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INTRODUCTION
INTRODUCTION

The European Disability Strategy 2010-2020 highlights how learning mobility can be used as a tool for inclusion, by providing opportunities and assets to the disadvantaged and excluded persons.

The European Disability Strategy clearly states that if learning mobility can be a very powerful tool for inclusion, it needs also to be managed with appropriate consideration of the target group, so that it does not have the opposite effect to that intended.

In this regard the European Council published a study (Learning mobility, social inclusion and non-formal education, 2018) on the competences required by the staff involved in the planning and implementation of learning mobility pathways for students with special needs, which suggests to create and ensure adequate conditions to learn during mobility, by addressing SEN students’ diverse support needs.

A key role in all phases of the student’s mobility path is played by the accompanying person whose function is to guarantee:

- Before learning mobility: accessible information and communication; respectful quality procedures; support in the application process; encouraging mobility (positive activities/incentives);
- During learning mobility abroad: to ensure learning activities calibrated on the different needs/disabilities of the students; the correct use of procedures/tools to evaluate learning process; access to accommodation, health care, leisure, etc.; accessible learning conditions and environment;
- After learning mobility: feedback forms; accessible/clear assessment tools; evaluation of inclusivity; reintegration support.

The VET4ALL Mobility Vademecum for Accompanying Persons of Students with Special Needs is based on the European tools and procedures for quality assurance (EQAVET, European Quality Charter for Mobility, ECVET) and provides useful and practical approaches and methodologies to be applied before, during and after learning mobility.

It is a needs-based approach to ensure the SEN student concerned a safe and valuable learning mobility experience abroad. It is important to not generalise the needs as these are specific and the individualised aspects are highly important for the professional and personal development of each SEN student.
In details the VET4ALL Mobility Vademecum provides the following contents:
1. The information required by the teacher/accompanying person to introduce the mobility experience to the students with special needs and their parents;
2. The pre-departure preparation;
3. The elaboration of a personal, professional and tailor-made learning plan for mobility (learning outcomes-oriented);
4. The application of quality assurance measures for the acquisition of agreed learning outcomes;
5. The tutoring of the mobility experience;
6. The direct coaching inside the hosting company;
7. The monitoring and evaluation system of the learning mobility experience;
8. The recognition, certification, transfer and validation of learning outcomes achieved by the learner at the end of the mobility experience according to the ECVET system procedures and tools.

The VET4ALL Mobility Vademecum is, therefore, aimed at practically and effectively supporting the accompanying person during the implementation of the learning mobility process of the SEN student, and in particular:
- In the process of socio-cultural integration in the international mobility context;
- In the learning pathway, monitoring the achievement of professional and personal objectives that will be evaluated and calibrated according to needs, abilities and requirements of the individual SEN student;
- In interpersonal dynamics and in the process of strengthening the SEN student’s autonomy;
- In the relations with the hosting company mentor;
- In the relations with the family of origin, in case of critical issues or problems.

The VET4ALL Mobility Vademecum for Accompanying Persons of Students with Special Needs is freely accessible and downloadable via the VET4ALL project website [http://vet4all.org](http://vet4all.org)
CHAPTER 1

THE INFORMATION/COMMUNICATION IN CLASS PROVIDED BY THE TEACHER/ACCOMPANYING PERSON TO INTRODUCE THE MOBILITY EXPERIENCE TO STUDENTS WITH SPECIAL NEEDS AND THEIR PARENTS
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How to inform and motivate the student with SEN to participate to the mobility experience. How to inform and motivate parents and assure them about the organisation and implementation of the mobility path.

Contents

A presentation of the advantages of mobility experiences for students with SEN, along with selected testimonials of students who benefited from such experiences.

VET activities (including mobilities) begin by helping students develop a broad understanding and awareness of industries and possible careers that are available to them. In this way student’s transition from school to work is made easier.

Students gain valuable work experience and skills that help them find a good career fit, pursue necessary post-secondary opportunities, and support successful careers.

Students with SEN who participate in VET mobility experiences can:
• benefit from provided supervised training in the specific area that they have chosen as a career objective;
• improve their self-confidence and motivation;
• increase interest in classroom work by the application of school and job-related learning to workplace situations;
• model mature professional behaviors and rise to the expectations of employers while demonstrating good work habits;
• develop leadership skills and a sense of responsibility;
• solve problems cooperatively and creatively;
• build social networks that will support their learning and expand future opportunities;
• perform a first work experience which facilitates the entry to the labour market;
• access opportunities for economic and social prosperity to support themselves and their families.

Aims

a. Provide information on the advantages of mobility experiences for students with SEN;
b. Give general information on what to expect from a mobility experience and to address the potential concerns of students with SEN and their parents;
c. Provide a useful tool in researching the available mobility experiences.

Methodology

• Presentation of the advantages of mobility experiences for SEN students aimed at facilitating their transition from school to work;
• Presentation of general information on what to expect from a mobility experience;
Resource materials and tools

• Debates and discussions with SEN students and their parents on the advantages and the drawbacks/concerns that a mobility experience implies for a student with SEN (list of issues to be debated/discussed);
• Presentation of a useful tool for preparing a successful mobility experience – the Pre-mobility Research Checklist.

Testimonials of students with SEN and disabilities who participated in various mobility experiences:
MappED project website: https://mapped.eu/testimonials
Global graduates website: https://globalgraduates.com/mole-diaries

List of issues to be discussed
the list includes some of the main possible concerns that the students with SEN and their parents might have regarding a mobility experience. The list will be used by the VET teacher/staff as a guideline for preparing to address these concerns (before the meeting):
• Barriers of accessibility and how they can be overcome (with examples);
• Mobility experiences can be exciting, but also challenging and emotionally demanding; they may provide new opportunities, but also cause increased levels of stress – how to cope with emotional wellbeing fluctuations;
• Level of support needed and the level of support available.

Pre-mobility Research Checklist
This checklist can be used to guide the student’s pre-experience research about a mobility of interest to him/her.
Most of this research can be conducted as an internet search, but other approaches may also be needed.
The VET teacher/staff will provide guidance on how to conduct the research and present this information.

Supervision
• Personal supervision
• Intermittent supervision
• Limited supervision

Technical Supports & Assistive Technology
• Use of job-related tools and technology
• Assistive Technologies and Supports that are available during the mobility

Communication means
• Need for knowledge of foreign languages
• Availability of alternative communication systems

Characteristics of accommodation available
• Number of persons in an apartment
• Proximity to the city center and/or to the receiving organization
• Accessibility issues (e.g. ramp available)

Finances
• Sources of financial support
• Financial management abilities/support in personal financial management

Health, Safety, and Environment
• Regulations that apply to the hosting country
• Job-specific health threats, if any
Job-specific safety regulations and safety training
Medical aids available

**Personal Work Habits and Expectations**
- Expectations regarding attitude, appearance, etc.
- Core professional knowledge and skills most important to possess in this mobility experience
- Core technical knowledge and skills most important to possess in this mobility experience
- Personal/social skills most important to possess in this mobility experience

**Minimum quality standards to be considered**
- It is important to ensure that the videos of testimonials are made accessible to SEN students and their parents (e.g. subtitled);
- VET teacher/staff meet the parents and inform them about the ways mobilities are organized and implemented;
- VET teacher/staff provide students and parents with support through discussion sessions/debates regarding mobility paths in order to motivate them to participate in the mobility;
- VET teacher/staff use the Pre-mobility Research Checklist as a tool to guide students’ interests regarding mobility.

**Recommendations**
- Information has to be accurate. Adapt it to students’ level of understanding when needed;
- Use various materials (list of issues to be debated/discussed, testimonials, flyers, printed information, etc.) to motivate parents and students to engage in discussions and debates;
- Prepare ice breaker games and help parents and students interact to become more open to discussions. Use these methods to collect more information about students/parents;
- Use Pre-mobility Research Checklist in a scheduled meeting with parents and students.

**Case Studies**

**Case study 1.** Pre-mobility path – when and how students with SEN find motivation to search for mobility programmes.

Ivy is 15 years old and is attending a special education school. She is been diagnosed with ADHD in primary school and exhibits learning difficulties in math and sciences. She is outgoing and has good communication skills. Her IEP goals focuses on learning and planning strategies and work related skills. Due to attentional deficit, she has problems following instructions in complex learning activities. However, Ivy enjoys doing chores and sports like running. Ivy’s special education teacher encouraged her to think of a mobility experience in a work environment abroad. A previous meeting with her parents was held to discuss this topic. After an agreement was signed, Ivy and her parents were informed about next steps to be followed in order to better understand the mobility path. First two meetings took place at school with other students and their parents that have shown interest in mobility programmes.
These meetings brought information about the mobility experience and there were discussed concerns regarding it together with possible solutions in particular cases. Ivy enjoyed communicating with others and engaged very well in ice breakers. After these meetings, Ivy felt motivated to move forward. Her teacher planned a meeting for Ivy and her parents and helped them go through the Pre-mobility Research Checklist.

Case study 2. More inclusive mobility experiences.

Dan is 17 years old and attends a VET school in his hometown. He has reduced mobility due to a cerebral palsy suffered at birth. He is using a wheelchair to walk long distances and crutches inside buildings which are equipped with an elevator. He needs limited assistance in his daily routines and usually his family provides the support needed. Recently he won a national contest in chemistry. He speaks German fluently and enjoys teaching science lessons to primary school pupils. This school year he expressed his interest in learning abroad through a mobility programme. His teacher gave him information about learning mobilities he could try. When parents came to school for further information, they presented their concerns regarding barriers of accessibility in Dan’s case. The teacher scheduled a meeting with the school staff in charge of the international mobility programmes and had a discussion on this issue.

Dan and his parents decided to attend a group meeting and were impressed by the testimonials that were presented. Next step consisted of going through a Pre-mobility Research Checklist which helped them understand the accommodations Dan needed in case of finding a suitable mobility programme. Dan’s family decided to use these means as a great possibility to enhance Dan’s opportunity for a future career and an independent life.

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Glossary
SEN: Special Educational Needs.
IEP: Individualized Education Programme.
ASSISTIVE TECHNOLOGY: a broad range of devices such as video magnifiers (i.e., closed circuit televisions); low-vision devices; computers with Braille input/output; and Braille embossers.
ADHD (Attention Deficit Hyperactivity Disorder): it is a disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.
CHAPTER 2
THE PRE-DEPARTURE PREPARATION
CHAPTER 2
THE PRE-DEPARTURE PREPARATION

The main issues to take into account when preparing an international mobility for students with SEN in relation not only to travel, accommodation but also to companies where students will carry out the internship.

Contents
- Justification of the need to do an internship abroad
- Selection criteria of the students
- Recommendation for the sending and hosting organisations
- Parent/guardian consent form
- Standards of conduct
- Medication and emergency
- Information processing
- Rights related to image and media
- General aspects

Aims
The objectives of this Chapter are:
1. Prepare students participating in mobility in order to achieve maximum use of it;
2. Provide students, families and teachers involved in the project with all the necessary tools to allow students with SEN acquire the planned personal, social and technical skills;
3. Manage all the necessary prior documentation as well as the management of the logistics (accommodation, travel details, European health card, etc.).

Methodology
All students with SEN must have the opportunity to participate in international mobility regardless of the economic or social situation of the family. The school or the VET provider must be a facilitator to assist in the process of preparing for mobility.

In order to select the participants, we propose the following criteria:
- Student social skills: predisposition and motivation
- Attitude
- Areas of autonomy to be enhanced
- Personal and professional skills to be strengthened
- Assessment of the effective incidence of the disability on the performance required during the internship abroad

The VET teachers/staff conduct informal interviews with all students with SEN interested to participate to mobility to learn about their motivations, interests, etc. while also informing them individually of what their responsibilities and tasks will be in the hosting companies where they will carry out the internship activities. It is important that students and families know all the details of the mobility in terms of accommodation, travel, hosting companies, etc. That is why, before the realization of the mobility, it is needed to organise a meeting with families and students to answer questions and provide all needed information and support.

Past experiences have made us aware of the importance of a minimum language knowledge of the host country. However, the profile of students with SEN make the course offered by online platforms not the most appropriate, so our recommendation is to offer them in-class language courses organised by the sending VET school/organisation.
Resource materials and tools

PARENT/GUARDIAN CONSENT FORM (S)

Name and surname of the participant:

Participant’s ID:

Participant’s address:

Mobility period:

Destination country:

Mobility coordinator at the sending VET school/organisation:

The parents and/or guardian(s) must obligatorily sign this form before the mobility activity begins. If you need more information or wish to express your opinion on this consent form, contact the Mobility coordinator of the sending VET school/organisation.

The priority is to ensure the safety of all participants at all times and your full cooperation will be essential in this regard.

As the parent or guardian of the above-mentioned student:

- I consent to your participation in the mobility programme mentioned above, including prior preparation and subsequent follow-up activities.

- I affirm that I have received adequate information about the mobility action and the practical details of mobility, such as travel information and insurance.

- I declare that the information offered on the health status of my son/daughter is accurate and pertinent, and that I have informed of all his/her special requirements in the Student Application Form and in the Medical Form. I undertake to inform the accompanying teacher of the sending VET school/organisation if there is any change in this information between the date of signing this form and the start of the mobility (day of departure from the sending country).

- I accept that during your stay you are under the authority and responsibility of the teaching staff that accompanies you.

- My son/daughter knows the rules of conduct agreed for the mobility and will act in line with them, being the following:
STANDARDS OF CONDUCT

The student assumes the following commitments:

- Respect the discipline imposed by the hosting company, its work schedule, confidentiality, legal provisions, so that the stay can be completed without problems.

- Participate fully in the activities and perform all the planned work and tasks.

- Comply with the programme set by the project: dates, duration of the internship, required documentation, prior preparation.

- I accept that it may be necessary to send my son/daughter back home in advance in the following cases:

I also admit that in the following cases (1) and (2), this will happen under my responsibility:

1. In case you seriously violate the following rules:
   • The student must participate fully in the activities and perform all the work and tasks that correspond
   • It is strictly forbidden to abuse alcohol and use drugs
2. If you show inappropriate or offensive behaviour in the host community, if you endanger yourself or others, or cause property damage
3. For medical reasons

MEDICATION AND EMERGENCY

I agree to give my son/daughter the necessary medication and any emergency dental, medical or surgical treatment, including anesthesia or blood transfusions, if the health authorities present consider it necessary.

I agree that the Medical Form (part 2) should be given to the doctor treating my son/daughter if necessary from a medical point of view.

GENERAL ASPECTS

- I understand and accept that from the date of signature of this form the sending VET school/organisation will begin with all the necessary procedures for the organisation of the mobility of the student.

Read and approved by:

Place and date: ___________________________________________________

Name and surname (of the parent/guardian): _______________________

_________________________________________________________________

Signature:_________________________________________________________

Place and date: ___________________________________________________

Name and surname (of the parent/student): _______________________

_________________________________________________________________

Signature:_______________________________________________________
DOCUMENTATION NEEDED TO PERFORM THE MOBILITY

- Valid ID or passport
- Student card
- European health card or medical insurance
- Consent form
- Medical form
- Parental/guardian authorization to leave the country

Minimum quality standards to be considered

In order to carry out an adequate preparation of student with SEN participating to mobility, it is necessary that the team of VET teachers and tutors are involved throughout the whole process. Students with SEN and their families need a fluid and constant communication with the teaching team in order to gain the confidence they need to participate in international mobility.

Our recommendation is that the teaching team is active and motivated and that is involved in the project from the beginning, participating not only in the organisation of the mobility activities but also in decision-making. Only then we will achieve a connected team that knows all the details of the project and is capable of effectively communicating and cooperating with students and families.

On the other hand, it will be necessary to have a reliable partner in the host country, which guarantees us quality standards not only for hosting companies but also for accommodation, logistic support, monitoring and tutoring. For this, it is usually necessary to have the support of specialized and qualified hosting partners that help with the preparation of mobility. This will help to avoid the failure of the project and will provide with any needed support in the hosting country.

Recommendations

Mobility experiences abroad can offer students with SEN the opportunity to succeed in a new environment and increase their level of autonomy and self-confidence. Mobility can also provide them other crucial knowledge in terms of technology and organisation that can only be achieved in a workplace as well as knowledge of other culture and language.

However, to achieve these outcomes students with SEN need the following main support measures from VET teaching staff and tutors:

- Additional pre-departure preparation workshops on the definition of personal and professional goals, communication, conflict resolution, time and stress management;
- Weekly monitoring face-to-face meetings and focus groups during mobility.

Pre-departure preparation phase is very important as it can help to prevent many difficulties and facilitate participation and full engagement of these disadvantaged learners in the mobility programme. During preparation activities students need to be supported by the team of teachers and expert psychologists from the sending VET school/organisation and, on a distance basis, by the tutors and mentors of the hosting organisations/companies.

The preparation phase should foresee a detailed Action Plan providing innovative learning methodologies adapted to the needs of the students with SEN involved:
A. ORIENTATION
a.1. Orientation to gain awareness in engaging in mobility
a.2. Information on the mobility programme, project and mobility actions abroad

B. EMPOWERMENT
b.1. Informing participants on practical-logistical aspects
b.2. Develop communication skills
b.3. Improve the attitude to be able to solve situations of daily life
b.4. Importance of: work experience abroad; training plan and results

C. LANGUAGE PREPARATION
c.1. Improve listening, understanding and interaction skills into foreign language
c.2. Sectoral micro-language in order to guarantee a good working capacity in the hosting company context

D. PROFESSIONAL PREPARATION
d.1. Personalize the technical preparation of the participants based on the internship programme, learning plan and company profile for a full integration in the host working context
d.2. Active involvement of participants in the learning plan definition
d.3. Informing participants on procedures and documentation (participation contract, ECVET, Memorandum of Understanding, Learning Agreement, monitoring procedures, final report, etc.)
d.4. Health and Safety regulations in the workplace

E. CULTURAL PREPARATION
e.1. Ensure full integration in the hosting country
e.2. Getting used to living and working in an intercultural environment: geographical and historical knowledge; customs and traditions; prejudices and stereotypes; participation and active citizenship

It is very important that there is a constant coordination between VET teachers/staff from the sending school/organisation who manage the mobility of students with SEN, families and students themselves to create a climate of trust.

Once in the destination country, students, accompanying teachers and company mentors should have a fluid communication that allows the resolution of problems that may arise on a day-to-day basis.
Case study 1. Ane was in Pistoia (Italy).

Ane is 18 years old and since she was sixteen she studies in the special education classrooms of the Centro San Viator (Spain). She is a girl with intellectual disability who, in addition, has many problems to pronounce the words, so sometimes it is a little difficult to understand her. Mobility is for her the first time on many aspects: the first time away from home without her parents, the first time abroad, the first time that she takes a plane and it is also the first time that she does an internship in a company.

Although sometimes she is scared, she really wants to participate because she will leave with five more classmates and two teachers from the school that she knows because they have taught her throughout the school year.

She is leaving to the Italian city of Pistoia because at school the teachers have told her that Italian language is similar to Spanish language and, moreover, she has been receiving Italian classes at the Centro San Viator for a month. She has learned to say some words and expressions that are commonly used in companies and daily life.

Ane also has been shown many photos of the city where she will be, the country, the hosting company and the food, as the teachers were in Pistoia some time before the start of the mobility in order to check the accommodation and the hosting companies.

To prepare the mobility, she and her parents have gone to individual and group meetings with the teachers who are going to accompany Ane and her classmates to Italy. The teachers gave her and her parents a list with all the documents they had to prepare: passport, European health card as well as a doctor’s report specifying the medication that Ane needs to take every day.

To facilitate communication, teachers have done a Whatsapp group to solve any doubts that may arise and help her be more calm and feel safe. In addition, the accompanying teachers have told her that, once in Italy, she can only use the mobile to listen to music and call her parents twice a week because if she is all the time with the mobile she won't fully enjoy the experience.
Case study 2. Our mobility experience in Finland.

Jon is 22 years old and has a diagnosis of intellectual disability associated with impulse control problems. Although he currently manages his emotions well and he does not usually have problems with classmates or teachers, when he was younger he had many problems at school constantly getting into trouble.

Since he was 20 years old, he works in a protected employment company where he does simple garden maintenance. A year ago the company gave him the opportunity to attend the San Viator Vocational Training school (Spain) to get a professional certificate in Gardening Auxiliary Activities together with 7 other colleagues.

For three months he was training in a professional field that he liked very much and, at the end, the educational center gave him the opportunity to go to Finland with two professionals from his company to do an internship.

For a month he lived and worked with Finnish professionals learning not only many new things in the field of gardening but, above all, for him this experience was a life learning since he had to live outside his home, without the constant support of his family, learning to solve for himself the problems that arose and, when he could not do it autonomously, the professionals who accompanied him helped him.

To organize the trip, the staff of the San Viator Center and the company, coordinated to carry out all the preparations for the mobility: travel, accommodation, hosting company to carry out the practice, monitoring and tutoring procedures, etc.

Upon returning, Jon rejoined the company in a higher professional category that has allowed him to have a higher salary and join a new work team, with new colleagues and more responsibilities. Without a doubt, the mobility experience abroad helped him to progress in his professional career.
Glossary

STUDENT MOBILITY ABROAD: student mobility abroad refers to students in different education levels moving to another institution or company outside of their own country to study or do an internship for a limited period of time.

INTERNSHIP: an internship is a period of work experience offered by an organisation for a limited period of time.

REGISTRATION FORM: a registration form is a list of fields that a user will input data into and submit to an organisation or individual.

APPLICATION FORM: a form to be completed in order to apply for a job, an internship, a mobility experience, a place on a course, etc.

INTELLECTUAL DISABILITY: a condition that limits a person's intellectual capacity, resulting directly or indirectly from injury to the brain or from abnormal neurological development.
CHAPTER 3

THE ELABORATION OF A PERSONAL, PROFESSIONAL AND TAILOR-MADE LEARNING PLAN FOR MOBILITY (LOs-ORIENTED)
CHAPTER 3
THE ELABORATION OF A PERSONAL, PROFESSIONAL AND TAILOR-MADE LEARNING PLAN FOR MOBILITY (LOs-ORIENTED)

Adapting a learning plan to ensure that the learning objectives to be achieved by students with SEN during mobility abroad are realistic and attainable.

Contents
• The information required by VET teachers/staff to introduce the mobility experience to students with SEN;
• Guidance on how to prepare a personal, professional and tailor-made learning plan for a student with SEN participating in a mobility;
• The application of quality assurance measures for the acquisition of agreed learning outcomes.

Aims
• Help to plan a flexible and tailor-made international mobility path for students with SEN;
• Train teachers and staff working with the target group of students with SEN to make their work-based learning or internship experiences more fruitful and aimed at facilitating their transition from school to work;
• Support accompanying teachers during the overall mobility experience of students with SEN; how this experience should be effectively organized;
• Provide examples of tools useful for a successful planning and implementation of a personal learning plan for a student with SEN participating to mobility abroad.

Methodology
The methodology that VET teachers/staff can use to produce a Personal Learning Plan should be based on:

1. Interview with the student and with the hosting partner/company before the mobility;
2. Debriefing tools to be used with students during work-based learning to help them reflecting on what they have learned;
3. Final evaluation of the students in the workplace.
1. Interview with the student. This tool is very useful to have a general view of the student and his/her point of view about the mobility.
   • Have you ever carried out a work experience in the past?
   • What do you hope to get out of this mobility experience?
   • Which are your strengths?
   • What do you expect from mobility in the workplace?
   • Where do you find difficulties?
   • What kind of training would you expect?
   • Do you have any learning needs to be made aware of (time adjustments, for example)?

2. This is a list of things that an observer, in this case the tutor or the accompanying teacher, is going to look at when observing a student. This list may have been prepared by the observer. Circle the answer that fits the best in your opinion:
   • Have you identified any specific learning needs? YES. NO.
   • Is the student interested in what he/she is doing? YES. NO.
   • Is the student making progress? YES. NO.
   • Has the student ask for help? YES. NO.
   • Does the student have good attitude and initiative? YES. NO.

3. From 1(min) to 5(max) give a score to the next standards as long as you have reach them during the mobility. Circle the answer that fits the best in your opinion:
   • You have achieved your aim: 1 2 3 4 5
   • You have the right instructions/materials for your task: 1 2 3 4 5
   • You followed the steps were given to you: 1 2 3 4 5
   • The time working was suitable: 1 2 3 4 5
The VET teachers/staff should take into account that they are working with students with SEN and each of them is different, so then, they will need individual and specifics learning plans:

- Individual for each student
- Relevant to the learner’s skillset
- Suitable for each student needs
- Clear and concise explanation of what is expected
- Valuable to the students

Professional and tailor-made Learning Plan should be developed incorporating the learning outcomes and explaining in details the steps required to achieve them:

- Take into account the learners’ interests and skills (soft and hard)
- Clearly outline what will be expected from the learner during the work placement
- Build daily time slots for reflection with the mentors
- Support developing the learners’ self-assessments

Recommendations

VET teachers and staff are all aware of the benefits of international mobility for students with SEN. By using the above resources to prepare a personal, professional and tailor-made Learning Plan for students with SEN participating in a mobility ensures that they are fully prepared to undertake the work-based experience abroad and are aware of what is expected from them by their hosting companies. It ensures that students make the best use of the time in the international mobility to develop their skills and self-esteem while benefitting greatly from the experience of working in another country and learning the standards of a different working culture. This international experience will greatly improve the vocational training of the students with SEN as they have first-hand experience of how to work in an international environment and this internationalisation will make them more employable in the job market on completion of their studies. It will also be of benefit for their hosting companies as they can also gain an insight into the working norms and culture of the sending country of the students during their stay and possibly develop a business network with the students’ home organizations and companies as a result.
Case Studies

Case Study 1. Angela is going to carry out a mobility experience in Budapest.

Angela is on the autistic spectrum, is 18 years old and is attending a Catering course in her local college in the southern suburb of Brussels (Belgium). As part of her studies Angela needs to spend three weeks of work-based mobility in a restaurant in Budapest (Hungary). When conducting the interview with the student before the planning of the mobility her accompanying teacher found out that Angela is particularly good at working with pastry but that she finds cake decoration difficult. After observing her during a workshop at the restaurant of college it became clear to the accompanying teacher that Angela experiences particular difficulty whenever she is in front of clients or when anyone is watching her. After the Hungarian hosting company completed the questionnaire on the training offer Angela’s personal learning plan was completed on the basis of her strengths and weaknesses and agreed by the VET sending organization as well as by the hosting one.

Case Study 2. Miguel is carrying out a mobility experience in Malta.

Miguel is a 17 years old Spanish student with learning difficulties participating in a 4-week mobility in Malta in the Gardening sector. At work he can do different tasks and constantly tries new things but almost never finishes what he starts and he lacks patience. When, the first day of mobility, Miguel started working with his mentor in Malta, he was interviewed about his difficulties and interests taking into due account his personal learning plan. With the help of the accompanying teacher, together they began working on learning outcomes to be achieved according to his personal learning plan. Ongoing Miguel learned how to set goals by himself and this helped him in completing activities right to the end. The mentor also helped him to clarify and develop his areas of interest. Now, after the mobility experience, Miguel does what he is most comfortable with and he is able to plan his work and complete tasks until the end.

Links/bibliography


https://www.mindtools.com/


Learning Outcomes (LO): set of knowledge, skills and competencies an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Work-Based Learning (WBL): it is an educational strategy that provides learners with the opportunity to put theory into practice with real-life work experiences. WBL gives learners the opportunity to explore what they have learned in the classroom within a real-world context.
CHAPTER 4
THE APPLICATION OF QUALITY ASSURANCE MEASURES FOR THE ACQUISITION OF AGREED LOs
CHAPTER 4
THE APPLICATION OF QUALITY ASSURANCE MEASURES FOR THE ACQUISITION OF AGREED LOs

Quality Assurance measures, models and tools to foster the international mobility and learning process of students with SEN.

Contents
This Chapter is meant for VET organisations providing international mobility paths involving students with SEN, that wish to develop and improve concrete procedures and tools to ensure the quality of the learning process for the benefit and learning of this target of students.

Aims
This Chapter uses the necessary technical terms and adopts a simple and user-friendly structure based on the quality cycle (before/during/after mobility).
Given this practical objective, the specific aims are:
• Present to VET organisations who wish to apply quality standards a range of instruments, methods and tools they can work with to develop a quality culture within international learning paths involving students with SEN;
• Keep the quality of the learning path under control;
• Verify that the participants’ level of satisfaction is respected;
• Check and evaluate the correct application of the agreed quality procedures in the learning process.

Methodology
Three quality assurance phases (quality cycle) are set out by the methodology of this Chapter:
1. BEFORE THE MOBILITY VET organisations can guarantee quality in learning process:
• Making contacts aims to generate willingness to cooperate and recruit enterprises to provide appropriate work-based learning opportunities for students with SEN. This is usually a long-term endeavour that calls for continuity, networking and establishment of dependable partnerships;
• Planning work-based learning activities, considering legal requirements as well as pedagogical aims:
(a) contractual arrangements setting out rights and obligations of participating students, sending organisations and hosting companies should be clear before the learning mobility period starts;
(b) adequacy of training opportunities in companies must be ascertained: content of learning mobility needs to fit in with the needs and abilities of the participating students with SEN, and the work-based learning environment should allow students the acquisition of both hard and soft skills;
(c) calibrated individual learning plans should be drawn up detailing the learning outcomes to be acquired by students during the mobility period. The learning outcomes must be described in terms of
knowledge, skills and competences in order to be measurable, realistic and achievable in a period of time congruent with the duration of the mobility path;

• **Tool: Memorandum of Understanding (MoU).** A framework agreement between partner’s project that sets out the roles of the involved parties and details the conditions via which learning outcomes can be achieved, assessed and recognized. It is important that the MoU is shared also with all actors, including participants and their families;

• **Tool: Learning Agreement (LA).** A framework agreement through each student with SEN, supported by the accompanying teacher and school counselors, can clearly define and understand the activities that he/she will carry out during his/her international mobility and the related learning outcomes to be achieved. Filling the LA is very useful to understand the real expectation of the participant, also in consideration of the fact that a student with SEN has a weak or poor self-esteem, is easily distractible and has a high frustration level.

### 2. DURING THE MOBILITY

VET organisations can guarantee quality in learning process:

• **Documenting the work-based learning process** by means of training protocols of in-company mentors;

• **Encouraging the self-reflection** of the student with SEN in assessing his/her learning path and the development of his/her skills, modifying and adjusting – if necessary – his/her own learning activities and objectives along the way. The accompanying teacher and the mentor of the hosting company make sure that the learning process environment helps the student to achieve the learning objectives provided by the MoU and the LA;

• **Tools:** tailored reflection questions; coloring mandalas; metaphorical cards/images which can help in expressing the experience; SMART APP as Learn With Rufus (Social Cues, Basic Competencies)/Video Scheduler (Self-discipline), etc; “learning environment” (e.g rooms for individual or group sessions of reflection).

Nobility experiences abroad represent for students with SEN an opportunity to get out of their “comfort zone”, consequently is very important to adopt a tailor-made approach carefully calibrated on learner’s difficulties, strengths and special needs, to ensure the success of the student’s experience.

### 3. AFTER THE MOBILITY

VET organisations should guarantee a systematic quality-assurance assessment process for the learning experience:

• **Of the project’s participants** (students with SEN);

• **Tools:** questionnaires or surveys, interviews with participants and tutors/mentors, document analysis (e.g. of participants’ reports or log books), etc. The quality process rarely relies on one method alone but uses a combination of methods. Whichever way it is being done, it could still be a good quality criteria to incorporate an element of self-assessment, because this is an important part of the learning-to-learn process, where a student with SEN develops an awareness of own learning process.
• Of the VET project’s organisations and enterprises.

All the project’s partners involved in the project may learn, and this may be, in fact, a very significant outcome of the project. This happens when an organisation changes attitudes or develops new practices as a result of being involved in an activity like a learning mobility project, where it is confronted with new elements and aspects that challenge its usual routines (examples: an organisation that operated only at local or regional level also starts incorporating an international dimension in its activities; an organisation introduces new work forms as a result of having hosted students with special needs/disabilities from abroad, etc).

Such impacts may not be easy to be detected immediately after the project has ended, as many organisations require a certain amount of time to change practices and attitudes. It is therefore a good idea to write them into your evaluation plan from the beginning, so that attention is drawn to them from the start.

Resource materials and tools

• SMART APPS: www.gettingsmart.com
• ECVET tools and procedures: www.ecvet-toolkit.eu
• Analysis of Educational Quality: www.researchgate.net/publication
• Quality and learning indicators: earningportal.iiep.unesco.org
• LD OnLine: www.ldonline.org
• Quality education for disabled persons: unesdoc.unesco.org
• Kolb’s model: www.learning-theories.com/experiential-learning-kolb.
• Handbook for VET providers, supporting internal quality management and quality culture (CEDEFOP reference series99)
• T-Kit 10: https://pjp-eu.coe.int/en/web/youth-partnership/t-kits

Minimum quality standards to be considered

The minimum quality standards that must be taken into account refer to the European Quality Assurance in VET (EQAVET) which provides support for structuring quality assurance (QA) procedures. The four-step procedure of the EQAVET (planning – implementation – evaluation – review) can be applied to specific learner experiences in mobility programmes and also, more broadly, to project partnerships.

Recommendations

• Quality assurance policies and procedures should underpin all levels of the European Qualifications Framework;
• Quality assurance should be an integral part of the internal management of all project’s partners;
• Quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes;
• Quality assurance systems should include the following elements: clear and measurable objectives and standards, guidelines for implementation and appropriate tools, consistent evaluation methods, associating self-assessment/feedback mechanisms and procedures for improvement.

Case Studies

Case Study. James and the Work-Based Learning: a case study of quality learning process for a dyslexic student.

Background

James is a Portuguese student with dyslexia and he is attending a Computer Science VET programme. James participates in a mobility project in Madrid (Spain) of 3-month internship as software developer for a small software consulting company. James’ disability
(dyslexia) means that having spelling checker tools are incredibly important when James write documentation and codes. Despite the challenges it presents, his experience with dyslexia has made James good at thinking about problems and components in terms of the systems they are a part of rather than just individual pieces, which is a major benefit in his international internship. During the internship James develops web and mobile applications for customers in languages including Java, Groovy, C#, and JavaScript.

**Quality Process and Criteria**

In order to ensure the quality of James’ learning process, before to start the mobility project the sending VET school in Portugal and the hosting company in Spain have adopted – agreed by James and his parents – the following quality procedures:

1. A Memorandum of Understanding (MoU) defining guidelines, tasks, responsibilities of each partner and procedures for identifying, assessing and validating learning outcomes acquired during the international mobility;
2. A Learning Agreement (LA) where, in addition to the quality criteria of the MoU, has been identified the tasks to be performed by James during the placement, the related learning outcomes in terms of knowledge, skills and competences and finally the procedures and tools for evaluating the learning outcomes acquired.

James often shows attitudes of laziness, low motivation and anxiety; for this reason, during the international mobility, he is periodically stimulated to a constant self-reflection of his learning path and learning results achieved, through interviews with his accompanying teacher and his mentor within the hosting company, and the use of information technology with which James is particularly familiar (e.g. APPS that James can download on his smartphone).

At the end of the international internship, James carries out a practical test agreed in advance between the sending school and the hosting company; this made it possible to create a test calibrated with compensatory/dispensatory tools to ensure a correct assessment of James’ learning outcomes.

In this way the knowledge, skills and competencies acquired by James have been recognized by the sending school as an integral part of his school curriculum and to acquire the his final qualification.

**Conclusions**

This case illustrates the importance of adopting appropriate procedures and tools to ensure the quality of the learning path of a student with SEN, in order to:

- Encourage the student’s development of good self-reflection and self-evaluation skills;
- Promote the activity of contact between school, family and hosting company;
- Ensure that the sending organization and the hosting company are actively involved in the design of a learning path tailored to the needs of the individual student with SEN;
- Promote the autonomy of students with SEN participating in international mobility programmes and contribute to strengthening their self-esteem.

Raising the Achievement of All Learners in Inclusive Education (European Agency for Special Needs and Inclusive Education, 2019), www.european-agency.org/resources/publications


The Journal of Special Education, journals.sagepub.com/home/sed

Recommendations on making the Erasmus+ programme 2021-2027 more inclusive, https://mapped.eu/inclusive-mobility-alliance

EQAVET framework, https://www.eqavet.eu/

Quality Planning, the Juran Trilogy, www.juran.com

**Glossary**

**EQAVET:** it is a community of practice that promotes European collaboration in developing and improving quality assurance in VET.

**Quality Assurance:** quality assurance is an organisation’s guarantee that the product or service it offers meets the accepted quality standards.

**Quality Cycle:** a systematic series of steps for gaining valuable learning and knowledge for the continual improvement of a product or process.

**Qualification:** the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

**European Qualifications Framework (EQF):** reference tool for describing and comparing framework for lifelong qualification levels in qualifications systems learning developed at national, international or sectoral levels.

**Learning Environment:** refers to the diverse physical locations, contexts, and cultures in which students learn.

**Self-reflection/assessment:** assessment by which the learner gathers information about and reflects on his/her own learning, judges the degree to which it reflects explicitly stated goals or criteria, identifies strengths and weaknesses, and revises accordingly.

**Coloring mandalas:** the meaning of the word “mandala” in Sanskrit is circle. Mandalas are intricate geometric patterns and coloring mandalas seems to have numerous healing and relaxing effects on the body.

**Comfort Zone:** a place, situation, or level where someone feels confident and comfortable.
CHAPTER 5
THE TUTORING OF THE MOBILITY EXPERIENCE
CHAPTER 5
THE TUTORING OF THE MOBILITY EXPERIENCE

How to put in place tutoring or similar arrangements to track the students’ progress and support them during the mobility activities (both inside and outside the hosting company context).

Contents

The present materials are intended for the training of teachers who will organize monitoring and evaluation of the achieved results by students with SEN during their mobility abroad.

After this training, teachers will be able to:

• Define the responsibilities of the receiving and sending organisations;
• Negotiate on all terms and conditions for the internship and logistics;
• Monitor the way the mobility is conducted;
• Take into account the mobility and certification of participants.

Aims

This training has the following aims:

1. Learn how pre-monitoring is done and to know that it covers the following: prepare mobility; develop the work programme; define the obligations of the sending and receiving organizations;
2. Learn how ongoing monitoring is done and what its scope is – monitor the compliance with the work programme; the implementation of the activities; taking students’ progress into account;
3. Learn how consequent control is carried out, which covers the number of successfully conducted and certified mobilities. If additional professional competences are to be acquired, they may be certified by issuing a certificate.

Methodology

1. Develop a work programme;
2. Develop a standard agreement between the receiving and the sending organisations;
3. Questionnaire to examine the opinion of the participants in the mobility, which is completed during and after the mobility;
4. Completion of the Europass Mobility certificates;
5. Completion of certificates for additional professional competences acquired.
The training will begin with the development of a work programme – type, form, requirements, content. It is important for teachers to know that the work programme is the document by which all mobility activities are carried out. Teachers will familiarize themselves with a standard agreement that is signed between the sending and the receiving organisations which regulates the obligations of each party. Teachers can carry out pre and post monitoring, and can use the monitoring tools – observation and questionnaire, as well as summarize the results. The learners will be familiar with the basic requisites of the certificates.

**A questionnaire to examine participants’ opinion during the mobility**

- At what workplace do you do your internship?

- Do you handle work activities?

- Does the workplace you are working on meet your expectations?

- Is there a mentor who helps you perform your work activities?

- Do you receive adequate support from accompanying teachers?

- Do the accommodation and food meet your expectations?

**Questionnaire to examine the opinion of the participants after the end of the mobility**

Do you think that mobile practice was useful for your vocational training?

Yes  No  I cannot decide

Do you think that the mobility practice has been helpful in developing your professional, language and social skills?

Yes  No  I cannot decide

How do you estimate accommodation, logistics and the cultural programme?

Yes  No  I cannot decide
To achieve the goals, the teachers we train must have:

- Knowledge and skills in the professional field;
- Training and experience of working with SEN students;
- Knowledge of the health and safety regulations in the workplace and the training conditions; the specific requirements for the workplace, suitable for conducting an internship according to the specific condition and illness of the student with SEN;
- Have the necessary language skills to communicate in a foreign country.

Recommendations

As a result of this training, teachers will be able to prepare and carry out mobility as accompanying persons and will be able to monitor and track its effective implementation. Using these tools will guarantee the benefits of the mobility of the students with SEN. Ultimately, mobility is conducted to ensure the development of students’ professional skills, the acquisition of new professional skills in a new work environment for them, and to enhance their social and communication skills.

All this will lead to convergence of acquired professional skills and introduction of European standards in training. Local businesses will have the opportunity to hire persons who have acquired additional professional skills, which is beneficial to both them and the teaching staff of the sending organisation.

Teachers from the sending organisation will be able to use the training materials and methods. Teachers will be able to share their experience of the implemented mobility. The host organisation can use the methods of teaching for the students with SEN in the real work environment.

Case Studies

Case Study 1. A mobility experience as kitchen assistant.

Ivan is a 16 years old student with SEN. He was diagnosed with mild mental retardation. He has been included in a group of students participating to mobility. After a preliminary assessment of his situation he has been directed towards a suitable internship as a kitchen assistant. He will carry out the following activities and operations:

- Deliver products from the warehouse to the kitchen;
- Wash, clean and cut the vegetables manually or by machine;
- Transport cleaned products from the primary processing unit to the kitchen for further processing;
- Wash kitchenware, machinery and equipment;
- Clean and maintain the kitchen and preparation rooms, refrigeration and storage rooms as required;
- Inform the chef about irregularities.

The preliminary assessment of competencies identified that additional training support was needed to work with the vegetable slicer and the dish washing machine. Under the supervision of a mentor, practical training has been conducted to work with these machines and it has been established that the student can handle these activities. Ivan’s progress has been identified in evaluating the final results.
**Case Study 2.** A mobility experience in a hotel’s laundry.

George is a student with SEN (Down syndrome) and has been included in a group of students participating to mobility. The student has a low muscle tonus (hypotension). After a preliminary assessment of his situation he has been directed towards a suitable internship in a hotel, where he will perform the following activities and operations:

- Working in the hotel’s laundry room;
- Loading the washing machine with clothes;
- Unloading of clothes and preparation for ironing;
- Ironing clothes.

The preliminary assessment of his competencies identified that additional training support was needed to operate the ironing machine. Under the supervision of a mentor, practical training has been conducted to work with these machines and it has been established that the student can handle these activities. George’s progress has been identified in evaluating the final results.

**Links/bibliography**


https://eacea.ec.europa.eu/national-policies/eurydice/content/special-education-needs-provision-within-mainstream-education-50_en

**Glossary**

**Down Syndrome:** Down syndrome or trisomy 21 is a genetic disorder with an additional chromosome. Thus, instead of the 46 chromosomes that are normal for the human body, there is one more.

**Muscle hypotension:** decreased muscle tonus. It is characterized by excessive muscle relaxation or tightness. This is Down Syndrome typical condition.
CHAPTER 6
THE DIRECT COACHING INSIDE THE COMPANY
CHAPTER 6
THE DIRECT COACHING INSIDE THE COMPANY

How accompanying teachers can promote the in-company coaching procedures to allow the achievement of participants’ learning outcomes (both professional and personal/soft skills).

Contents
- Preparing accompanying teachers for using learning outcomes based approach in WBL mobilities for students with SEN;
- Improving cooperation and communication between accompanying teachers and enterprise tutors in assessing participants to mobility and learning outcomes achieved;
- Monitoring the effectiveness of a training programme during mobility; conceiving evaluation portfolios; reviewing the training programme; promoting quality assurance standards and methods to VET schools and training providers.

Aims
- Planning and implementing a mobility programme for students with SEN;
- Guidance and communication procedures involving the participating students with SEN;
- Communication and cooperation between the VET sending organisation and the hosting company.

Methodology
The objective of the check list below is to bring out, through a mapping of the company tutor’s role in different VET contexts, the common elements that could make a contribution to a sector approach, motivating VET providers, schools, companies and teachers, to improve their skills, namely transversal skills, through a unit of learning outcome specifically addressed to in-company mentors.
Initial evaluation (before the mobility starts)

Why does the trainee (learner) participate in the training proposed abroad?
- Skills needed formally (if initial training);
- To learn new skills (good for career development);
- Compulsory training?

What results are expected from the training abroad?
- New skills for the job/increased effectiveness.

What is expected in terms of monitoring/accompaniment provided by the in-company mentor?
- Above all guidance through practical training (work-based learning);
- Group work with experienced workers, with tasks properly shared;
- Individual consultations with the in-company mentor and other experienced workers;
- Self-evaluation;
- Mutual assessment together with experienced workers.

What are the most significant knowledge/competences expected from the training?
- Transversal skills;
- Health and safety regulations;
- Communication skills;
- Technical skills.
### Self-assessment of the skills and competences already possessed.

- [ ]

### Systematic in-training evaluation: Evaluation of the in-company training process

#### Overall evaluation on the training, including training structure and training content:
- Relationship with the in-company mentor:
  - [ ]
  - Ability to transfer knowledge:
  - [ ]
  - Conducting training in a logical and understandable way:
  - [ ]
  - Ability to establish contacts and to create a positive learning and working atmosphere:
  - [ ]
  - Ability to involve the learner in discussions, exercises, simulation and evaluation of results:
  - [ ]
  - Relationships with other workers.
  - [ ]

- Quality of evaluation procedures:
  - Degree of achievement of transversal skills and of health and safety regulations and practice:
  - [ ]
  - Degree of achievement of technical skills and their use in practical work situations:
  - [ ]
  - Identification of potential progress to be made:
  - [ ]
Final formal evaluation

• Transversal skills acquired and put forwards in work situations;

• Health and safety regulations acquired and put forwards in work situations;

• Communication skills acquired and put forwards in work situations;

• Technical skills acquired and their use in practical work situations;

• Additional skills and competences acquired, non-foreseen in reference standards;

• Opportunities to continue the learning initiated;

• Evaluation of opportunities to implement each category of learning outcomes in workplace: the most useful skills and competences for companies; the most useful skills and competences for the learner him/herself;

• The most noticeable change compared to the situation before the training abroad;

- Progress area:
  • What still can be improved?

  • Operational scheme for improvement.
Minimum quality standards to be considered

- Go around the work place the first day of the mobility experience with the learner so you can identify any situations, such as in the layout of the rooms, which might cause difficulties;
- Discuss any adaptations you and the learner have found useful with the in-company mentor and talk about any adaptations that might need to be made in the work place;
- If a learner requires any additional hardware or software discuss with the in-company mentor how this might best be provided and serviced;
- Create an online library, including the documentary resources required for the preparation and implementation of tutoring on a day-to-day basis;
- Design a self-assessment approach for in-company mentors based on the skills that are identified and outlined in the reference manual;
- Structure guidance measures addressing in-company mentors based on the identified activities and tasks carried out by appropriate territorial and sectoral professional bodies;
- Create the Learning Agreement.

Recommendations

- Students with SEN can obtain practical skills and knowledge in real work contexts abroad;
- They can develop their abilities to work in a team, without bothering of their special needs;
- They may increase their self-confidence and consciousness that they can cope with real work situations.

There are benefits for the hosting companies, too:

- Increased organisational diversity;
- An effective employee recruitment and retention tool;
- Improved supervisory skills, work habits and productivity;
- Within a mentoring programme, the staff might overcome the prejudice and reservations towards disabled people and become more positive and benevolent to them.

Case Studies

Case study 1. A mobility experience in a cleaning services company.

Mike is 17 years old and attends a large suburban VET school in Amsterdam (Netherlands). Mike has a cognitive disability (IQ of 70). During the meeting with his special education teacher Mike expressed interest in doing a two-month mobility experience in a cleaning company abroad as part of his career exploration activities. Mike’s teacher contacted the director of a cleaning services company in Bristol (United Kingdom) and discussed the possibility of the company serving as Mike’s internship and career assessment site. Mike’s teacher explained that the purpose of Mike’s career assessment was to evaluate him in a variety of work-related areas including performance, ability to follow directions, and social relationships. Since all of the cleaning services provided by the company to corporate clients are performed at night, the director together with the in-company mentor suggested the teacher to assign Mike to a team that cleans private homes during the day. The director also suggested assigning Mike to a single team to avoid him to adjust to
several employees at once. Mike’s teacher talked several times with
the in-company mentor before the start of Mike’s mobility activities
and also conducted a deep analysis of the training programme to
decide on any further assistance to be provided to Mike to perform
the assigned tasks. Mike’s mentor and teacher decided to review
the assessment plan. They agreed to collect data on Mike’s work
rate on each task. Initially, assessment data have been collected
each time Mike was at the worksite. Mike’s mentor wrote case no-
tes appraising Mike’s performance and behavior to supplement the
data collected using forms. Assessment was then focused on a new
task or behavior. Mike’s teacher obtained the agreement on the as-
sessment plan from Mike, his father, and the director of the hosting
company. After one month with the team, Mike reluctantly agreed
to move to a second team, to assess him again with respect to his
ability to enter new situations, establish relationships, and respond
appropriately to different supervisors. At the end of the second
month of mobility the career assessment process was repeated
with similar results.

Case study 2. A mobility experience in the motor vehicle sector.

Jack, 18 years old, applies to do a mobility experience in Barcelo-
na (Spain) in the motor vehicle sector. Jack has a physical disabili-
ty which results in him having some weakness in his left side. His
walking is rather uneven and he does occasionally lose his balance.
Also he does not have much strength in his left hand. However, he
has compensated for this very well and is adept at using his right
hand for any movements which require strength. He is passionate
about cars and bikes and is sure that this is the one course he wants
to do. During the preparation session with the in-company tutor, his
teacher debated the following topics:
  • How might Jack compensate for these?
  • Are there any particular health and safety issues which might need
to be look into?
  • What support might you need to give to staff who will be working
with him?
  • Which are the most appropriated tasks?

Links/bibliography

ding-principles-professional-development-trainers-vet
practices/MappED_Cooperation_Guidelines.pdf
https://www.who.int/topics/disabilities/en/
https://mapped.eu/inclusive-mobility-alliance
http://www.ncset.org/publications/essentialtools/flsa/sectionIII_examples.asp
Glossary

Impairment: it is a problem in body function or structure.

Activity limitation: it is a difficulty encountered by an individual in executing a task or action.

Participation restriction: it is a problem experienced by an individual in involvement in life situations.
CHAPTER 7
THE MONITORING AND EVALUATION SYSTEM OF THE LEARNING MOBILITY EXPERIENCE
CHAPTER 7
THE MONITORING AND EVALUATION SYSTEM OF THE LEARNING MOBILITY EXPERIENCE

How to monitor if the participants’ progress has been met;
How to evaluate if the participants’/mobility objectives have been met (evaluation before mobility, ongoing and at the end).

Contents
This Chapter is aimed at teachers accompanying students with SEN during mobility. The goal is to train them to evaluate the level of students’ preparation, their need for additional training in order to successfully carry out the mobility experience, as well as assessing students’ progress during mobility and its results. In the mobility context, teachers learn how to support students with SEN.

Aims
The aims are:
1. Train teachers to determine the level of vocational training of SEN students applying for mobility;
2. Instruct teachers to identify the need of additional training and support for SEN students who will be involved in mobility, according to the hosting companies where they will carry out their mobility experience;
3. Train teachers to evaluate SEN students’ achievement from mobility and to track students progress.

Methodology
Interviews with SEN students applying for a mobility are conducted to determine the initial level of vocational training acquired. The interview may contain questions that relate to students’ professional knowledge, motives for participation, and expectations. In addition, there may be issues addressing the need for additional support, such as communication support, support to overcome movement barriers, support to dietary, etc. as well as development of training materials for additional training that is tailored to the specific needs of the SEN students participating to mobility.
1. Checklist for establishing entry-level professional knowledge and skills;
2. Checklist to identify progress after mobility;
3. Interview to identify needs for additional support during mobility.

1. Checklist
for evaluation results of the vocational training of a student with SEN at the beginning of mobility

Date: _______________
Workplace: __________________________________________

The activities follow the technology at the specific workplace.

T.1: The student handles the activity with difficulty
T.2: The student handles the activity satisfactorily
T.3: The student handles the activity well
T.4: The student handles the activity very well
T.5: The student handles the activity excellently

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The activities follow the technology at the specific workplace.

Teacher: ________________________________

Resource materials and tools

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<td>97-100</td>
<td>48-50</td>
<td>Excellent</td>
</tr>
<tr>
<td>92-96</td>
<td>46-47</td>
<td>Very good</td>
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<tr>
<td>87-91</td>
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<td>Good</td>
</tr>
<tr>
<td>80-86</td>
<td>40-43</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

Teacher: ________________________________
2. Checklist
to compare the achieved results of vocational training

This checklist is drawn up to compare the achievement of the student with SEN after completing the mobility in order to identify the progress in professional competences.

<table>
<thead>
<tr>
<th>Nº</th>
<th>Practice evaluation activities</th>
<th>Maximum points</th>
<th>Total score</th>
<th>Criteria</th>
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<td>Activity 4</td>
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<td>4 8 12 16 20</td>
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<tr>
<td>5</td>
<td>Observance of hygiene standards</td>
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<td>- work clothing, personal hygiene and workplace hygiene</td>
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The activities follow the technology at the specific workplace.

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<th>Score</th>
<th>Qualitative assessment</th>
</tr>
</thead>
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</tr>
<tr>
<td>80-86</td>
<td>40-43</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

Conclusion: the result of the comparison of achievements is specified. The progress in mastering competencies for each operation can be tracked, as well as the overall presentation of the student in his/her participation in mobility.

Teacher: ________________________________
3. Checklist

for evaluation of the vocational training results achieved at the end of the mobility of the student with SEN

Date: _______________

Workplace: __________________________________________

The activities follow the technology at the specific workplace.

T.1: The student handles the activity with difficulty

T.2: The student handles the activity satisfactorily

T.3: The student handles the activity well

T.4: The student handles the activity very well

T.5: The student handles the activity excellently

<table>
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<tr>
<th>Nº</th>
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<th>Total score</th>
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<td><strong>Total</strong></td>
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</table>

The qualitative assessment is done as follows:

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<th>Score</th>
<th>Qualitative assessment</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>80-86</td>
<td>40-43</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

Teacher: ________________________________

Note: if the results achieved are satisfactory or competencies in performing an activity or operation are poorly rated support and absorption measures are identified and implemented.
INTERVIEW

to establish the level of prior vocational training, the need of additional training and the necessity of additional support

The interview is conducted before the implementation of the mobility, but after the acquaintance with the specific conditions of the workplace for the internship.

1. Give reasons to get involved in mobility:
   - a. getting to know other cultures
   - b. raising the level of language competences
   - c. learning about new technologies at work
   - d. other

2. Do you feel you are sufficiently prepared for mobility?
   - a. completely prepared
   - b. well prepared
   - c. I need further training for/by ____________________

3. Do you have specific requirements when organizing logistics?
   - a. No
   - b. Yes, I need

4. Do you have specific requirements for:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>NO</th>
<th>YES, I NEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>travelling</td>
<td></td>
<td></td>
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<tr>
<td>dietary requirements</td>
<td></td>
<td></td>
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<tr>
<td>traveling to and from work</td>
<td></td>
<td></td>
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<tr>
<td>communication with staff</td>
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</table>

5. What are your expectations of the mobility?
In order to carry out the planned activities to assess the progress of students with SEN involved in mobility and to provide additional support to them, teachers need to:

- Have knowledge and skills in the profession that students with SEN are trained for;
- Be able to formulate basic processes and activities that students with SEN will perform during mobility;
- Evaluate the professional competences that students with SEN have acquired;
- Formulate evaluation criteria;
- Be able to make a quantitative and qualitative assessment;
- Formulate criteria and indicators for assessing student progress as a result of the mobility experience;
- Establish the need of additional support for the students with SEN.

Minimum quality standards to be considered

By learning through the tools and materials presented above, teachers will gain knowledge and experience of assessing the professional competencies of students with SEN in a real work environment. Conducting mobility in an international environment will enhance the professional skills of teachers in the following aspects:

- They will become familiar with the occupational standards in the host country and compare them with national standards;
- They will acquire new ways of assessing students’ competences;
- They will identify students’ real knowledge, skills and progress during mobility;
- The acquired professional experience will also be applicable to the training of other students with SEN;
- The experience gained will be shared with other teachers in the professional field.

This will lead to a harmonization of standards in training in the relevant profession and a convergence of requirements. By facilitating the mobility of students with SEN, host organisations will gain confidence, that they can recruit disabled people for the long term by responding to their specific needs. On the other hand, students with SEN will be assured that they can gain a foothold in the labor market and confidence in their capabilities. If developed steadily, the results achieved will lead to a partial resolution of problems with the social and professional realization of young people with special needs.

Recommendations

Case Studies

Case study 1. A mobility experience in Berlin as hotel receptionist.

Emilia is 16 years old and she has impaired vision. She is performing her one-month mobility experience as hotel receptionist in Berlin. Before starting her mobility experience she received a preliminary training to work with the booking software under the direct supervision of the mentor. When she started to work her accompanying teacher noticed that at the reception desk light was not enough to enable Emilia to handle her duties. The second problem encountered during work was that due to her impaired vision, the font of the computer was not clear enough. After clarifying the problem, this was sorted out by the in-company mentor. The light was enhanced and the font on the computer was increased.
Case study 2. A mobility experience in Lisbon as kitchen assistant.

Marian is 18 years old and he is affected by epilepsy. As part of his mobility experience he is working in the kitchen of a restaurant in Lisbon. Marian is pre-trained to work at the cold preparation unit for initial processing in the kitchen. While working he gets a convulsive seizure. An ambulance is called. Until the arrival of the Emergency Team, first aid is provided to the student:

- The exact hour of the convulsive seizure is recorded;
- He is moved to a secure location;
- He is provided with an available towel from the kitchen which is placed under his head.

After the arrival of the Emergency Team, the student is taken to hospital.

Links/bibliography


Glossary

Epilepsy: it is a common neurological disorder characterized by seizures. The cause of these seizures are anomalies in the brain development. The characteristics of the seizures depend on the part of the brain in which these abnormalities occur.

Convulsion: uncontrolled and involuntary muscle movements that occur with unusual electrical activity in the brain.
CHAPTER 8

THE RECOGNITION, CERTIFICATION, TRANSFER AND VALIDATION OF LOs ACHIEVED BY THE LEARNER AT THE END OF THE MOBILITY EXPERIENCE ACCORDING TO THE ECVET SYSTEM PROCEDURES AND TOOLS
CHAPTER 8
THE RECOGNITION, CERTIFICATION, TRANSFER AND VALIDATION OF LOs ACHIEVED BY THE LEARNER AT THE END OF THE MOBILITY EXPERIENCE ACCORDING TO THE ECVET SYSTEM PROCEDURES AND TOOLS

The ECVET implementation for the international mobility of students with SEN.

Contents
This Chapter addresses the VET organisations promoting international mobility projects and involving students with SEN, to apply correct ECVET procedures to certificate, transfer and validate the learning outcomes (LOs) acquired by these students during the international mobility experience. Due to the different structures of qualification systems and divisions of responsibilities among stakeholders across Europe, the understanding of who is a competent institution with regard to ECVET varies greatly. This Chapter was written to explain the role of ECVET in facilitating the validation and recognition of the learning outcomes acquired abroad, so that they can be integrated into the qualification pathway which a student with SEN is undertaking in his/her home country. It is possible to plan three main phases of an international mobility programme according to ECVET criteria: before, during and after mobility.

Aims
This Chapter provides tools and materials (methodology) aimed at:
• Make it easier for students with SEN to get validation and recognition of work-related skills, competencies and knowledge acquired in different systems and countries, so that they can count towards vocational qualifications;
• Make it more attractive to move between different countries and learning environments;
• Increase the compatibility and comparability between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer;
• Increase the employability of students with SEN and the confidence of employers that each qualification requires specific skills and knowledge.

Methodology
This section discusses the aspects of ECVET implementation that need to be taken into account before, during and after the international mobility.

ECVET BEFORE THE MOBILITY
The preparation phase is needed to make sure that when the student returns to home the knowledge, skills and competencies (learning outcomes) he/she has achieved abroad can be validated and recognised and consequently accumulated. To ensure a quality process, the partner organisations of a mobility project (i.e. sending VET school/organisation and hosting company/organisation) can formalise the following agreements before the mobility:
• a Memoranda of Understanding (MoU), that formalises the ECVET partnership and establishes a common framework for the identification and description of units of learning outcomes (including descriptions in terms of ECVET points), the assessment of learning outcomes and the procedures for the validation and recognition of students’ credit;
• a Learning Agreement (LA), that defines specifically for each individual student what units of learning outcomes the student will achieve abroad, how and when these will be assessed and how the unit(s) will be recognised.

By drafting the LA, it is crucial that students with SEN reflect with their teacher/counselor of the school and the mentor of the hosting company any difficulties he/she is likely to face without prejudicing his/her placement opportunity.

It may be relevant to cover the following issues that it is possible to face with SEN students: the student’s awareness of his/her skills and capabilities; the student’s expectations (some students may have unrealistic expectations or expectations may be too low); work pressures (work placements can be daunting or extremely stressful for a SEN students with little or no prior work experience or for those who have low confidence); any adjustments the student may need while on the placement.

ECVET DURING THE MOBILITY
During the mobility abroad, the accompanying teacher and the mentor of the hosting company should address several issues:
• ensure that the internship activities enable the student with SEN to acquire the expected learning outcomes identified in his/her learning agreement;
• assess what learning outcomes the student with SEN has achieved;
• provide evidence about the results of the student’s assessment (including a transcript of record, described with ECVET points).

ECVET AFTER MOBILITY
When a students with SEN returns to his/her sending VET school/organisation, learning outcomes achieved during mobility are recognised and validated according to the procedures defined by the MoU and the LA before the mobility.

The student brings to the sending VET school/organisation evidences on the fact that the assessment in the hosting company took place as agreed. These evidences also describe what learning outcomes the student has achieved, compared to that planned before mobility, and to what extent these are fully mastered.

Based on these evidences, the sending VET school/organisation confirms, in line with the Learning Agreement, whether the learner met the expectations (in terms of learning outcomes) and if so, the ECVET credit are validated and recognized. When students’ credit achieved abroad is validated it means that it has been transferred. It is considered to be an element of the qualification that the student is preparing for.
ECVET BEFORE THE MOBILITY
Examples of templates for Memorandum of Understanding (MoU): http://www.ecvet-projects.eu/ToolBox/ToolBoxList.aspx?id=16&type=1


T-Kit 8 – Social Inclusion (Council of Europe): an easy-to-use handbook with practical examples and tools that can be used to stimulate reflection in students with disabilities and special needs: https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion

ECVET DURING THE MOBILITY

Practical examples to stimulate the self-reflection of students with SEN on the potential of the international mobility for their personal and professional growth: https://www.european-agency.org/resources/publications/inclusive-early-childhood-education-environment-self-reflection-tool

The use of the Europass Mobility can facilitate the recording of learning outcomes achieved by students. The following link shows some practical examples: https://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility/examples

ECVET AFTER MOBILITY
Three main different ways in which the LOs can be validated and recognized (page 16): http://www.ecvet-projects.eu/Documents/ECVET_Mobility_Web.pdf
Minimum quality standards to be considered

According to EQAVET Quality Cycle, the following table summarises ECVET quality assurance procedures (QA) and tools that can be applied to specific learner experiences in mobility programmes and also, more broadly, to ECVET partnerships.

**Phase**
- ECVET learner mobility QA procedures/tools
- ECVET partnership QA procedures/tools

**PLANNING**
Procedures/tools used for implementing ECVET before, during and after individual learner mobility can also be used in Quality Assurance – for example, the Learning Agreement, assessment grids, documentation evidencing achieved learning outcomes
Memorandum of Understanding (MoU)

**IMPLEMENTATION**
Memorandum of Understanding (MoU)

**EVALUATION**
Procedures/tools used for implementing ECVET learner mobility can also be used in Quality Assurance – for example, feedback from questionnaires gathered at key stages in the delivery of a mobility programme
Collection of relevant data, relating to:
- Assessment results;
- Learner successes during mobility;
- Impact of the mobility experience on learners’ future pathways

**REVIEW**
Action plan based on evaluation results, specifying required change or adaptation to improve future international mobility projects
Action plan based on evaluation results, specifying required change or adaptation to guarantee the quality of the partnership and/or face difficulties and problems that may arise
The following check list can be used as a basis for recommending the correct use of ECVET for international mobility involving students with SEN.

BEFORE THE MOBILITY
The competent institutions involved in the partnership should define and agree:
1. Their own functions in the management of the ECVET procedures and which other institutions need to be involved to ensure ECVET credit transfer;
2. A Memorandum of Understanding (MoU), identifying the unit(s) of learning outcomes for the mobility, specific assessment criteria linked to the LOs identified and the procedures/criteria for the validation and recognition of ECVET credits;
3. A Learning Agreement (LA), identifying for each student with SEN the learning outcomes to be achieved and assessed and how students’ credit will be validated and recognised. As a student with SEN often faces a different learning environment (e.g. international mobility) with an expectation of failure, partner organisations are recommended to use a correct approach based on:
   3.1. the involvement of the staff dealing with SEN students: teachers, psychologists, health care professionals, counselors, etc;
   3.2. the involvement of the SEN student for the identification of his/her LOs and the activities to be carried out to achieve the LOs; this requires the adoption of tailor-made procedures specific and personalized to the needs of each SEN student;
   3.3. the involvement of the students’ parents in sharing the contents of the Learning Agreement.

DURING THE MOBILITY
The mentor of the hosting company and the accompanying teacher should ensure:
1. That work-based activities are calibrated (accommodated) to meet the needs of the SEN student and that are relevant for the learning outcomes to be achieved;
2. That Learning Agreement is respected during the international mobility path;
3. That the SEN student receives continuous feedback about his/her internship, so that he/she is always fully aware of the path he/she is taking;
4. That the SEN student is stimulated to assess what he/she is doing (self reflection/concept maps/APP, supporting him/her to overcome the difficulties encountered. In this way the student is motivated to continue his/her learning process;
5. A correct final assessment of the LOs achieved at the end of mobility, through a final test that must always be commensurate to the specificity and severity of the disability and the impact of the disability on the performance required.

AFTER THE MOBILITY
The sending VET school/organisation, based on the evidences of the student’s assessment in the hosting company, verifies if the student achieved the expected learning outcomes. If so, the credit is validated (and recognised) in line with the Learning Agreement. Learning outcomes achieved abroad are recorded in the student’s transcript of records.
Case Studies

Case study. The mobility experience of Alessia, a student with Down Syndrome.

Alessia is a 17-year-old Italian student, who is preparing for a qualification in the tourism sector (tourism planner). Alessia has Down Syndrome, often closes in herself and tends to have a passive behaviour in carrying out learning and internship activities. Alessia will participate to a mobility experience of one month in Austria, where will do an internship in a tourist information office. Through the mobility experience Alessia will achieve the learning outcomes that correspond to the unit of qualification she is preparing for at home, entitled “Implementing Tourism Services”.

Before the mobility, the two partner organisations (sending school and hosting company) sign a MoU which specifies, among other things, the requirements for assessment, validation and recognition of learning outcomes achieved abroad and the quality assurance used by each organisation. When all the details of the mobility are agreed, Alessia signs a Learning Agreement in the home institution. The Learning Agreement contains an assessment grid which also identifies the assessment criteria for all learning outcomes.

During the mobility, Alessia takes part in the different activities of the tourist information office. She gives information to tourists in English (language skills are also among the learning outcomes to achieve) and serves customers with courtesy taking into account their cultural background (also among the learning outcomes), etc. At the end of the internship in the tourist information office, the mentor of the company, the accompanying teacher and Alessia have an assessment discussion. This discussion is guided by the assessment grid attached to the Learning Agreement. Alessia is first asked to self-evaluate her performance with regard to the different learning outcomes. The company mentor does the same and the results are discussed between the three persons. Based on the discussion, the company mentor and the accompanying teacher confirm the assessment results. It appears during the discussion that a small part of learning outcomes has not really been achieved because Alessia did not take part in related activities – this concerns mainly learning outcomes related to the use of resources on the work place. These learning outcomes are hence not assessed. Alessia’s self-evaluation, the assessment of the company mentor as well as the assessment of the accompanying teacher are recorded in the Europass Mobility to which is attached a Transcript of records which Alessia brings with her to her home school.

When Alessia returns to Italy, her sending school looks at the evidences and confirms that she has indeed achieved the learning outcomes needed for the unit “Implementing Tourism Services”. Despite the fact that she has not achieved a few learning outcomes (because of lack of opportunities), the sending school considers this gap as a minor part of the unit that does not prevent Alessia from achieving the unit. The unit “Implementing Tourism Services” is recorded in Alessia’s Transcript of record, together with the grade that she has obtained (good). She is also awarded the credit points that correspond to that unit.
ECVET Cassetta degli attrezzi – guida per l’utente, https://www.ecvet-toolkit.eu/userguide
ECVET progetti pilota, http://www.ecvet-projects.eu/
Sistema di trasferimento delle qualifiche professionali, il Vocational Qualification Transfer System (VQTS), https://vocationalqualification.net/https://vocationalqualification.net/
Web-site di interesse per gli insegnanti che vogliono migliorare i risultati dei discenti con bisogni educativi speciali, https://send.excellencegateway.org.uk/

**Glossary**

**ECVET points**: a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to a qualification.

**ECVET credit**: a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification.

**Memorandum of Understanding (MoU)**: it is a voluntary agreement, between competent institutions, which sets out the framework for credit transfer and formalises the ECVET partnership.

**Learning Agreement**: it is an individualised document which sets out the conditions for a specific mobility period; it specifies, for a particular learner, what are the learning outcomes to be achieved and how these will be assessed, validated and recognised.

**Personal Transcript**: it is a document containing information on credit (positively assessed learning outcomes) achieved by an individual learner, a record of individual learning achievements.

**Unit of Learning Outcomes**: it is a component of a qualification, consisting of a coherent set of knowledge, skills and competence, which can be assessed and validated.
Home Institution: it is the one where the learner is regularly enrolled and where he/she prepares the full qualification. The home institution validates and recognises achieved learning outcomes attributing ECVET points.

Host Institution: it is the one where the learner spends a mobility period. The host institution provides training and assesses achieved learning outcomes.
PGT D-r V. Beron (Bulgaria) (project coordinator) www.vtpgt.com

REATTIVA - Regione Europa Attiva (Italy) www.reattiva.eu

Hermes Corporation, (Malta) www.hermesjobs.com

Școala Profesională Specială Samus (Romania) www.spsamus.ro

Centro San Viator (Spain) www.san-viator.eus

EFVET (Belgium) www.efvet.org