälsa, Stockholm (SE)</li> <li>• Centro Educativo Ponce de Leon – Asociación de Gestión Docente y Cultural (ES)</li> <li>• COMPARATIVE RESEARCH NETWORK EV (DE)</li> <li>• Université de Paris (FR)</li> </ul>	<a href="http://www.oiseau-mouche.org">http://www.oiseau-mouche.org</a>	<ol style="list-style-type: none"> <li>(1) A report on the modelling of an “AAC approach” and its transfer: Romanian, Spanish and Swedish booklet and final report.</li> <li>(2) A lexicon, a tool for contextualising the key definitions of the project and the main principles on which the different approaches are based.</li> <li>(3) A French competency framework for professionals working with young people and adults with disabilities with specific communication needs.</li> <li>(4) A report on the measurement of the impact on young people of exposure to “a language access approach”: its approach, tools and their user guide and the results of the evaluation.</li> <li>(5) Two pedagogical booklets on the “access to language approach” to complete a collection that included two earlier books.</li> </ol>



PROJECT NO	TITLE	PERIOD IMPLEMENTATION	LEADER	PARTNERS	WEB PAGE	RESULTS
						<p>(6) A report on the exchange of practices of deaf professionals and recommendations for the implementation of training for deaf professionals.</p> <p>(7) A strategy for the dissemination of intellectual productions has been put in place.</p>
2020-1-FR01-KA202-080287	Emphasising Inclusion by Developing Mutual Aid and Solidarity in Europe	2020-11-01–2022-10-31	ISSEC PIGIER (ADMINISTRATION AND ACCOUNTING TECHNICAL SCHOOL) Institut Spécialisé de Secrétariat et d'Etudes Comptables 8 rue Françoise d'Eaubonne, 31200 TOULOUSE, Midi-Pyrénées, FR	<ul style="list-style-type: none"> <li>• COLEGIUL NATIONAL GHEORGHE LAZAR (RO) ITE P.Savi (IT)</li> <li>• IES LLOIXA (ES)</li> <li>• Solski center Srečka Kosovela Sezana (SI)</li> <li>• COLEGIO PÚBLICO DE EDUCACIÓN ESPECIAL EL SOMNI (ES)</li> </ul>	<a href="https://vu.fr/a0Ga">https://vu.fr/a0Ga</a>	<ul style="list-style-type: none"> <li>• This project is another form of school work: it serves as a springboard for numerous motivational relaunches and constitutes a practical application of the skills studied.</li> <li>• This project has made it possible to include students with disabilities and/or specific learning difficulties who are in denial, claiming, victimizing, or ignoring the nature of their difficulties. For all the students, this project has been an opening to difference. Within the educational communities, emphasis was placed on certain shortcomings in the care and support of students in difficulty. The comparison of the individualization of pedagogy in the different countries and for the different levels of students provided a good basis for questioning and evolving our practices. The partners shared innovative practices and adapted pedagogical tools within their network.</li> <li>• This project has multiplied and diversified the meetings with associations or people with disabilities, allowing them to raise awareness among a new public and to solicit volunteers for moments of sharing, accompaniment, or animation.</li> </ul>
2020-1-BE01-KA202-074992	ACcess To Inclusive Vocational and Educational Training environment	2020-09-01–2023-04-30	ALPHABET FORMATION RUE VICTOR OUDART 7, 1030 BRUSSELS, BE	<ul style="list-style-type: none"> <li>• associação de apoio ao traumatizado crânio encefalico e suas famílias (PT)</li> <li>• FUNDACION TUTELAR TREVOL DE LA COMUNIDAD VALENCIANA (ES)</li> <li>• INOVA+ – INNOVATION SERVICES, SA (PT)</li> <li>• INSTALOFI LEVANTE SL (ES), E.R.I.FO. – Ente di Ricerca e Formazione(IT)</li> <li>• VIVA FEMINA (PL)</li> <li>• Profesionalna gimnaziya po turizam „D-r Vasil Beron” (BG)</li> <li>• CAPODARCO FORMAZIONE IMPRESA SOCIALE SRL (IT)</li> </ul>	<a href="http://www.activeterasmusplus.org">http://www.activeterasmusplus.org</a>	<p>(1) ACTI(n)VATE Multimedia Resource is a comprehensive multimedia product consisting of an online platform and an e-book including the results collected from the various project activities (workshops, laboratories, interviews) through which users with disabilities had the opportunity to interact and express their problems, providing useful insights for the development of a specific training programme for in-company tutors working with people with disabilities.</p> <p>(2) MY COACH – Research and Curriculum Programme for pro-inclusion in-company coaches is a standardized training pathway for in-company coaches that provides them with a set of skills to become able to promote autonomy, communication, and integration of people with disabilities in the workplace.</p>





PROJECT NO	TITLE	PERIOD IMPLEMENTATION	LEADER	PARTNERS	WEB PAGE	RESULTS
						<p>(3) PARTICIPACTIN is the PILOT BLENDED action programme that will allow the implementation of a consistent piloting testing of the curriculum programme (IO2), involving 10 trainers and 20 individuals with disabilities in each partner country, for a total number of 60 trainers and 120 users.</p> <p>(4) ACTINBOOK – Handbook for the recognition and validation of informal and non-formal learning acquired in the framework of WBL schemes by disabled people contains guidelines for the recognition and validation of informal and non-formal learning acquired in the framework of WBL schemes by disabled people.</p>
2020-1-NO01-KA202-076463	Neurodivergent- Optimising learning outcomes for young adults diagnosed with Asperger syndrome in VET, through a functional training program	2020-09-01–2023-02-28	Godalen Videregående Skole Østre ring 55, 4015 Stavanger, Rogaland, NO	<ul style="list-style-type: none"> <li>INTERNATIONAL SCHOOL AT SOTOGRADE, S.L. (ES)</li> <li>Autismeforeningen i Norge (NO)</li> <li>HOEGSKOLAN KRISTIANSTAD (SE)</li> <li>AUTISME-EUROPE AISBL (BE)</li> <li>Riga 5th Primary School – Development Center (LV)</li> <li>BILDUNGSDIREKTION FUER WIEN (AT)</li> </ul>	<a href="http://neurodivergent.eu">http://neurodivergent.eu</a>	<p>(1) A training pack for trainers in initial VET on students with Asperger syndrome.</p> <p>(2) Pilot test of the developed materials.</p> <p>(3) A user guide to Asperger students.</p> <p>(4) Didactic guidelines and curriculum outline.</p> <p>(5) Short term mobility train the trainers' course for trainers.</p>
2020-1-RO01-KA202-079877	Equality Future in Europe	2020-11-01–2022-10-31	Asociatia Centrul European pentru Integrare Socioprofesionala ACTA Sf.Apostol Andrei 81, 410333 Oradea, Nord-Vest, RO	<ul style="list-style-type: none"> <li>Polska Fundacja Osrodkow Wspomagania Rozwoju Gospodarczego OIC POLAND z siedziba w Lublinie (PL)</li> <li>ACTION SYNERGY SA (EL)</li> <li>G.G. EUROSUCCESS CONSULTING LIMITED (CY)</li> <li>CO-LABORY (IT)</li> </ul>	<a href="http://equality-future.eu/">http://equality-future.eu/</a>	<p>(1) EFE Guidebook of Inclusion Good Practices - research on best practices, initiatives, strategies.</p> <p>(2) Work Days Kit - divided into three sections: – for host organizations - to support organizations that offer jobs; – for support staff - to support workers that need theoretical and practical tools to develop real teamwork; – for people with disabilities - to be better integrated into the workplace, by specific and transversal knowledge and practical theoretical tools ready for use.</p> <p>(3) the e-learning platform <a href="https://intro.actionelearning.eu/">https://intro.actionelearning.eu/</a></p> <p>(4) ICT tool - identification and diagnosis of the needed competencies.<a href="https://efe-test.oic.lublin.pl/">https://efe-test.oic.lublin.pl/</a></p>



PROJECT NO	TITLE	PERIOD IMPLEMENTATION	LEADER	PARTNERS	WEB PAGE	RESULTS
2019-1-IT01- KA202-007790	Foster access to VET mobility for youngsters with SEN	2019-10-01– –2022-07-31	FORTES Impresa Sociale Srl V.le G. Verdi, 64, 36100 Vicenza, Veneto, IT	<ul style="list-style-type: none"> <li>• North West Academy of English Limited Ireland (IE)</li> <li>• OSENGO (FR)</li> <li>• SEMPER AVANTI (PL)</li> <li>• Qualo training &amp; mobility, s.r.o. (CZ)</li> <li>• Institute Perspectives (BG)</li> <li>• INNOGROWTH – European Association for Innovation and Growth (BG)</li> <li>• FUNDACION OBRA SOCIAL Y MONTE DE PIEDAD DE MADRID (ES)</li> </ul>	<a href="https://www.fortes.it">https://www.fortes.it</a>	<ol style="list-style-type: none"> <li>(1) Consolidated or strengthened cooperation between European organizations through the exchange of experiences.</li> <li>(2) Development of local partnership between learning institutions, enterprises and intermediary bodies.</li> <li>(3) Sensitization of local authorities and stakeholders on social inclusion, non-discrimination, access to disadvantaged people.</li> </ol>
2018-1-BG01- KA202-047863	Professional Development of VET Tutors and Trainers to enhance Social Inclusion in Work-based Learning	2018-10-01– –2021-01-31	Profesionalna gimnaziya po turizam „D-r Vasil Beron” Tzanko Tzerkovski 1, 5000 Veliko Tarnovo, Велико Търново (Veliko Tarnovo) BG	<ul style="list-style-type: none"> <li>• Centro San Viator (ES)</li> <li>• EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (BE)</li> <li>• Scoala Profesionala Speciala Samus (RO)</li> <li>• Hermes Corporation Ltd (MT)</li> <li>• Reattiva – Regione Europa Attiva (IT)</li> </ul>	<a href="http://www.vet4all.org/">http://www.vet4all.org/</a>	<ol style="list-style-type: none"> <li>(1) VET4ALL Didactical Guidelines for training VET staff working with students with disabilities/special needs. It is a compact presentation of how didactical process should be organised and implemented when dealing with students with disabilities/special needs; how to support them during the WBL/internship experience even at EU level in Mobility programmes.</li> <li>(2) VET4ALL Training Curriculum for Training VET staff working with students with disabilities/special needs. It includes a theoretical part and the supply of concrete competences to the target group when dealing with students with disabilities/special needs.</li> <li>(3) VET4ALL in-company Mentors Vademecum. It is a very practical tool to be distributed to Trainers/Mentors in order to support students with disabilities/special needs during their WBL experience. Supported Employment is the focus of the Vademecum.</li> <li>(4) VET4ALL Mobility Vademecum for accompanying persons of students with disabilities/special needs. This output aims at supporting the accompanying persons, usually teachers.</li> </ol>



PROJECT NO	TITLE	PERIOD IMPLEMENTATION	LEADER	PARTNERS	WEB PAGE	RESULTS
2018-1-FR01- KA202-048122	European partnership for a better inclusion of handicapped trainees in lifelong vocational training	2018-09-01– –2021-02-28	GIP FORMATION CONTINUE ET INSERTION PROFESSION- NELLE DE L ACADEMIE DE CRETEIL 12 RUE GEORGES ENESCO, 94025 CRETEIL, Île de France, FR	<ul style="list-style-type: none"> <li>• Innova Sozialwerk e.V. (DE)</li> <li>• CONFEDERACION NACIONAL DE CENTROS ESPECIALES DE EMPLEO (ES)</li> <li>• GIP FORMATION CONTINUE ET INSERTION PROFESSIONNELLE (FR)</li> <li>• GIP FCIP DE PARIS (FR)</li> <li>• FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (SE)</li> </ul>	<a href="https://cafoc.forpro-creteil.org/">https://cafoc.forpro-creteil.org/</a>	A set of good practices from France, Germany, Spain and Sweden.
2019-1-FI01- KA202-060766	Strengthening Inclusion of students with special needs through Positive Pedagogy	2019-09-01– –2022-12-31	Suomen Diakoniaopisto SDO OY Alppikatu 2 a, 00530 Helsinki, Helsinki- Uusimaa, FI	<ul style="list-style-type: none"> <li>• Katholische Jugendfürsorge der Diözese Regensburg e. V. (DE)</li> <li>• LEAP Beausoleil (FR)</li> </ul>	<a href="http://www.sdo.fi">www.sdo.fi</a>	<p>The aim was to increase all students' equal opportunities for international activities. Planned number of students with special diagnosis have been participating internationally abroad first time (three students in each country from each organization.) This was a small-scale project that clearly brought added value for the staff by providing opportunities to exchange good positive pedagogical practices among the foreign partners. Management team learned, how to organize safety travelling for special needs students and how to select right support persons.</p> <p>Students in each organization participated very actively, when hosting PICCIS guests in own organization. This clearly promoted well-being and positive self-image of students. Positive experiences during studies will reduce dropouts and promotes positive continuation and employment.</p> <p>For the staff, the aim of the project was to embed the methods of positive pedagogy as a natural part of the everyday life of the partner institutions after the end of the project. The project met the development needs of the participating organizations and thus, impact at individual and organizational level is as expected- positive pedagogy as base of everyday teaching in every organization.</p>



PROJECT NO	TITLE	PERIOD IMPLEMENTATION	LEADER	PARTNERS	WEB PAGE	RESULTS
2019-1-ES01-KA202-064569	VET STUDENTS INTO TECHNOLOGY COMPANIES: A VET students mobility network in the technological sector through a virtual environment with specific materials for critical thinking	2019-09-01–2022-08-31	Ikasia Technologies s.l. c/ Zamora nº2 – bajo, 46100 Burjassot, Comunidad Valenciana, ES	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> EPAGELMATIKO LYKEIO KATO ACHAIAS (EL)</li> <li>• Somatica, Materials &amp; Solutions Lda (PT)</li> <li>• UNIVERSIDADE DO MINHO (PT)</li> <li>• INSTITUTO DE EDUCACIÓN SECUNDARIA POLITÉCNICO (ES)</li> <li>• CIFP Hesperides (ES)</li> <li>• Smallcodes srl (IT)</li> </ul>	<a href="http://www.criticalthinking4vet.eu/EP2019/">http://www.criticalthinking4vet.eu/EP2019/</a>	<p>(1) ON YOUR SIDE, an educational software that enables students to face the challenges of the job mobilities and generate collaborative learning with other students of the E+ Programme throughout Europe. It also offers training, monitoring, and support tools for students, contact and follow-up mechanisms for tutors, and an automatic ECVET validation process.</p> <p>(2) PERSONALIZED DIGITAL COURSE FOR LABOR TRAINING IN A TECHNOLOGY CENTER, aimed at VET students to acquire skills and competences necessary to participate in technology companies, through critical thinking and skills that promote their social and labor inclusion.</p>
2019-1-DE02-KA202-006190	Social Inclusion through Mobility in Vocational Education and Training	2019-12-01–2022-05-31	Berufliches Schulzentrum 7 der Stadt Leipzig An der Querbrenite 8, 04129 Leipzig, SACHSEN, DE	<ul style="list-style-type: none"> <li>• Rectorat de Lyon (FR)</li> <li>• Associacio Programes Educatius Open Europe (ES)</li> <li>• Lycee Professionnel Pierre Desgranges (FR)</li> <li>• G.G. EUROSUCCESS CONSULTING LIMITED (CY)</li> <li>• WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (DE)</li> <li>• 1<sup>st</sup> ERGASTIRIAKO KENTRO PATRAS (EL)</li> </ul>	<a href="https://vet.eu-mobility.eu">https://vet.eu-mobility.eu</a>	<p>(1) A Guide for educators / VET teachers: It includes information about the role of educators and parents, about motivational strategies, about intercultural learning and of course international mobility.</p> <p>(2) Training Module Interculturality: The first part of the training programme offers a glimpse into the cultural diversity of our partner countries Cyprus, Spain, France, Greece and Germany. The second part provides teachers and educators with a training on interculturality, that can be utilised to prepare students for mobilities, but also to strengthen the appreciation of cultural diversity within the school community.</p> <p>(3) Web application “Move in Europe”: A web platform that prepares for frequently occurring training and professional situations in electronic/electrical engineering and gastronomy/ catering, also with regard to technical language. For each area and target country, there are videos in the national languages and English, with transcripts in the project languages. In addition, we designed a series of quizzes for linguistic and cultural preparation.</p>



PROJECT NO	TITLE	PERIOD IMPLEMENTATION	LEADER	PARTNERS	WEB PAGE	RESULTS
2019-1-RO01-KA202-063844	INCLUSIVE TOURISM SERVICE	2019-11-01– –2022-08-31	Asociatia Socio-Culturala „Sfantul Ioan Botezatorul” Berbesti Targu Gangulesti nr.303, 247030 Berbesti, Sud-Vest Oltenia, RO	<ul style="list-style-type: none"> <li>• Novocasa Silla S.L. (ES)</li> <li>• EFTHYMIOS LYTSIKAS &amp; SIA EE (EL)</li> <li>• PUBLIC VOCATIONAL TRAINING INSTITUTE OF CHAIDARI (EL)</li> <li>• S.C.Rafi si Gaby S.R.L (RO)</li> </ul>	<a href="https://inclusive-tourism-service.com/">https://inclusive-tourism-service.com/</a>	<ol style="list-style-type: none"> <li>(1) Improved training course in Domain of Tourism - we will add one new module regarding how to deal with clients with special needs.</li> <li>(2) Instruction Guide for Hotel Employees - How to deal with clients with special needs.</li> <li>(3) Online Diary of those who participated at the training.</li> </ol>



## LITERATURE

### CHAPTER 1

#### What you should know about disability

(Dobre Kadry. Research and training center, Poland)

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6. World Health Organization. 10 Facts on Disability. Available online: <https://www.who.int/features/factfiles/disability/en/>
7. United Nations. Building Back Better: Toward a Disability-Inclusive, Accessible and Sustainable Post COVID-19World. Available online: <https://www.un.org/en/observances/day-of-persons-with-disabilities>
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9. Przewodnik dla współpracowników osób z niepełnosprawnością. Project ESF Go4Diversity. Copyright Dobre Kadry. Centrum badawczo – szkoleniowe Sp. z o.o. Wrocław 2021.
10. Osoby z niepełnosprawnością w pracy. Niepełnosprawność to tylko jeden z aspektów normalnego życia. Project ESF Go4Diversity. Copyright Dobre Kadry. Centrum badawczo – szkoleniowe Sp. z o.o. Wrocław 2019.

### CHAPTER 2

#### Preparing students with disability for international mobility

(Association Mundus, Spain)

1. Agence Erasmus+ France Jeunesse & Sport. BEYOND DISABILITIES EUROPEAN MOBILITY FOR ALL! [https://www.salto-youth.net/downloads/4-17-3652/Guide\\_Erasmusplus\\_Mobility\\_Disability\\_EN.pdf](https://www.salto-youth.net/downloads/4-17-3652/Guide_Erasmusplus_Mobility_Disability_EN.pdf)
2. INCLUSIVE MOBILITY ALLIANCE. Recommendations on making the Erasmus programme 2021–2027 more inclusive: <https://epfime.inclusivemobility.eu/ima/booklet>
3. Making mobility programmes more inclusive for students with disabilities
4. Lorraine Gallagher, Dara Ryder (2020) Inclusive Mobility – Guidelines for higher education institutions: [https://www.siho.be/sites/default/files/making\\_mobility\\_programmes\\_more\\_inclusive\\_for\\_students\\_with\\_disabilities.pdf](https://www.siho.be/sites/default/files/making_mobility_programmes_more_inclusive_for_students_with_disabilities.pdf)
5. INCLUSIVE MOBILITY: SUPPORTING STUDENTS WITH SPECIAL NEEDS AT EU LEVEL: <https://mob4all.ulyseus.eu/wp-content/uploads/sites/3/2022/02/MOB4ALL-GLOBAL-REPORT.pdf>

**CHAPTER 3****Preparation of accompanying persons for international mobility**

(Istituto per la Formazione, l'Occupazione e la Mobilità, Italy)

1. CENTRUM KONTROLI I ZAPOBIEGANIA CHOROBOM  
[https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html#:~:text=What%20is%20disability%3F,around%20them%20\(participation%20restrictions\)](https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html#:~:text=What%20is%20disability%3F,around%20them%20(participation%20restrictions))
2. ŚWIATOWA ORGANIZACJA ZDROWIA  
<https://www.who.int/classifications/international-classification-of-functioning-disability-and-health>
3. ON MY OWN AT WORK  
<https://site.unibo.it/almaengage/it/progetti/omo-on-my-own-at-work>
4. SZKOŁA ALL INCLUSIVE  
<https://allinclusiveschool.eu/>
5. EXCHANGEABILITY  
<https://exchangeability.eu/>
6. MIĘDZYNARODOWA MOBILNOŚĆ OSÓB Z NIEPEŁNOSPRAWNOŚCIĄ  
<https://mobility-with-disabilities.org/>
7. UCZYNIENIE PROGRAMÓW MOBILNOŚCI BARDZIEJ INTEGRACYJNYMI DLA UCZNIÓW Z NIEPEŁNOSPRAWNOŚCIĄ  
[https://epfime.inclusivemobility.eu/docs/Website\\_Booklet\\_Inclusive\\_MobilityTAGS.pdf](https://epfime.inclusivemobility.eu/docs/Website_Booklet_Inclusive_MobilityTAGS.pdf)

**CHAPTER 4****Vocational education support for people with disability**

(XAMK University, Finland)

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