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IO3 - VETREALITY Mobility Toolbox for VET teachers and trainers

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IO3

VETreality Mobility Toolbox for VET teachers and trainers

Project Nr 2020-1-IT01-KA202-008380

**Virtual Reality based training to upskill VET Teachers and Trainers and foster
inclusion of SEN Students in WBL**

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





Project partner organizations

Co&So (Italia) – Coordinatore



Reattiva – Regione Europa Attiva (Italia)



Auxilium pro Regionibus Europae in Rebus Culturalibus (Austria)



Danmar Computers Sp Zoo (Polonia)



INSHEA (Francia)



Tolosako Inmakulada Ikastetxea S. Coop. (Spagna)



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Introduction

The KA2 Erasmus+ project “*Virtual Reality based training to upskill VET Teachers and Trainers and foster inclusion of SEN Students in WBL*”, in short, the VETreality project, investigates how and to what extent VET teachers and trainers can use virtual reality to motivate and prepare SEN students to undertake Work Based Learning experiences and programs, especially abroad. The results of this research are turned into concrete tools (Intellectual Outputs) for VET providers to support SEN students’ willingness to prove themselves in the workplace and abroad through VR. This **mobility toolbox for VET teachers and trainers** is the **3rd Intellectual Output (IO)** of the VETreality project. It is especially designed to foster WBL mobility abroad among SEN students in a clear and motivating way.

WBL mobility programs are a great opportunity for personal and professional growth for everyone because living and working far from home, maybe in another country, is outside your comfort zone and a way to grow, develop autonomy and prove oneself. Even more so when you are required to take responsibility and perform some tasks for a project or an employer. This can be an exciting opportunity to develop those hard skills (technical skills) and soft skills (self-esteem, autonomy, teamwork, communication skills, etc.) that are so important to concretely realize a personal and professional life project. This is especially important for the empowerment of SEN students.

However, lack of knowledge, misconception and prejudice about mobility programs may limit SEN students’ freedom to go for them. Even if not all mobility programs are fully adapted to the needs of SEN students, most of them provide SEN students, families and schools with a safe and well-organized framework that allows all to undertake projects. Therefore, the VETreality Mobile App adopts the VR technology as a means of immersive and interactive learning to promote physical mobility among 15-19 years old SEN students. It addresses VET teachers and trainers, SEN students and their families and provides them with knowledge about mobility programs to overcome their hesitancy and fears.

The **VETreality Mobility Toolbox** is a mobile app providing the user with the possibility to tour virtually throughout the six key phases of a physical mobility program. Each phase was turned into a Learning Sequence-LS (Taxonomy of Bloom) as the App was developed as a progressive “learning journey” that replicates the actual steps and experiences a student goes through, one step at a time, when (s)he is interested in undertaking a mobility project. Each LS corresponds to an interactive 3D-360° photo: the user can turn around and look up and down from one unique stationary point and interact with some triggering elements to enable relevant links, videos, info, audios, and pictures providing information, answers, hints, discoveries, and inspiration about going for a physical mobility program.

The VETreality Mobility App uses 3D interactive 360°-photos to promote WBL mobility programs among VET teachers and trainers, SEN students and their families.

The 6 LS are the following:

1. DiscoverEU Map (REATTIVA): creating a motivating and positive image of mobility and support a SEN student to get orientation and integration in the hosting country.
2. e-Portfolio (CETB): helping a SEN student in creating, mapping, and managing a personal e-profile needed to successfully apply for an internship abroad.





3. Mobility Interview (AUXILIUM): supporting a SEN student in preparing the internship interview with the selected hosting company.
4. Mobility Skills Match (TILI): providing a SEN student with a suitable and customized learning mobility program based on the personal skills, qualification, experiences, and needs/expectations (e.g., Learning Agreement; Learning Outcomes).
5. Mobility Awareness (CO&SO): helping a SEN student becoming aware of the hosting company, the proposed tasks and internship goals using virtual reality (e.g., blended mobility).
6. Mobility implementation (INSHEA): monitoring, evaluating and following-up a SEN student involved in a mobility.

This document constitutes the theoretical side of the VETreality Mobility ToolBox ([Mobility Toolbox](#)), while the App constitutes its practical side. This document depicts how every LS of the App should work. In the next chapters, each VETreality project partner organization thoroughly describes its LS in relation to at least a 360-degree pic, as indicated by REATTIVA's development guidelines and template (see Template and Guidelines for the Development of a Learning Sequence in the Annexes), apart from DANMAR, which is the partner organization responsible for the actual development of the VETreality Mobile App based on the indications hereby provided.

Enjoy! If you want to know more about the project and the VETreality project partner organizations, we invite you to visit the VETreality webpage as well as its social media pages. Thank You!





Learning Sequence No. 1

Discover EU. How to create a motivating image of mobility and support SEN student to get orientation and integration in the hosting country

REATTIVA, Italy

6

Introduction

To develop Learning Sequence (LS) 1, it is useful to identify the fears and doubts of SEN students as well as of their parents and tutors because they constitute those concrete and mental limitations that fuel their hesitation to undertake a work-based learning mobility program abroad. Even if the special educational needs of each student, which can be determined by a broad range of disabilities, should be tackled with individual arrangements, to develop the Learning Sequences we leverage on those needs that are common to most SEN students to give a reassuring and motivating image of WBL mobility programs to most SEN students and their families and tutors. In fact, based on the experience of the VETreality project consortium we can assume that for all SEN students, as well as for their parents and tutors, there is a strong need of knowing what to expect from a “situation”. LS 1 addresses this need by providing key information about what to expect and is expected from them when they decide to undertake a work-based mobility program abroad. In this way, LS 1 wants to boost SEN students’ feeling of ease and confidence, hence their motivation to undertake one of these programs.

Objectives (Learning Outcomes)

VET tutors, SEN students and their parents:

- learn about the main steps that undertaking a work-based mobility project entail
- understand that a work-based mobility project is a concrete, accessible and viable opportunity to pursue for all
- develop a positive image of work-based learning mobility programs
- feel empowered and in control in relation to the possibility to go for a work-based mobility experience abroad
- feel motivated and happy to proceed with applying for a mobility program abroad.





The setting



7

Photos 2009 by Sara Caccivio: Piazza Santo Spirito Firenze (above), Piazza San Lorenzo (below)





The settings are two wide open public spaces, precisely Piazza Santo Spirito and Piazza San Lorenzo, Firenze, Italy.

Piazza Santa Spirito and Piazza San Lorenzo are central, old and famous squares of Florence's city centre. They're both dominated by a church with a particular and memorable façade and a welcoming parvis. All around there are buildings, bars, terraces, handcrafts shops and market stalls. Since old times they have hosted the city citizens, with their activities and markets, as well as visitors and travellers from all over the world.

Piazza Santo Spirito and Piazza San Lorenzo were chosen as location for LS 1 because they've always been a public space that invites you to walk, stroll, sit and contemplate the surrounding beauty, handcrafts shops, bars, meet someone and have an inspiring talk sitting on the parvis. The idea is that the LS 1 user gets this feeling of freedom of movement, an invitation to wander, get curious and being inspired. LS 1 is supposed to make the user feel courageous and talkative, so that they would engage in a conversation with a stranger without hesitation or, decide to go for a mobility program abroad.

Triggers and interactions

| | |
|----------------------------------|--|
| Title 1 | Discovering the Erasmus+ world and its opportunities |
| Why | There is a wide world to be discovered beyond the word Erasmus with plenty of "surprises" for every youngster who wish to grow, explore, and have exciting opportunities. It just requires some attention. Several online platforms and podcasts provide you with the info you need. You just need to find your favourite source of information. |
| Trigger in the 3D-360° photo | <p>https://www.360cities.net/image/santo-spirito</p> <p>Vecchia Europa, which in English is Old Europe, is the writing above a shop window on a side of the square, not far from the Santo Spirito Church.</p> |
| Interaction's results in English | <ul style="list-style-type: none"> · SALTO Youth. Platform (www.salto-youth.net/tools/european-training-calendar/browse/) <i>If you want to discover what Erasmus+ have in store for you here you can find hundreds of free training courses online and offline that allows you to cultivate your interests and skills and boost your confidence, and get ready for a mobility. For example, you can find a training about on youngsters' digital radios, burning issues, personal development, and tons of other topics. You also get chances to travel and meet other young Europeans for almost no cost.</i> · European Youth Portal. Website (available in many languages europa.eu/youth/home_en) <i>To explore opportunities for young people to go abroad and learn about European Union initiatives lo learn work and volunteer.</i> · Erasmus Generation Perspective. Podcast series (pod.link/1507852943) <i>The Press Team of the Erasmus Student Network (ESN) invites the listener to learn more about interesting people, ideas, and events revolving around the world of</i> |





Erasmus.

Interaction's results in Italian (every partner organization can propose resources in their national language)

- **Feeling Europe.** Podcast series. (www.scambieuropei.info/feeling-europe-il-podcast-che-da-ferrara-avvicina-i-giovani-alleuropa/) *Young people, Europe, training, international volunteering. Feeling Europe: European opportunities, explained by young people to young people.*
- **Orizzonti Europei.** Podcast series (www.orizzontipolitici.it/arriva-orizzonti-europei/) *The purpose of this podcast is to give the necessary means to get to know the European Union and be able to better evaluate its initiatives, which are often obscure to the public. In each episode there is a section to propose job opportunities, places for interns or calls promoted by the EU, to break that veil of ignorance that surrounds them.*
- **Portale dei Giovani Eurodesk.** Website (www.portaledeigiovani.it) *The Youth Portal is an access point to information dedicated to young people on transnational educational mobility opportunities and has the aim of encouraging youth participation in mobility projects / initiatives abroad. Eurodesk is the structure of the Erasmus+ program dedicated to information, promotion and guidance on the programs promoted by the European Union and the European Council.*

Title 2

A dream can come true.

Why

Life stories and curiosities to inspire and encourage VET teachers and trainers, SEN students and their parents about the concrete possibility of undertaking a mobility period abroad. Learning about how things work and get the right information is key to knowing how to make travelling, working and living abroad happen for a SEN student.

Trigger in the 3D-360° photo

People sitting in front of the Santo Spirito Church's door. One of them is reading a newspaper, another looks around and seems available to start telling a life-story, another is into a more reflective and contemplating pose. Each of them represents a necessary ingredient to get to do a mobility period abroad: get a time to get information, speak with people and listen to their stories and reflect on one the own desires.

Interaction's results in English

- **Podlink.** Podcast Search Engine (pod.link/) Digit a keyword to find any kind of podcast. For example, podcasts on:
 - "Erasmus" and you find the Podcast series **Erasmus Generation Perspective** (pod.link/1507852943). *The Press Team of the Erasmus Student Network (ESN) invites the listener to learn more about interesting people, ideas, and events revolving around the world of Erasmus.*
 - "work abroad" and you find the Podcast series **Work and Learn Abroad** (EN, ES, FR - pod.link/1442268027), for example.





- or on Special Educational Needs, like **SENsetional** - *The Special Educational Needs podcast* (pod.link/1310610630)

- **Erasmus Student Network (ESN) Website** (esn.org/mission-vision-values) *ESN is a non-profit international student organisation which mission is to represent international students, thus providing opportunities for cultural understanding and self-development under the principle of Students Helping Students.*

Interaction's results in Italian (every partner organization can propose resources in their national language)

- **Erasmus Love.** Podcast series (pod.link/1497553846) *The 33% of those who have done an Erasmus since the birth of this program in 1987 have a partner from another country and the children of these couples have already reached one million. Erasmus Love tells of love in the times of united Europe. The protagonists are five couples born directly or indirectly thanks to the project inspired by Erasmus of Rotterdam.*
- **Scambieuropei/Magazine.** Website (www.scambieuropei.info/category/magazine/) *Besides finding loads of opportunities, e.g., Erasmus, competitions, calls. In the Magazine section, youngsters can find a lot of key info on everything concerning growing up, travelling, finding the own voice, and getting ready for the professional world. New articles are published daily on, for example, every possible way to learn a language and several curiosities and tips about it, like how to curse in Spanish or in Arabic, otherwise on learning how to develop digital skills or a podcast, or on how to organize a trip abroad, and still, on how Erasmus works, what happens in the world, or stories about the experiences of other youngsters, etc.*
- **Dopo.** Podcast series. (www.spreaker.com/show/dopo) *What remains of a year of volunteering abroad in those youngsters who have chosen to leave.*
- **Podcast di viaggio dedicati alle persone che amano viaggiare** – Article (www.scambieuropei.info/podcast-viaggio/) *About 10 travel podcasts dedicated to people who love to travel.*
- **Expat.** Radio show (www.raiplaysound.it/programmi/expat) *It is the Italian Radio Rai 3 program that collects the stories of Italian migrants between 20 and 40 years old to understand what it's like to live elsewhere, find a job, have children, get involved politically, deal with bureaucracy, build relationships, speak, think, and live in a different language.*

Title 3

How are you?

Why

It is important to reserve some time to consider how we feel and what we really need to stay connected with our core self and make the right choices beyond the rumour coming from the outside. To listen to others and get information from the external world is as important as to take a time to listen to ourselves and answer questions such as How am I? Where do I want to go? What do I need? Why? Take a time to express your emotions and needs freely and become aware of them, be honest and welcome yourself.





Trigger in the 3D-360° photo

As the kids in the 3D-360-degree picture of San Lorenzo square, the user is invited to connect with her/his truest self, the child-inside. This feature was chosen because of its symbolic meaning.

Interaction's results

The App user reflects the own image into the water, as it was a mirror and clicking on a marker and ...

1. Two nonviolent communication lists pop up:

the Feelings inventory (<https://www.cnvc.org/training/resource/feelings-inventory>): a list of words we use when we want to express a combination of emotional states and physical sensations. There are two parts to this list: feelings we may have when our needs are being met and feelings we may have when our needs are not being met.

the Needs Inventory (<https://www.cnvc.org/training/resource/needs-inventory>)

Both lists are neither exhaustive nor definitive. They are meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

2. A list of questions pops up:
 - What do you like to do in your free time? What are you good at?
 - How do you feel about the idea of going to a mobility abroad?
 - What kind of experience/job would you like to do? Why? Are you sure? Otherwise, what?
 - What is your priority/driving force? Why?
 - About it, what does it scare and worry you the most? What do you need?
 - And what does excite you the most?
 - What are your strengths?
 - What are your weaknesses?
 - What are your expectations?

Now look at the lists and pick as many feelings and need as you want to help you out with answering to this list of questions.

How do they resonate with and inside you?

If while you're doing this you feel an immediate urge to jump, play a song, dance, or write just do it! Then don't judge but observe what you just did. How do you think you are based on your free self-expression? < Place GIFs into the 3D-360° photo in relation to this >

Title 4

The steps to go for a work-based learning experience abroad

Why

To know what to expect is fundamental to getting ready and organized for a work-based learning mobility abroad, raise the sensation of control and reduce fears and





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|------------------------------|--|
| | worries. |
| Trigger in the 3D-360° photo | The marker should be placed on the Santo Spirito Church's door because symbolically once you open a door, or a window, you can see what you could not see before. |
| Interaction's results | From A to Z, the main steps of the process to go through to fulfil a work-based learning mobility abroad are listed and a link to the respective LS is placed next to each item. |

| | |
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| Title 5 | Into the world |
| Why | Discovering new places, geographies and cultures makes them feel closer, stimulates curiosity, and shed light over the unknown uncovering potentially revolutionary information. |
| Trigger in the 3D-360° photo | The façade of the Santo Spirito Church can be seen as a Canva to fill with imagination: look here ! It can be seen as a surface to project the "world" inside and outside you on it, while the churchyard as the stage of your life, a higher place to overlook the square and move freely. |
| Interaction's results | <ul style="list-style-type: none"> · Radio Garden radio.garden/listen/ Radio Garden invites you to tune into thousands of live radio stations across the globe. By bringing distant voices close, radio connects people and places. From its very beginning, radio signals have crossed borders. Radio makers and listeners have imagined both connecting with distant cultures, as well as re-connecting with people from 'home' from thousands of miles away. · My travels the hard truth (www.mytravelsthehardtruth.com/en/home-2/) It is the website of Giulia Lamarca, young psychologist, and travel blogger, in wheelchair she travels around the world with his husband Andrea. She puts emphasis on how to render travelling inclusive and accessible for all. Instagram account and You Tube Channel. · The Chronic Traveller. Travelling the world with chronic illness (Travel blog thechronictraveller.com/) · To find more video channels of travel bloggers with disabilities check the article Travel Bloggers with Disabilities you need to follow right now or Top 15 Disability Travel Blogs and Websites and again 8 inspiring disability travel bloggers to follow today · Drew Binsky's Youtube channel (https://www.youtube.com/c/drewbinsky) · A poster of the map of the world, or of Europe, inside a shop window, or as billboard, or as a graffiti over a wall. |





Title 6

Panic free solutions

Why

Make the App user feel OK whether (s)he experiences stress or panic and that they can always rely on some easily accessible resources.

Trigger in the 3D-360° photo + Interaction's results

Photo booth

Place the picture of an "old" phone booth like [this](#) somewhere in the 3D-360° photo representing the possibility to call tutors, family and friends any time to talk or hang out together.

Internet connection

Place the picture of a computer or something technological representing the "power of the Internet" and of social media to remind students that on the Internet or on social media they can find online pages and groups to connect with people through hobbies (www.meetup.com), shared interests and needs.

The power of walking and nature

To live somewhere far from home, even if only for a short time, can be tough at times because you can feel homesick, for example. That's way it is important to keep in mind the positive effect that walking and spending time in nature can have. It is scientifically proven!

In the Santo Spirito picture a marker to the greeneries surrounding the fountain and the square could be added to trigger the image/video/sound of a nice relaxing garden, park, or forest, maybe a river or a canal, to remind that spending time in nature usually is a simple and effective way to calm down and relax in case of stress or sadness.

In the San Lorenzo picture, standing at the centre on the top of the parvis, you can breathe deeply, look around and decide where you want to go walk and explore. Strolling around, using your legs and walk are a medicine! Try!

The power of friends, play and fun

On the right side, sitting on San Lorenzo's parvis, there are some friends talking and having fun together. A ball, a speaker, a frisbee or a deck of cards, for example, could be added next to them, to represent fun distraction, leisure, company and fun.

Books and inspiration

A marker to one of the market stalls in the 3D-360° San Lorenzo picture triggers the image of a book or of a bookshop depicting some **inspirational and motivational quotes**.





Conclusions and recommendations

The App user interacting with the 3D-360° photo and its triggers should acquire a deeper understanding of what is possible but (s)he should also become more motivated about the possibility for a SEN student to go for a work-based mobility abroad.

It is recommended to take the necessary amount of time to “dive” into the proposed resources to eventually feel as an expert about this LS.

Evaluation Tool

Semi-structured questionnaire:

VET tutors, SEN students and their parents:

- 1) Which EU mobility program have you discovered?

How does it work?

Which one is your favourite? Why?

From 0 to 5, to what extent are you interested in the different mobility program you have found out about and why.

- 2) What are the main phases of a work-based mobility abroad?

1. ... 2. ... 3. ... 4. ... 5. ... 6. ... Note them down or list them speaking out loud reflecting and explaining as much as possible about that each of them entails.

- 3) Draw a line and divide a paper in two columns corresponding respectively to + (positive aspects) and – (negative aspects). Now, in each column, write as many positive and negative aspect you can think of about going for a work-based mobility project abroad.





Learning Sequence No. 2

E-Portfolio

Country Cork Education and Training Board, Ireland

Introduction

The purpose of this section is to examine how we might help a SEN student in creating, mapping, and managing a personal e-profile needed to successfully apply for an internship abroad. It seeks to make students aware of both their vocational and soft skills to present themselves in the best way possible to potential employers. In addition, it seeks to make students aware of the tools available to them to create a strong e-Portfolio including Curriculum Vitae, Letters of Application and Mobility documentation.

Objectives (Learning Outcomes)

VET tutors, SEN students and their parents:

- learn to distinguish between Vocational and Soft Skills
- learn to map the students' skills in a productive way
- become aware and learn to use European Instruments aimed at helping students find work placements and employment in other EU countries, in particular Europass documents.
- become aware and learn to use other online tools and templates that help to create a comprehensive e-portfolio.
- feel empowered to apply for work placement, employment, and training opportunities abroad

The setting

This 3D-360° photo is taken from the middle of a classroom. There are approximately 5 rows and 5 columns of chairs which would allow for 25 students in the classroom. The teacher's desk and chair are at the top of the classroom in front of the whiteboard. There is also a projector in this classroom which allows the teacher to use online resources or PowerPoints to help increase learning. In this classroom, there is an additional large whiteboard to the side of the classroom which may not be found in every classroom, however it may be very useful to help students be engaged and interact in lessons. There are 3 large windows in the classroom to allow for ventilation.





Photo by Cork ETB

Triggers and interactions

| | |
|------------------------------|---|
| Title 1 | What Vocational Skills do I have? |
| Why | Encourage the student to look at their work skills and identify their strengths. This acts both as an identification of skills that can be sold to an employer but also as a way of improving the student's self-confidence through a focus on their strengths and making them aware of the talent they can bring to the workplace. Often low self-esteem is itself a barrier for SEN students as they try to move from the training to the work environment. |
| Trigger in the 3D-360° photo | Photo of a workplace on the main classroom whiteboard. |
| Interaction's results | Students will learn what is meant by vocational skills and will identify the skills that they can offer to an employer. Examples of vocational skills will be found at https://careerkarma.com/blog/vocational-skills/ |





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| Title 2 | What are my other skills and talents? |
| Why | Encourage the student to examine their soft skills and recognize that these skills are of great value when entering the workplace. Again, to encourage the student to identify their strengths, appreciate the talents that they possess and how these can be valuable to an employer. Build student self-esteem, confidence, and step towards a well-rounded e-Portfolio. |
| Trigger in the 3D-360° photo | Photo of a sports activity on the left classroom whiteboard / screen. |
| Interaction's results in English | Access the YOUUnique4Europe website https://www.youunique4.eu/ to find out about soft skills Access the mapping worksheet on the YOUUnique4Europe website https://www.youunique4.eu/youunique-mapping/mapping-worksheet/ Here students can map and assess their soft skills |

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| Title 3 | Understanding the European Qualifications Framework |
| Why | Students will need to be able to describe their skill level accurately to potential employers. A knowledge of the European Qualifications Framework and National Qualifications frameworks (if different) make it easier for both students and employers to find work placements appropriate to the students' current skill level and describing the skill level accurately is essential to a good e-Portfolio. |
| Trigger in the 3D-360° photo | Photo of the qualification's framework on the left-hand side notice board. |
| Interaction's results in English | Irish and European Qualifications Framework compared and explained: https://www.qqi.ie/sites/default/files/media/file-uploads/The%20%20European%20Qualifications%20Framework%20EQF%2010%200Years.pdf |

| | |
|---------|---|
| Title 4 | Creating a Curriculum Vitae |
| Why | A good Curriculum Vitae is the most important part of a successful e-Portfolio. It gives the student the opportunity to highlight their vocational and soft skills, educational levels, and success to date. It is often the first introduction to the employer and can shape the direction further application procedures, such as interviews, may take. |





| | |
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| Trigger in the 3D-360° photo | Picture of a multi-page document on the front student desk. |
| Interaction's results in English | <p>Creating a Europass Profile as a first step towards creating your Europass e-Portfolio https://europa.eu/europass/eportfolio/screen/profile-wizard?lang=en</p> <p>Creating a Europass CV (https://europa.eu/europass/eportfolio/screen/cv-editor) which is one of the best-known CV formats in Europe. It is easy-to-use and familiar to employers and education institutions. It is available in a wide variety of languages.</p> <p>Look at some tips on creating a good CV at the following sites: https://novoresume.com/career-blog/how-to-write-a-cv https://www.robertwalters.com.au/career-advice/cv-and-interview-tips/top-tips-to-structure-your-cv.html https://www.cv-library.co.uk/career-advice/cv/how-to-write-a-cv-tips/ https://www.hays.ie/resources/career-advice/writing-a-cv</p> |

| | |
|----------------------------------|--|
| Title 5 | Creating an Application Letter |
| Why | The Curriculum Vitae will normally be accompanied by an application letter. Here again it is essential that the letter is presented in a professional manner, explaining why you are applying for the work position and giving any details pertinent to the specific job on offer. This may include an ability to start immediately, an assurance that you have a genuine interest in the position and that you have the necessary skills to carry out the work etc. |
| Trigger in the 3D-360° photo | Photo of an Envelope on a student desk. |
| Interaction's results in English | Create a Europass Cover Letter to accompany your CV. https://europa.eu/europass/eportfolio/screen/cover-letter-editor?lang=en&previous=https:%2F%2Feuropa.eu%2Feuropass%2Fen |

| | |
|---------|---|
| Title 6 | Gathering Support Documentation |
| Why | It is essential that a student can provide sufficient support documentation to verify the information they have given in an application letter and Curriculum Vitae. Support documentation may include academic certification, trade guild membership, formal examination results sheets, proof of identity and references. These need to be presented in a coherent, organized manner and will form part of the e-Portfolio. |





Trigger in the 3D-360° photo

Picture of a portfolio folder on the classroom window.

Interaction's results in English

Link to Support Documentation word document

Link to information on Europass mobility document
<https://europa.eu/europass/en/europass-mobility-0>

Conclusions and recommendations

The App user interacting with the 3D-360° photo and its triggers should acquire a deeper understanding of what is required to produce a professional ePortfolio, it should give them greater confidence that they are submitting a quality job or placement application and in particular that the application is suitable when seeking mobility placement abroad.

Taking time to explore the recommended resources will pay dividends in respect of the quality and professionalism of the final ePortfolio.

Evaluation Tool

VET teachers and trainers can evaluate whether their students have acquired this LS objective by way of the actual documents produced. Students should be able to identify their vocational and soft skills and incorporate information about these skills into a professional ePortfolio containing their Curriculum Vitae, letter of application and appropriate support documentation. They should be able to customize these documents to target the particular job or work placement opportunity they wish to obtain. The ePortfolio should show the student in a positive light and encompass all of their skills and abilities.





Annex of LS No. 2

Portfolio Support Documents

Support documents you may need as part of your portfolio when applying for work or work placement

In addition to your Curriculum Vitae and letter of application it is important to gather together other documentation that a prospective employer may request as proof of your skill level, achievements and general character. The exact documentation will vary for each individual and work placement but will usually include some of the following.

School and Professional Training:

- State Examination Certificates
- Vocational Training Certificates
- Safety Certification
- Police Vetting

Record of Achievements

- Awards attained
- First Aid Certification
- Driving Licence

Professional Organisation Membership

- Trade Guilds membership
- Trade Union membership

Proof of Identity

- Passport
- National Identification Card
- Other Photo Identification document

Mobility Documents

If you have participated on international mobility, you may have Europass mobility documents, Europass mobility certificate supplements, certificates of attendance or other records of your mobility period.

References

All references listed on your CV – Normally references will fall into two categories:

- Professional Vocational references – from teachers, vocational tutors and previous employers
- Character – From someone of standing in the local community, supervisor in a voluntary organisation that you engage with, sports coaches, club/society president. It very much depends on your areas of interest and level of involvement with these.

These documents should be collected on an ongoing basis and copies presented to an employer in an organised neat manner.





Learning Sequence No. 3

Mobility Interview with Hosting Company

Auxilium, Austria

Introduction

In this learning sequence, the SEN student meets their mentor at their hosting company. Usually, the hosting company has already agreed to the internship when the learner has travelled to the host country and is able to meet them in person. Therefore, the interview will mainly focus on getting to know each other, freeing it from the pressure of the selection process. Nonetheless, typical interview questions are prompted and general recommendations on how to behave in an interview setting are given.

Objectives (Learning Outcomes)

After this LS, the learners will be able to:

- recall the general structure of an (job) interview
- create their own Europass CV
- prepare for usual interview questions about themselves and their experiences
- recognise, understand, and apply basic non-verbal communication signals (smile, handshake, eye-contact)
- choose appropriate clothing for the interview setting
- prepare for a virtual interview

The setting

The photo shows a conference room in which two persons sit and talk facing each other (the hosting company mentor & the SEN student). *[The picture is taken from the perspective of the SEN student]*

On the table there are: a laptop, some folders, pen & notepads for both, the Europass CV of the SEN student.

In the room, there are: an Erasmus+ flag on the wall, flipchart, VR glasses, windows, plants, a map of Europe.

No suitable photo has been found in the proposed online media libraries. The photo was taken by Auxilium in their own premises, with two employees.

An alternative would be: <https://www.360cities.net/image/dsi-project-manager-office-of-deriner-dam-and-hepp-on-11-march-2012-with-project-manager-turkey>



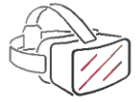


Photo by Auxilium

Triggers and interactions

| | |
|----------------------------------|--|
| Title 1 | Eye-Contact and Facial Expression |
| Why | Recognising the importance of eye-contact and decoding facial expressions are very important skills an interviewee should know. |
| Trigger in the 3D-360° photo | Face of the hosting company mentor |
| Interaction's results in English | <i>Importance of Eye Contact:</i> https://youtu.be/FGSFnZZVzw <i>Practicing Eye Contact:</i> https://www.youtube.com/watch?v=aZmIS7n7Re4 <i>Decode Facial Expressions:</i> https://www.youtube.com/watch?v=B0ouAnmsO1Y |
| In German | <i>Augenkontakt halten:</i> https://www.youtube.com/watch?v=flrjdB5eAk <i>Tipps für Körpersprache:</i> https://www.youtube.com/watch?v=ut5OdI2Xghq |

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| Title 2 | CV and Motivational Letter |
| Why | In a mobility interview, the mentor of the hosting company has received the CV of the SEN student before the mobility takes place. The CV and a complementary motivational letter are the only indicators of the personality, skills and experience of the interviewee before they meet in person. In the setting of an internship mobility, |





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| | they are often the only indicators available when they make the decision to host the learner. This means, the CV and motivational letter are very important. |
| Trigger in the 3D-360° photo | <i>A printed CV and motivational letter on the table.</i> |
| Interaction's results in English | Europass CV creator and tutorial: https://europa.eu/europass/en/create-europass-cv |

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| Title 3 | Tips for Interview (and Structure) |
| Why | An interview – for a job or a mobility internship – follows a typical structure. After greeting each other, the communication starts with a bit of small talk. |
| Trigger in the 3D-360° photo | <i>Flipchart</i> |
| Interaction's results in English | <i>Top Interview Tips: Common Questions, Body Language & More</i> https://youtu.be/HG68Ymazo18?t=41 <i>Small Talk Examples:</i> https://www.youtube.com/watch?v=cZyP19U1mL8 <i>Tips for Questions at the end of the interview:</i> https://www.youtube.com/watch?v=Y95el-ek_E8 |

| | |
|----------------------------------|--|
| Title 4 | Dress Code for Interview |
| Why | The choice of clothing shows the hosting company if the learner takes the interview seriously. |
| Trigger in the 3D-360° photo | <i>Clothing of the SEN student (accessed by looking down)</i> |
| Interaction's results in English | <i>What to wear for a job interview:</i> https://www.youtube.com/watch?v=mXCdVn7L-9Y |

| | |
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| Title 5 | Mock Interview |
| Why | To prepare the SEN students, the mock interview video is ideal. They experience the usual structure and hear some typical questions. |





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| Trigger in the 3D-360° photo | Notepad of SEN student |
| Interaction's results in English | <i>Interview Practice Questions and Answers</i> https://www.youtube.com/watch?v=tDQpNMjc_iQ <i>Mock Interview: https://www.youtube.com/watch?v=z2Nh5MsX-8U</i> |

| | |
|----------------------------------|---|
| Title 6 | Virtual Interview |
| Why | Sometimes the interview is done before the mobility takes place. In this case, the interview is done virtually using a video communication software. While applying the other recommendations, this resource add some tips for . |
| Trigger in the 3D-360° photo | Laptop on the table |
| Interaction's results in English | <i>Prepare for virtual interview: https://www.youtube.com/watch?v=-2GiBAKIOc4</i> |

Conclusions and recommendations

The mobility interview is in essence a job interview. Usually, the hosting company already agreed to the internship, so the pressure is not that intense. However, if the interview does not go well and the SEN student leaves a bad impression, that might mean the hosting company could change their mind – even if the chances for that are slim.

The mobility interview provides the SEN student and the hosting company with the chance to get to know each other and a better feeling for their mutual needs.

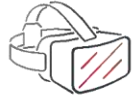
Depending on their personal situation, the SEN student should definitely ask specific questions that help the hosting company and themselves to feel comfortable in the work environment. If the situation of the SEN student requires particular infrastructure (e.g., wheelchair ramps/elevators), this must be communicated and resolved before the internship.

Both, the SEN student and the hosting company, must be aware that the VET sector might be a bit different in their countries. Detecting differences and similarities are a great topic for the mobility interview that also helps both parties to manage expectations.

Evaluation Tool

Describe how VET teachers and trainers can evaluate whether their students have acquired the LS objectives.





The VET teacher and trainer (or parents) should ask the SEN student to answer the following questions:

1. Can you recall the basic structure of the mobility interview? Please name the usual phases.
2. Why should you keep eye contact? What is the tricky part about it?
3. Were you able to recognise the emotions and facial expressions in the video? What was the easiest and the hardest to spot?
4. What kind of clothes should you pack specifically for the interview?
5. How did you feel in the mock interview?
6. Do you feel well prepared, or do you have any additional questions?





Learning Sequence No. 4

Mobility Skills Match. How to provide a SEN student with a suitable learning mobility program based on skills, qualification, experiences, and needs/expectations (Defining customised learning path, e.g., Learning Agreement, Learning Outcomes)

TILI, Basque Country

Introduction

To develop Learning Sequence (LS) 4 has been useful to identify the needs and expectations of SEN students with a suitable learning mobility program as well as the needs and expectations of their parents and tutors according to mobility skills, qualification, and experiences. Even if the needs and expectations of each student and parents / tutors are going to be different. In this chapter, we will focus on general learning paths considering the mobility skills Match. In this context, we are going to work in defined customized learning paths, such as the fulfilment of the Learning Agreement or Learning Outcomes that are compulsory for experiences of Erasmus+. In this way LS4 aims to provide key information about the different skills to familiarize all with the bureaucratic documentation required in this WBL mobility programs such as Learning Agreement, Learning Outcomes, etc.

Objectives (Learning Outcomes)

VET tutors, SEN students and their parents:

- Learn about how to provide SEN students skills for a suitable learning mobility program
- Develop the qualification to SEN students' skills for a suitable learning mobility program
- Guaranty experiences to students about the mobility program
- Understand the needs/expectations of SEN students with a suitable learning mobility program
- Learn about the learning Agreements and Learning Outcomes of Erasmus +

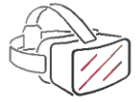
The setting

3D-360° photo:

<https://stock.adobe.com/it/images/spherical-360-panorama-projection-interior-open-space-office-3d-illustration/236507551>

The 360° photo shows the interior of an office. On one hand, it shows a desk provided with a computer and chairs on both sides of the table to make an interaction between the user and the personnel offices. In addition, it shows a closet filled with documentation the user might provide in the





office. Finally, it shows a resting place provided with two chairs showing the user where they might wait until they are called by the personnel office.

Considering how to provide a SEN student with a suitable learning mobility program this interior office was chosen to provide all suitable interactions. The idea is that the LS4 user gets this feeling of being comfortable interacting in an office and making bureaucratic documents.



Photo by Dmitry Berg ([source](#))

Triggers and interactions

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|------------------------------|--|
| Title 1 | Discovering the bureaucratic requirements in Erasmus + (Leaning Agreement) |
| Why | Bureaucratic requirements could be quite hard to handle, more so if the user is not familiar with it. Learning about how to manage this bureaucratic paperwork before doing it in the country you are travelling to, is very important so that later, the user can do it more easily and quickly. |
| Trigger in the 3D-360° photo | <p>In the image you will interact at the place where the computer appears on top of the office table. We assume that the user will sit on one side of the table and the office worker will sit on the other side.</p> <p>The objective of this interaction is to provide the user with different options that will help the user to carry the bureaucratic formalities, exactly those of the Learning Agreement, in a simpler way once the user travels to another country.</p> <ul style="list-style-type: none">• Learning Agreement Guidelines. <p>https://erasmusplus.org.uk/file/6526/learning-traineeships-</p> |





Interaction's results in English

[guidelines en.pdf](#)

This guide describes step by step how to complete the Erasmus + Learning Agreement. The SEN student can complete part of this documentation in his or her home country and then complete it more quickly in the country to which he-she is traveling to.

- **Learning Agreement Erasmus**

[https://www.ucm.es/data/cont/docs/3-2015-04-14-learning-traineeships en.pdf](https://www.ucm.es/data/cont/docs/3-2015-04-14-learning-traineeships_en.pdf)

This document represents the Learning Agreement in paper format. The SEN student can practice at his homeschool to fill out this document and then copy this information to the country he is traveling to into Online format.

- **Learning Agreement - Youtube.**

https://www.youtube.com/watch?v=ewPYF179M7w&ab_channel=HochschuleAnhalt

There are times when a step-by-step guide on how to complete documentation can be cumbersome and difficult to understand. That is why, this video shows, in a simple and visual way, how to fill in the Learning Agreement online.

- **Online Learning Agreement - WEB**

<https://www.learning-agreement.eu/>

This website provides the exact place where the Online Learning Agreement must be completed. The SEN student can fill in this document using the videos and guidelines provided above.

Title 2

COMMUNICATION IS NOT A BARRIER

Why

Communication is one of the most important skills in any context, and more so when we change the environment, facing a different language and culture among others. It should be noted that students in general show great difficulties when communicating, often being a reason to increase levels of stress and anxiety. Although it is a difficulty for students in general, some people with special educational needs may face greater difficulties.

Within communication, speaking in public generates nervousness and anxiety. In some more serious cases, the levels of terror can reach the adrenal glands to release adrenaline, the palpitations increase, the sweating of the hands increases, the breathing is rapid, and the voice cuts off. The most notable thing is that a third of the population suffers from this condition.

Many say that presenting a speech in front of a mirror before facing the public works perfectly. However, the use of technology in these cases can be a useful





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| <p>Trigger in the 3D-360° photo</p> | <p>tool to confront fears and eradicate them.</p> <p>Learning about how to communicate in public in another country is very important so that later, the user can do it more easily and comfortably.</p> <p>In the image the user will speak in front of three people. The user will be next to the office chair doing a presentation to 4 people that will be sitting in front of him/her in the two chairs and armchairs that are behind. When the user finishes making the presentation, the people who are in the virtual space will ask her/him questions and he/she will have to answer correctly and clearly.</p> |
| <p>Interactions results</p> | <p>Learning how to communicate clearly and correctly in public</p> <p>She/he will be given material that explains the techniques for making a good presentation. To begin with, this TED will be provided for her/Him to begin to gain confidence: https://www.youtube.com/watch?v=K0pxo-dS9Hc</p> <p>Later, in this video you will find information on how to speak in public correctly. https://www.youtube.com/watch?v=i5mYphUoOCs</p> <p>Learning how to make a good presentation</p> <p>Making a good presentation is the basis for gaining self-confidence in knowing that what you really want to convey is being conveyed.</p> <p>https://www.skillsyouneed.com/present/presentation-tips.html</p> <p>Addressing the fears of communicating in public</p> <p>The applications and simulators for Virtual Reality allow the recreation of a peaceful environment, where the audience in 3D listens attentively to the speech and can give feedback on the performance. The essential thing about virtual environments is that fear is faced without having an audience that makes value judgments.</p> <p>In the first scene, the user will make a presentation previously prepared. During the presentation, the person will have the sensation of speaking in front of four people who are looking at him/her and listening intently.</p> <p>Learning how to answer questions correctly in a stressful situation</p> <p>Before immersing yourself in virtual reality, you will be provided with this article where you will find information on how to answer the questions correctly.</p> <p>https://www.secondnature.com.au/blog/how-to-handle-questions-during-a-presentation/</p> <p>In the second scene, after finishing the presentation, the virtual people will ask questions that the person must answer correctly.</p> |

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|----------------|---|
| <p>Title 3</p> | <p>Travelling in other countries being a disabled person: Legislation, travel tips and personal experiences.</p> |
|----------------|---|





Why Travelling is an intimidating thing to do for many people, and it's even more scary if you have a disability or mobility limitation. However, travelling with a disability is not impossible, and it should be enjoyed by everyone. This guideline is intended to prove that, and to encourage people with disabilities by facilitating them with the information they need to reduce the anxiety of travelling while having some sort of limitation.

If you have a disability or reduced mobility, you have certain guaranteed rights such as the right to assistance services, free of charge, when travelling by air, train, bus or ship. Did you know that if you have a disability that means you have reduced mobility you may be entitled to an [EU parking card](#)?

When travelling outside your home country, this EU parking card should give you access to several parking rights and facilities which are specific to the country you are visiting.

Trigger in the 3D-360° photo In the image you will interact with the poster that is on the left part of the wall once you enter the office. You will have the option to select the poster and “zoom it”. In the poster you will have the most important information concerning the rights for travelers with disabilities or reduced mobility in the EU.

Within the poster you will have different links that will enable to open other pages with extra information depending on your disability or the type of transport using.

Interaction's results The goal of interacting with this poster is to give the user (in this case the traveler) the necessary information when it comes to travelling in the EU zone when having a disability or reduced mobility.

In one side of the poster, you will have the information about the **current EU legislation**:

- [EU parking card for people with a disability](#)
- [EU passenger rights for people with disabilities or reduced mobility](#)
 - Travelling by **PLANE**= [Link 1](#) / [Link 2](#)
 - Travelling by **BUS**
 - Travelling by **TRAIN**
 - Travelling by **SHIP**

On the other side of the poster, you will have a more **general information, tips and personal experiences** about travelling while having a disability or reduced mobility:

- [Step-by-Step guide to travelling with a disability](#)
- Some advice for travelling with a disability: [LINK 1](#) / [LINK 2](#)

Experiences and advice of some disabled people: [LINK 1](#) / [LINK 2](#)

Title 4 **Where do I stay?**





| | |
|------------------------------|--|
| Why | One of the problems that students often have when they are planning an Erasmus stay is finding accommodation. There are different websites and people that can help in this process, that is why it is important to take them into account. |
| Trigger in the 3D-360° photo | <p>In the image you will interact at the place where some papers are placed on the table.</p> <p>We assume that the user will sit on one side of the table and the office worker will sit on the other side. The objective of this interaction is to show the user different methods to find accommodation that will help him/her to have a pleasant stay in the country he/she is travelling to.</p> |
| Interaction's results | <p>Erasmus Student Network (ESN). https://esn.org/about</p> <p>Erasmus Student Network (ESN) is a non-profit international student organization. Our mission is to represent international students, thus providing opportunities for cultural understanding and self-development under the principle of Students Helping Students. This website can be used by the user to search for any information about his/her Erasmus trip. It consists of many recommendations and suggestions to prepare the trip.</p> <p>Badi. https://badi.com/</p> <p>Badi is the leading room rental platform that allows anyone to post, find and securely book rooms, from anywhere in the world. Badi uses artificial intelligence to provide a more efficient solution to the need to access housing in big cities. Its mission is to find and unlock all available rooms in the world to meet the needs of its community.</p> <p>Erasmusu. https://erasmusu.com/es</p> <p>Erasmusu is the biggest international exchange student community. This platform, besides having help for the user who travels on Erasmus with tips, experiences of other students or information about Erasmus destinations, has a section for searching accommodation. It has apartments, university dorms, studios, and rooms for rent.</p> <p>Facebook. https://www.facebook.com/</p> <p>One of the best places to find help when looking for accommodation while on Erasmus is the social network Facebook. Facebook has a section called “groups” in which people who travel as Erasmus students to different countries create small subgroups called “Erasmus in (the country they are travelling to)” for example “Erasmus in Spain”. Within these groups, advice is given on how to find accommodation, socialize with people and do different activities. In addition, these groups provide information about websites where you can look for accommodation and you can even connect with other people and look for accommodation together.</p> |





Conclusions and recommendations

Travelling while being a student is not easy, and it's even harder if you have a disability or reduced mobility. In this learning sequence, we provide an interacting 3D-360° photo with different options. This should accelerate and facilitate the learning process of the SEN students concerning mobility skills. Here we summarize the most important aspects to be ready to travel abroad:

- Needed bureaucratic requirements
- Communication Skills
- Travelling legislation and most important tips
- Finding a proper accommodation abroad

This learning process will prevent being afraid and insecure and will give the student an added boost of motivation to travel abroad and live the experience.

We also highly recommend preparing and organizing your travels in advance. Also, reading about the experiences of other SEN students that travelled abroad will give you the added security and confidence about what you are capable of doing. Just go ahead and live the experience!

Evaluation Tool

One of the essential things will be that the evaluator must be present when the immersion is happening. Before the person begins to use virtual reality, the evaluator will remind him/her of the objectives of the activity. Afterwards, the user will begin to carry out the activity and the evaluator will observe carefully and write notes as evidence.

| Goals not achieved | Half of the goals achieved | All the goals achieved |
|---|---|---|
| Half of the objectives set in this activity have not been met | Half of the objectives set in this activity have been met | All the objectives set in this activity have been met |

On the other hand, the student will answer the following qualitative questionnaire:

Semi-structured questionnaire:

SEN students

- 1) How does this VR activity work?
- 2) What have you learned with this activity?
- 3) From 0 to 5, indicate how useful do you find this activity and tell us why
- 4) Do you think this activity has helped you prepare for the mobility program?
- 5) Draw a line and divide a paper in two columns corresponding respectively to + (positive aspects) and – (negative aspects).
- 6) Would you recommend the use of this tool for other students with special needs? Why?

Would you change something? If the answer is yes, tell us what please.





Learning Sequence No. 5

Mobility awareness. How to help a SEN student to become familiar with the hosting company, proposed tasks and internship goals

Consorzio CO&SO, Italy

33

Introduction

In this Learning Sequence the App user (VET teacher/ trainer, SEN student or a family member) is going to get familiar with the hosting company, which will increase his / her EU mobility project's awareness.

At first, they will complete the preparatory visit, an important measure of the Erasmus+ programme applicable to students with special educational needs, to support their mobility abroad (know the company in advance, discuss tasks and potential assistive technologies/aids needed to carry out the activities, know the in-company tutor, etc).

Through this LS, it is also possible to understand the importance to set internship's goals just at the beginning of the experience, as well as to get the student familiar with his/her job-related tasks in advance.

Thanks to this LS SEN students will feel more confident in participating in a WBL experience abroad and they will get acquainted with the work in their hosting company!

Objectives (Learning Outcomes)

After this LS the learners (VET tutors, SEN students and their family members) will:

- Learn about the Erasmus+ programme possibility to organize a preparatory visit, to support the preparation of the SEN student EU mobility experience before it takes place
- Find out the possibility to use Virtual Reality trainings to get SEN students acquainted with their job tasks in advance, as well as to make a virtual tour of the company
- Understand the importance to learn about the different tasks/ duties the SEN student will perform during his/her WBL experience, in the first days of the mobility
- Can set internship's goals
- Can use checklists to support SEN students' tasks' performance
- Are aware of the importance to behave in a professional way as well as of the mistakes an intern might make during a WBL experience / EU mobility and to respond appropriately.
- Understand the importance of using effective interpersonal communication and familiarizing themselves with the correct language to use within the company, with colleagues and customers.





The setting

This LS consists of two 3D-360° photos representing 2 different workplaces: an office and a hotel.

3D 360° photo1: <https://www.eso.org/public/images/it-support-pano/> (Photo by ESO)

3D 360° photo2: <https://www.360cities.net/image/h-top-hotels-planamar-malgrat-de-mar-costa-brava-reception-spain> (Photo by *Carlos Chegado* www.carloschegado.com)

We have decided to provide two different workplaces examples, as the SEN student's WBL hosting company mostly depends on the skills and interests of the student him / herself.

The 1st 3D-360° photo (by ESO) takes us to a large office, with an "L" shape and nine workstations distributed along the perimeter walls. **In the center there is a table with chairs** for collaborative work and there are also three armchairs with a low table, for waiting. Nearby, or leaning against the inner corner of the "L", there is a small fridge and accessories for a refreshment break.

At the opposite end of the room there are the only two doors that, from the typology, suggest the access to an internal corridor. Along the two opposite walls, behind the workstations, tall open cupboards are available to store filing cabinets, inserts, folders, manuals, as well as digital equipment and equipment for technical measurements.

A young employee on the left is working on **the computer** and on his desk, he has got a landline telephone (with keyboard for several lines and switchboard), a transceiver and a small desk document collection cabinet. His desk, like all the others, is equipped with a chest of drawers on wheels.

The two walls against which the desks are placed, face outwards. They are equipped with three large windows and a French door. on the one on the right, immediately next to the French door, there is a printer. There are also laptops on the desks and a **video projector** is located on the one to the left of the French window.

On the walls there are two whiteboards, some time schedules on sheets of paper of various sizes, two bulletin boards with various documents and a **shooting range**.

The **2nd photo** illustrates the **lobby of a large hotel** (photo by *Carlos Chegado*). The large white marble counter of the RECEPTION is located right in front of the automatic sliding glass door at the entrance. A **conciierge** in a yellow shirt and tie is waiting, at the guests' disposal. We can clearly see the filing cabinet on the wall behind him, organized to distribute and take care of the mail and the keys of the individual rooms. The door to access the back office is located next to the filing cabinet. On the right wall we can see some office shelving with folders and brochures. On the left-hand side there is the office equipment such as a PC, a device for magnetizing room keys and two video intercoms. On the **counter** there are **a register** and a map of the location. Warning signs for customers are attached almost everywhere, ranging from the ban on smoking to the events' calendar. In front of the counter, a large rest area is surrounded by four armchairs and a low table for possible waiting. The wall to the left of the counter is almost completely occupied by a large glass door that leads to **the bar area**, where some **customers** can be seen in the distance at the counter and beyond, probably heading to the dining area. In the corner between the door and the counter there is a small space with a fixed telephone on the wall, beyond which a shelf / bookcase provides guides, brochures, advertisements and / or services for consultation.





The area on the right of the counter, on the other hand, is organized to allow customers access to the rooms and to the upper floors if you head towards the back of the room. The front part of this side is furnished with 4 workstations equipped with PCs, stools with small table and armoured wardrobe with safety boxes, all available to customers. **A girl is sitting at a workstation** and is certainly doing a search on the internet. A bulletin board full of information, flyers, excursions, timetables, programs stand out on the entire wall. In the corner next to the girl there is an automatic water dispenser (in bottles) and a stand that supports a large panel where daily information is posted.



Above Photo 1: 3D-360° picture by ESO; Below Photo 2: 3D-360° picture by Carlos Chegado



www.carloschegado.com





Triggers and interactions

| | |
|----------------------------------|---|
| Title 1 | The preparatory visit within the Erasmus+ mobility projects |
| Why | <p>The involved parties in an Erasmus+ mobility project understand and respect the respective roles, responsibilities and appropriate training and support is provided to the SEN student where required. In fact, they acknowledge individuals have unique needs in the workplace, and collaborate to ensure WBL opportunities are inclusive, safe, and supported even for persons with fewer opportunities and/or with special educational needs.</p> <p>The Erasmus+ programme offers the possibility to organise a preparatory visit, to support the preparation of the SEN student EU mobility. Thanks to this visit, it will be possible for the SEN student to know the in-company tutor in advance, as well as to set his / her tasks or discuss eventual assistive technologies / aids the student need to perform his duties.</p> <p>By clicking on the trigger, a pop-up window with the following information arises: “Organisations can set up a preparatory visit to their hosting partner before the mobility takes place. Preparatory visits are not a stand-alone activity, but a supporting arrangement for mobility of staff or learners. Each preparatory visit must have a clear reasoning and must serve to improve inclusiveness, scope, and quality of mobility activities. For example, preparatory visits can be organised to better prepare mobility of participants with fewer opportunities, to start working with a new partner organisation, or to prepare longer mobility activities. Preparatory visits can be organised in preparation for any type of learner or staff mobility, apart from courses and training”.</p> |
| Trigger in the 3D-360° photo | Photo 1 - the video projector |
| Interaction's results in English | In addition to the pop-up window, by clicking the marker on the trigger, the Erasmus+ programme guide will be opened at the following link https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-vet |

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| Title 2 | Internship goals |
| Why | <p>It is essential to encourage SEN students to set their WBL experience's goals just at the beginning of their first week within the hosting company. By setting specific and attainable goals, you can create a relationship which is mutually beneficial both for the company and for the student. They also help the student to acquire relevant professional skills and experience, useful for his/her future career.</p> |
| Trigger in the 3D-360° photo | Photo 1 - the shooting range |





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| Interaction's results in English | https://symba.io/blog/for-interns/three-types-of-goals-you-should-be-setting-during-your-internship-to-make-the-most-of-your-experience/ ; Sample template to set WBL experience goals: https://www.winona.edu/career/media/internship-goals-sample.pdf |
| Title 3 | 5 keywords to be a great intern and potential mistakes during a WBL experience |
| Why | <p>Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace. They are underpinned by formal agreements between education organisations, employers, and students.</p> <p>Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where necessary. Therefore, work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills, and behaviours to enable them to meet the defined learning outcomes.</p> <p>When a student starts his/her WBL in a company, it is important to dress, speak, write, and generally behave like a professional.</p> <p>In this section we are going to offer you 5 keywords to remember, to behave properly as well as errors a young employee advises you to avoid during your WBL experience. The 5 keywords are: communication, double check, going miles, following directions, stay professional.</p> |
| Trigger in the 3D-360° photo | Photo 1 - the young employee |
| Interaction's results in English | <p>"Errors don't do at your internship" https://www.youtube.com/watch?v=1oEjldrbDrc and https://www.youtube.com/watch?v=cp8fFejQqNQ and "5 way to be a great intern" https://www.youtube.com/watch?v=VNSe2kcqO9w. You can even listen to the Internship Show podcast called "College Recruiter: How to conduct yourself in the workplace?" on Apple Podcast https://podcasts.apple.com/us/podcast/the-internship-show/id1506832846</p> |

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| Title 4 | Virtual reality training to get used to the job tasks |
| Why | <p>Virtual reality job training can support SEN students to get familiar with their upcoming job tasks just before the WBL experience takes places and, if necessary, even during the first week of WBL. This VR training may include some dos and don'ts so that the SEN student knows which mistakes to avoid, as well as quick ways to enhance his/her performance behaviours and safety on the job. At last, a virtual tour of the workplace might be beneficial to be ready to tackle tasks right away.</p> |





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| Trigger in the 3D-360° photo | Photo 1 - the computer |
| Interaction's results in English | A pop-up with this text appears: <i>“Job simulator VR, one of the VR software identified in the VETREALITY e-Compendium, facilitates the access to WBL because it puts the student/player in a working situation, and it offers four different jobs. The player learns how to work and accomplishes tasks. The player is often afforded a large amount of creative freedom in how they complete a task. Click the following link and start your virtual training!”</i> https://jobsimulatorgame.com/ |

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| Title 5 | Tasks within the company |
| Why | <p>Students enrolled in a WBL experience (no matters if involved in a NA or in a EU project mobility) usually assist the company with tasks set out by a company staff member, identified as the student’s in-company tutor or mentor. This way, the student can learn more about the company activities. Of course, the tasks depend on the job profile covered as well as from the enterprise field of activity (office, hotel, etc).</p> <p>To be successful as an Intern, you should be willing to help with any tasks assigned by your supervisor. You will be involved in upcoming projects as well as assisting with current campaigns.</p> <p>Student’s Responsibilities are therefore to fulfil tasks set out by his/her supervisor and they can be, for example, attending meetings and taking minutes, performing research at a supervisor's request, and updating social media platforms and writing copy for posts, etc.</p> |
| Trigger in the 3D-360° photo | <p>Photo 2 - the concierge</p> <p>Photo 2 - the counter</p> |
| Interaction's results in English | <p>The concierge: The Intern (2015) Plot https://en.wikipedia.org/wiki/The_Intern_(2015_film)</p> <p>TRAILER: https://www.youtube.com/watch?v=324pojjHOhI</p> <p>The counter: Concierge daily tasks https://setupmyhotel.com/train-my-hotel-staff/front-office-training/587-concierge-daily-task-list-general.html</p> |
| Interaction's results in Italian | <p>The concierge: TV series Boris https://it.wikipedia.org/wiki/Boris_(serie_televisiva)#:~:text=11%20Collegamenti%20esterni-,Trama,Gli%20occhi%20del%20cuore%202.</p> |

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| Title 6 | Usefulness of checklists |
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| Why | Checklists are a powerful tool for students to be sure to have received all necessary information from their in-company mentor/tutor, materials, and tools to carry out their job tasks properly and safely. In company tutors are strongly advised to prepare a checklist for the student and to discuss / share it with him in the first days of internship. The checklist depends on the enterprise and on the job tasks to be performed. A general example can be downloaded from this trigger. |
| Trigger in the 3D-360°photo + Interaction's results | Photo 2 - the register on the counter |
| Interaction's results in English | Checklist for mentee on different issues in the first week of internship https://www.google.it/url?sa=i&url=https%3A%2F%2Fwww.hpc.mil%2Fimages%2Fhpdocs%2Fngwd%2Fhip_mentors_briefcase%2FHPCMP_WD_CL-05_CHECKLIST_Intern_Orientation_Checklist_v2_24Dec2018.pdf&psig=AOvVaw0QKTV1Vi0Z6bQ82yrNp3JD&ust=1653999908250000&source=images&cd=vfe&ved=2ahUKEwiliZi5m4f4AhWtiv0HHfwWAtgQr4kDegUIARD6AQ |

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| Title 7 | Effective interpersonal communication and language to use with colleagues and customers |
| Why | <p>Effective interpersonal communication is an important skill in any work environment. When it comes to communication in the workplace, effective communication is also an integral element to business success. It is an important factor in client relationships, profitability, team effectiveness, and employee engagement. Therefore, it is important that a SEN student is aware of the importance of his / her way of communicating with colleagues and customers. During his / her WBL experience he/she will have the opportunity to improve his/her communication skills.</p> <p>4 Powerful Benefits of Workplace Communication:</p> <ol style="list-style-type: none"> 1) Effective Communication Mitigates Conflicts 2) Effective communication increases employee's engagement 3) Effective communication creates better customer relationship 4) Effective communication results in a more productive workforce. |
| Trigger in the 3D-360° photo + Interaction's results | <p>Photo 1 - for Colleagues the trigger is: the table with chairs in the centre of the room</p> <p>Photo 2 - for Customers the triggers are: the girl working at the workstation, The customers which can be seen in the distance at the bar area.</p> |
| Interaction's results in | <p>For colleagues:</p> <p>The table with chairs: https://smallbusiness.chron.com/communicate-effectively-</p> |





English [co-workers-3171.html](#) and <https://www.michaelpage.co.uk/advice/management-advice/development-and-retention/importance-good-communication-workplace>

For customers:

Girl working at the workstation: <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/890-front-office-magic-words-phrases-and-courtesy-language-examples.html>

Customers at the bar area: How to handle guest relations in a crisis situation <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/875-handling-guest-relations-in-a-crisis-situation.html>

Conclusions and recommendations

The App user interacting with the 3D-360° photos and their triggers should have acquired a greater awareness about EU mobilities: he/she should understand the most important things to consider within the first week in a hosting company, as well as how it is possible to prepare a SEN student for the work in a company both at national and EU level.

It is recommended to take the necessary amount of time to “dive” into the proposed resources to eventually feel confident about this LS as well as to consider that each hosting company is different, therefore it is also strongly advised to research about the work in different companies when preparing the WBL.

Evaluation Tool

Semi-structured questionnaire:

VET tutors, SEN students and their family members:

- 4) What did you learn about the Erasmus + preparatory visit?
How does it work?
- 5) What are the personal goals you have set for your WBL experience? Why?
Note them down or list them speaking out loud reflecting and explaining as much as possible.
- 6) List at least 5 skills you have got. According to your skills, in what kind of company would you like to have your WBL experience?
- 7) Virtual Reality trainings to learn your tasks in advance: divide a paper in two columns corresponding respectively to + (positive aspects) and – (negative aspects). In each column, write as many positive and negative aspects you can think of about using VR to learn your tasks prior to your mobility project.
- 8) Write down a checklist you would provide to your student (or you would receive from your tutor) for the mobility project in the reception of a hotel in Florence (It).
- 9) How would you handle a crisis with a customer?





Learning Sequence No. 6

How to monitor, evaluate and follow-up a SEN student involved in a mobility

INSHEA, France

Introduction

The success of internship mobility in a professional environment in a foreign country requires a qualitative assessment of how it went. It also involves having an evaluative look at the collaboration between educators, employers, and the young person so that the internship runs smoothly. Educators and employers need to collaborate to ensure the safety of learners during their mobility from school to work. Welcoming a young person with learning difficulties may be a way to re-evaluate the duty of care for occupational health and safety for everyone involved so that everyone understands this obligation. Listening to the needs of the young person must be dynamic so that the physical and human environment adapt as closely as possible to the needs expressed beforehand and then throughout the mobility and when returning to school.

Objectives (Learning Outcomes)

VET tutors learn in the Learning Sequence 6:

- To ensure practice is professionally carried out by sharing information and avoiding either overprotecting learners or putting them at risk.
- To take into consideration the weaknesses and the strengths of those working in the company and avoid stigmatising learners.
- To keep the learners and the employees engaged to avoid creating a meaningless job that would demoralize the young person and reinforce negative stereotyping from other employees.
- To make sure each employee is concerned about OHS.
- To elaborate an internship agreement with the needs of the employer and the requirements of the professional activity. All members of the company must be involved, not only the learner and company mentor.





The setting

The image is of the Grotta dell'Edera in Liguria, Italy. At the bottom of an open-air cave that looks like a natural canyon, a group of six people are climbing. They are on the final part of the climbing route of the Grotta dell'Edera.

One person is on the track climbing, another person is assisting him. He gives his lifeline some slack to allow him to negotiate a ledge. At the bottom, a second pair of climbers and helpers are preparing to tackle a second route. This second climber wears a safety helmet. The other two people are watching what's going on. At the bottom of the route, to the left of the various people, there are extra bags and equipment that are placed online.

At the bottom of the grotto near the tree, there is a yellow rope that indicates where the group entered the canyon.

Explanation of this choice. Climbing is an activity involving discovering the environment and oneself. We make progress alone and also share with the person assisting us. This image also reminds us that material support can be enhanced by the caring looks of other people.



Photo by Valgeis ([source](#))

Triggers and interactions

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| Title 1 | Working collaboratively, who does what? |
| Why | To keep the learners and the employees engaged to avoid creating a meaningless job that would demoralize the young person and reinforce negative stereotyping from other employees. The table provides elements to make the collaboration between teachers, the business tutor, and the company effective. A timeline for each mission is suggested. |
| Trigger in the 3D-360° photo | The mark is to be placed by the track of the bags, where there is a red bag see image above. |
| Interaction's results in English | Clicking opens the hot spot 1 document entitled "who does what". <i>You will find in this table information to make the collaboration between teachers, the business</i> |





tutor, and the company effective. A timeline for each mission is suggested.

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| Title 2 | The qualities of the business tutor |
| Why | To take into consideration the weaknesses and the strengths of those working in the company and avoid stigmatising learners. The document indicates the qualities that the tutor must have include a welcoming manner with the young person and to be able to establish a benevolent and ethical climate within his company. |
| Trigger in the 3D-360° photo | The mark is to be placed by the provider who wears a red sweater. Image above. |
| Interaction's results in English | Clicking opens a word document with hot spot 2 entitled the qualities of the business tutor. <i>You will find in this list the qualities that you will have to demonstrate to have a welcoming manner with the young person welcomed and facilitate establishing a benevolent and ethical climate within the company.</i> |

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| Title 3 | Further information about promoting in-company hospitality |
| Why | To keep the learners and the employees engaged to avoid creating a meaningless job that would demoralize the young person and reinforce negative stereotyping from other employees. The link leads to a platform promoting inclusion in work-based learning by equipping vet tutors and company mentors with innovative approaches and methodologies. |
| Trigger in the 3D-360° photo | The mark should be placed at the entrance to the cave where there are no humans at the beginning of the line of bags near the blue rope. It's at the back at a 90° angle. Image above. |
| Interaction's results in English | Clicking redirects to the <i>Inclu'vet</i> platform https://inclu'vet.eu/the-project.html A voiceover text in italics <i>If you want to know more about receiving SEN students into companies, the Inclu'vet project provides many avenues of investigation.</i> |

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| Title 4 | References |
| Why | Some scientific and political references are proposed to make sure each employee is concerned about OHS and to ensure practice is professionally carried out by sharing information and avoiding either overprotecting learners or putting them at risk. |
| Trigger in the 3D- | Image above. |





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| 360° photo | |
| Interaction's results in English | Clicking opens the word document of hot spot 4 entitled "References". <i>These online resources and references in English and French can provide you with scientific or political contextual elements on the importance of organizing internships.</i> |

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| Title 5 | “I have nothing to”, the case of Claire |
| Why | The casestudy enhances why it is important to elaborate an internship agreement with the needs of the employer and the requirements of the professional activity. All members of the company must be involved, not only the learner and company mentor. |
| Trigger in the 3D-360° photo | Image above. |
| Interaction's results in English | Clicking opens the word document of hot spot 5 entitled "I have nothing to do", Claire's case. <i>Claire's case presented here is taken from the testimony of a young woman. It stresses the importance of having regular follow-up and an internship agreement describing the work to be carried out for mobility to succeed.</i> |

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| Title 6 | “I haven't learned anything”, the case of Julie |
| Why | The case study enhances why it is important to elaborate an internship agreement with the needs of the employer and the requirements of the professional activity. If the school, more particularly the teachers, had used one of the tools proposed in here, Julie would have known what to expect before leaving. |
| Trigger in the 3D-360° photo | Image above. |
| Interaction's results in English | Clicking opens the word document of hot spot 6 entitled "I didn't learn anything", Julie's case. <i>Julie's case presented here is taken from the testimony of a young woman. It stresses the importance of having regular follow-up and an internship agreement describing the work to be carried out for mobility to succeed.</i> <i>What recommendations should the school, and in particular the teachers, have followed to ensure that this mobility was satisfactory?</i> |

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| Title 7 | Checklist “to do” |
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| Why | Accompanying persons, teachers or VET staff will provide the host company with an Observation checklist to help them welcome students during their mobility experience. In case of visits, accompanying persons, teachers or VET staff should observe learners using guidelines. A videoconference may also be organized. |
| Trigger in the 3D-360° photo | Image above. |
| Interaction's results in English | Clicking opens the word document of hot spot 7 entitled "check-list". This document has been designed to better welcome students during their mobility experience |

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| Title 8 | Don't forget the magnesia! |
| Why | This feedback from young people or those on vocational training projects invites people to take into consideration the weaknesses and the strengths of those working in the company, the young and avoid stigmatising learners. |
| Trigger in the 3D-360° photo | Image above. |
| Interaction's results in English | Clicking opens a link to the testimonials page, in English, of the https://inclusivemobility.eu/testimonials platform. <i>Be inspired by student testimonials about their mobility. Discover the benefits of going to another European country. For a presentation of mobility projects in French, you can look up https://agence.erasmusplus.fr/erasmus-et-inclusion/</i> |

Conclusions and recommendations

The user of the application is in the position of the person who protects the climber throughout his journey. He must therefore analyse the young person's levers and obstacles to be able to choose the best path that suits him while at the same time remaining watchful during his progress. It is therefore advisable for the user to explore the various options and to avail himself of the resources made available according to his needs.

Evaluation Tool

Describe how VET teachers and trainers can evaluate whether their students have acquired the LS objectives.

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| Contents |
| The monitoring and evaluation system of the learning mobility experience must be a process that starts before the student's departure and goes on after he/she comes back. |
| · At the beginning of the process VET institutions must set shared goals to monitor and |





evaluate the student's learning mobility experience, according to the general purpose of learning mobility experiences –which are to acquire knowledge, skills, and competences. They may use the European Quality Charter for Mobility (click on link below for download).

- Those shared goals must be defined by the student and his/her family, the VET institutions, and the company beforehand.
- Before the start of the mobility, each participant must have a complete personalized kit listing the set goals, contact persons, a to-do list with tasks or homework to be carried out, the assessment grids, etc.
- During the mobility each participant must fill out and send the required documents.
- At the end of the mobility accompanying persons/teachers and VET staff should analyse all data collected to help improve their approach in upcoming projects.

Aims

What to evaluate?

By using the methodology and resource materials/tools proposed, the accompanying persons/teachers/VET staff shall achieve three aims for each stakeholder (trainers and VET staff, the student and his/her family, and host organization):

- To convince all stakeholders that a learning mobility experience is not only meant for learners, but also benefits companies and VET organizations.
- To convince all stakeholders that a learning mobility experience must be prepared for and anticipated long beforehand.
- To convince all stakeholders to use the tools provided, to consider the monitoring and evaluation system as key to the success of the learning mobility experience.

How to evaluate?

Accompanying persons/teachers and VET staff should adopt a procedural, dynamic and systematic approach based on comprehensive methodology.

Methodology

Semi structured interviews with:

- The young person and his/her family - to understand the connection between his/her professional plan and his/her expectations in terms of learning mobility experience.
- The teaching staff - to provide ways to assess the experience acquired during the mobility.
- The host organization - to ensure or establish a welcoming environment to meet the student's specific needs and support him/her through his/her project.
- Questionnaires:
 - Before leaving, accompanying persons/teachers or VET staff must carry out surveys with students and their families.
 - During the learning mobility, accompanying persons/teachers or VET staff send the host company a short and simple questionnaire incorporating items from the semi-structured interviews. Self-evaluation forms will be sent to students to allow them to assess their current





practices and determine how they feel throughout the mobility experience.

- At the end of the learning mobility, each participant will receive a final questionnaire setting out the principal aims of the learning mobility experience.

Accompanying persons/teachers or VET staff must provide the host company with an observation checklist ([Cf Trigger 7](#)) to help them welcome the student during his/her mobility experience. In case of visits, accompanying persons/teachers or VET staff should observe learners using guidelines. A videoconference may also be organized.

Accompanying persons/teachers and VET staff will encourage young people to write a diary during their mobility experience, to keep a written record of what they have done, and how they felt. At the end of each mobility project, accompanying persons/teachers/VET staff will analyse the data to improve the monitoring and evaluation system and tools.



Annexes of LS No. 6

Trigger 1 - Working in collaboration, who does what?

| Timeline | Teachers | Mentor | Companies |
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| <p>Before the WBL experience</p> | <ul style="list-style-type: none"> · Ensure that additional careers lessons take place before the work placement. Emphasis should be put on building up confidence and self-esteem. The aim is to incite the young person with additional learning needs to feel confident about going to work and making the most of it. · Ensure that young people with disabilities are provided with help to complete application forms and preparation for interviews. · Believe in learners' abilities and see opportunities rather than challenges · Establish contact with employers to work on the skills needed in the workplace through study visits. · Ensure that the student has the occupational competencies required by the workplace. · Create tools for assessing / validating professional and social skills in addition to those that are validated in the appraisal process by vocational counsellors. | <ul style="list-style-type: none"> · Acceptance and assignment · Contact with all the stakeholders · Problem analysis · Concluding an agreement on the assignment declaration/target agreement. | <ul style="list-style-type: none"> · Who will be the mentor? (one or more people in the same company) · Acceptance and assignment · Contact with all the stakeholders · Problem analysis and possible technical and human accommodations · Concluding an agreement on the assignment declaration/target agreement. |

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| | <ul style="list-style-type: none"> ○ Adopt a more individualized approach (preparing for the job, for a particular employer) focused on the learner's capabilities. ○ Promote and ensure an approach where pedagogical methods, materials, assessment methods and goals are tailored to individual needs. | | |
| <p>During the WBL experience</p> | <ul style="list-style-type: none"> · Ensure that schools respect learners' wishes and expectations in all steps of the transition process. · Ensure that the professional experience meets the young person's expectations · Propose adaptations, if necessary, by cooperating with internal and external services. · Ensure that employers assess the soft skills of learners with additional learning needs, i.e., communication skills, ability to follow instructions, etc. · Ensure that these skills will be transferable during a job search · Put in place monitoring systems to assess the efficiency of measures being implemented by training centres or schools. This would also help teachers or trainers improve their educational skills. · Regular assessment and adjustments for more | <ul style="list-style-type: none"> · Support / stabilization <ul style="list-style-type: none"> ○ Getting know the young person with disabilities' working environment and tasks. · Individual support <ul style="list-style-type: none"> ○ From the first day of the beginning of work ○ Support to specific activities which must be carried out with reasonable accommodations. ○ Assistance in obtaining certain skills necessary for work. ○ Support in local and spatial orientation. ○ Support in strengthening personal communication skills, managing conflicts and for more independence in the job. ○ Regular assessment and adjustments for more and more experience ○ Verifying the completion of objectives. | <ul style="list-style-type: none"> · Support stabilization Workplace analysis. <ul style="list-style-type: none"> ○ Implementing and verifying the elaborated solution models/measures. ○ Information about measures to be taken when a company employs a person with disabilities. · Individual support <ul style="list-style-type: none"> ○ Sensitization of the colleagues, explaining about the special needs ○ Information about any necessary aids and funding. |

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| | <p>and more experience</p> <ul style="list-style-type: none"> · Verifying the completion of objectives. | | |
| After the WBL experience | <ul style="list-style-type: none"> · Offer the student, in the presence of his business tutor, a constructive assessment of his internship period · Attend the student's internship evaluation if necessary. · Ensure that employers assess the soft skills of learners with additional learning needs, i.e., communication skills, ability to follow instructions, etc. · Ensure that all the programs and courses are under permanent review, to match learners' skills to labour market skills requirements. | <ul style="list-style-type: none"> · Offer the student, in the presence of his business tutor, a constructive assessment of his internship period · Attend the student's internship evaluation if necessary. | <ul style="list-style-type: none"> · Reinvest the student's skills developed within the company in another way. |

Trigger 2 - Qualities of the company mentor

A company mentor needs to demonstrate the following qualities:

- good listening skills.
- kindness.
- ability to perceive unique skills in each person.
- some experience of dealing with OHS issues.
- interpersonal communication skills.

The mentor must guarantee the VET dimension throughout the professional experience – i.e., the mentor must remember that the young person is not a worker but a learner.

Thus, the job placement has a pedagogical dimension (teaching technical and social skills, and company values). The biggest risk is to lose sight of this. The second risk is not to welcome the young person, or not to host him/her properly. The mentor must welcome, help, inform, guide, and assess the young person throughout the training placement, and to ensure that the objectives in the internship agreement are met.

Trigger 3 – For further information about promoting in-company hospitality

<https://incluvel.eu/the-project.html>

Trigger 4 - References

Antonietta Confalonieri, M., Avezzù, C., Miano, S. & Veronese, V. (2016). International quality mobility: validation of the intercultural experience in terms of soft skills and enhanced employability. *Journal of international Mobility*, 4, 129-148. <https://doi.org/10.3917/jim.004.0129>

Bridget M. Hutter, *Regulation and risk: OSH on the railways*, Oxford University Press, 2001

European Centre for the Development of Vocational training
<https://www.cedefop.europa.eu/en/tools/mobility-scoreboard>

European network education and training in OSH:
http://www.enetosh.net/webcom/show_article.php/_c-29/i.html

O'Connor, T, Flynn, M., Weinstock, D. et Zanoni, J. (2014). Occupational safety and health education and training for underserved populations. *New Solut.* 24(1), 83-106.
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Holte K.A. & Follo G. (2018). Making occupational health and safety training relevant for farmers: Evaluation of an introductory course in occupational health and safety in Norway, *Safety Science*, 109, 368-376. <https://doi.org/10.1016/j.ssci.2018.05.020>

Robson, L.S. et al. (2007). The effectiveness of occupational health and safety management system interventions: A systematic review, *Science*, 45, 329-353. <https://doi.org/10.1016/j.ssci.2006.07.003>

Trigger 5 - “I have nothing to do”, the case of Claire

I have nothing to do

Claire, 22, obtained a BEP diploma in accounting (vocational training certificate, equivalent of a BTEC first diploma). She found an internship in a company owned by friends of her parents. The director signed the internship agreement but did not properly prepare it. As he was busy tackling professional emergencies, he did not think of warning his employees about Claire’s two-month internship, so they found out about her upon her arrival. Once the director left, the employees did not know what to have Claire do.

In addition, Claire needed a specific software program and an ergonomic chair, but nothing had been done to get them. For ten days, she spent her time sitting (with difficulty) and doing nothing, until she stopped coming to work.

This shows how the student was demoralized leading to her dropping out. Moreover, there were both physical dangers (slouch due to the lack of appropriate chair) and psychosocial dangers (loss of motivation, bad self-esteem because she had nothing to do while everybody else seemed overwhelmed with work) triggered by a lack of preparation.

Her parents then alerted their friend about the situation. They also called the school, and they all took part in a meeting. The school had indeed sent an internship agreement, but the objectives were so generic that nobody in the office where she was sent knew what to entrust her with.

The director then organized a meeting to introduce Claire and ask his teams to all think about ways to better support her. One person volunteered to support her within the department for the rest of the placement.

The following day, Claire was able to start again with the company. The volunteer mentor told her about her objectives, highlighting the fact that she was still being trained and thus would be supported during this experience. Claire felt she could safely ask questions anytime she needed to. Regular meetings were organized to give updates, even if most problems were solved in an informal way, over coffee. Flexible informal updates can only be effective if time for discussion has been planned for the learner beforehand.

Trigger 6 - “I haven’t learned anything”, the case of Julie

I haven’t learned anything

Julie is a 15-year-old French student. She attends a special program for students with disabilities in a mainstream vocational high school in Paris. She wishes to do a work placement in the field of horticulture, but she does not know whether that’s what she really wants to do in life. Her high school has signed an Erasmus+ Charter. Encouraged by her parents, she went to Granada (Spain) for two weeks as part of a partnership between her VET school and an institution in Granada. Her parents decided to visit the same town, at the same time. Two weeks later during a feedback session back in France, she told her teacher: “I haven’t learned anything”. Julie’s case is typical of poorly prepared mobilities. She did not know whether she would meet teachers, students or be assigned to a company. She would have liked to discover more about horticulture in Spain to compare it with her work placements in France. However, her mobility was about visiting a school equivalent to hers and taking part in visits that were more tourist based than really connected to her professional plan –besides, some of them were not accessible in her wheelchair.

Trigger 7 - Evaluation Checklist

| What must teachers/ VET staff do? | CHECK-LIST |
|--------------------------------------|---|
| Before the mobility experience | <ul style="list-style-type: none"> · Ensure that before the departure a real preparation for the mobility experience takes place, including a lot of work building up confidence and self-esteem, to encourage the young person with additional learning needs to feel confident about taking part in a mobility experience and making the most of it. · Ensure that students with learning disabilities are provided with help to complete application forms and prepare for interviews. · Believe in learners’ abilities and see opportunities rather than challenges. · Establish contact with employers from other countries to work on skills needed in the workplace through study visits, including use of videoconference · Establish a charter between the training organization and the host companies (use The European Quality Charter for Mobility). · Create tools for assessing / validating professional and social competences in addition to those validated in the appraisal process by vocational counsellors. · Adopt a more individualized approach (preparing for the position in a specific host company) focusing on learner capabilities. · Promote and ensure an approach where pedagogical methods, materials, assessment methods and goals are tailored to individual needs. |

| | |
|--|--|
| <p>During the mobility experience</p> | <ul style="list-style-type: none"> · Ensure that the student has the occupational competencies required observing the host company. · Ensure that the professional experience meets the young person's expectations. · Propose adaptations if necessary and cooperate with internal and external services including those in other countries |
| <p>After the mobility experience</p> | <ul style="list-style-type: none"> · Ensure that employers assess the soft skills of learners with additional learning needs, i.e., communication skills, ability to follow instructions, etc. · Ensure that these skills will be transferable during job searches. · Put in place monitoring systems that examine the efficiency of measures implemented by training centres or schools. This would also help teachers or trainers improve their educational skills. · Ensure that all the programs and courses are under permanent review, to match learners' skills to labour market skills requirements. · Dissemination (video, press article, conference with other students...). |
| <p>Regular assessment and adjustments, to improve the quality of the mobility. Verifying the completion of objectives.</p> | |

The accompanying persons/teachers/VET staff must be involved throughout the mobility experience. They should collect and analyse all the data provided by interviews and questionnaires. Then they should consider how to improve the mobility experience.

Trigger 8 – Don't forget the magnesia!

Be inspired by student testimonials about their mobility. Discover the benefits of going to another European country <https://inclusivemobility.eu/testimonials>

For a presentation of mobility projects in French, you can look up page <https://agence.erasmusplus.fr/erasmus-et-inclusion/>

Template and guidelines for the development of a Learning Sequence

Learning Sequence structure

IO3-VETreality MOBILITY TOOLBOX FOR VET TEACHERS AND TRAINERS

Learning Sequence nr

Learning Sequence title

Organization, Country

Introduction

Objectives (Learning Outcomes)

The setting

- Describe the 3D-360° photo.
- Explain why you selected it. Argument your choice.

Triggers and interactions

- List and describe the **elements and features** of the photo that DANMAR should make work as triggers by placing an interactive “marker” on it to activate them.
 - How many are they? What and where are they?
- For every “trigger” define and describe the result of the interaction. Is it a text, an audio, a podcast, a video, an image that gets activated?
 - How do they work? Why did you choose them?
- Provide DANMAR with the texts, audio, podcast, video, images, etc., or the links to it, to facilitate their integration in the LS.
- Make sure to explain where they should be placed in the virtual space, how they should look and work like when interacting with them.
- Argument your choices.

Conclusions and recommendations

Evaluation Tool

Describe how VET teachers and trainers can evaluate whether their students have acquired the LS objectives.