

MOBILITY HANDBOOK

Methodology for
the inclusive
mobility

GUIDE FOR TRAINERS
IN COMPANIES



GIVE

Guide for VET Trainers in companies

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INTRODUCTION

The guide for company tutors focuses on providing an essential tool for those mentoring young people in vulnerable positions within the business environment. This resource is designed to address the needs of students with fewer opportunities during Work Based Learning (WBL) programs at local and European levels.

This innovative guide aims to support tutors effectively and proactively by facilitating work placements for students who need support in work orientation and activation processes.

In addition, it seeks to organize the learning processes, ensuring quality in the business context and providing resources and materials to ensure optimal development of the internship program in the workplace.

The model for inclusive mobility we represent in this guide can be adapted to other organizations, social partners, and companies in Europe, **addressing the need for more practical tools and models for tutors or company staff in internship programs with vulnerable students.**

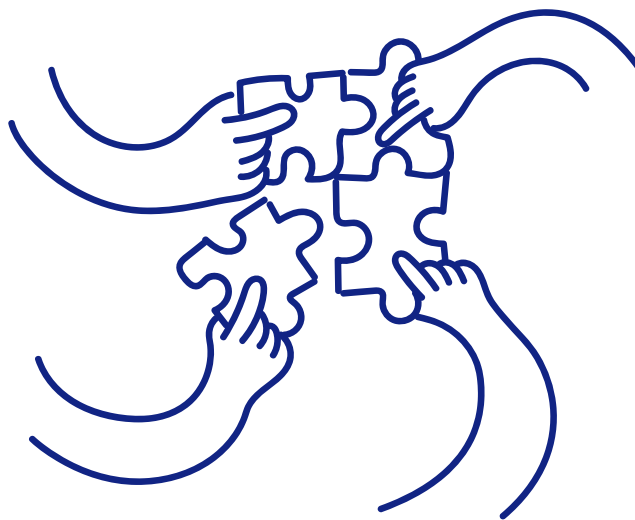
The European Commission's approach highlights **work-based learning during the internship as fundamental to including disadvantaged students in vocational training.** This guide aims to have a significant impact on a variety of groups: tutors, participants, organizations, and stakeholders.

The outcome will be reflected initially in the direct group of tutors in the company, equipping them with specific skills to manage internship programs with vulnerable students. This impact will extend to the final group of vocational students by motivating them differently through pedagogical approaches more adapted to their realities.

This guide is structured clearly and logically, encompassing four chapters that focus on the following thematic areas:

1. Selection and procedure for student-company correlation.
2. Occupational health and safety requirements in the work environment from the perspective of vulnerable groups.
3. Preparation of the student before the start of the internship program in collaboration with the vocational training center, social agents, and families.
4. Design of the student's in-company training itinerary.
5. Continuous and final evaluation of the student and transfer of acquired competencies.

The primary objective of this guide is to equip tutors working with vulnerable young individuals with the necessary tools. It aims to facilitate an effective, inclusive learning environment tailored to the specific needs of each student within the company.





CHAPTER 1

ACCOMPANIMENT FOR TRAINING WITHIN THE COMPANY

HOW ACCOMPANYING TEACHERS CAN PROMOTE PROCEDURES IN THE COMPANY TO ENABLE THE ACHIEVEMENT OF PARTICIPANTS' LEARNING OUTCOMES:

Prepare business tutors and VET centers to implement a learning outcomes-based approach for young people with fewer opportunities during practical experiences abroad. Enhance cooperation and communication between accompanying teachers and business tutors to assess participants' mobility and evaluate achieved learning outcomes. Monitor the effectiveness of the training program during mobility, establish evaluation criteria, revise the in-company training program, and promote quality assurance standards and methods for VET schools and training providers.

AIM

PLAN AND EXECUTE A MOBILITY PROGRAM FOR STUDENTS WITH FEWER OPPORTUNITIES. CONDUCT ORIENTATION AND COMMUNICATION PROCEDURES FOR STUDENTS PARTICIPATING IN THE PRACTICES. FOSTER COMMUNICATION AND COLLABORATION BETWEEN VET CENTERS AND HOST COMPANIES.

Methodology:

To achieve the outlined objectives and expected learning outcomes, **the methodology should adhere to the following guidelines:**

- Ensure better alignment between tutor roles and learning goals.
- Strengthen transversal skills in both tutors and students.
- Facilitate more effective collaboration between educational institutions and businesses.
- Implement continuous improvement in tutor performance through structured feedback.
- Enhance tutors' adaptability to various VET environments.
- Integrate theoretical and practical knowledge effectively into the learning process.
- Provide robust support and guidance to students from tutors.
- Ensure continuous professional development to guarantee up-to-date and relevant skills.

Resource materials and tools

Before the mobility begins, it is essential to create an initial assessment document that includes the following issues:

1. Why does the student (apprentice) participate in the proposed training abroad?
 - a. Formally necessary skills (if initial training);
 - b. To learn new skills (suitable for professional development);
 - c. Compulsory training?
2. What results are expected from training abroad?
 - a. New skills for work/greater effectiveness.
3. What is expected regarding follow-up/accompaniment provided by the mentor in the company?
 - a. In particular, guidance through practical training (work-based learning);
 - b. Working in a group with experienced workers, with duly shared tasks;
 - c. Individual consultations with the company mentor and other professional workers;
 - d. Self-assessment;
 - e. Mutual evaluation together with experienced workers.
4. What are the most critical knowledge/competencies expected from the training?
 - a. Transversal skills;
 - b. Health and safety regulations;
 - c. Communication skills;
 - d. Technical skills.
5. Self-assessment of skills and competencies already possessed.



During in-house training, conduct a systematic assessment that includes:

1. Overall evaluation of the training, including the structure and content of the training.
2. Relationship with the mentor of the company:
 - a. Ability to transfer knowledge;
 - b. Realization of training in a logical and understandable manner;
 - c. Ability to network and create a positive work and learning environment;
 - d. Ability to engage the student in discussions, exercises, simulation, and evaluation of results;
 - e. Relations with other workers.
3. Quality of evaluation procedures:
 - a. Degree of achievement of transversal competencies and health and safety standards and practices;
 - b. Degree of achievement of technical skills and their use in practical work situations;
 - c. Identification of possible progress to be made.

At the end of the practice, a final formal evaluation should be carried out by considering the following:

1. Transversal skills acquired and put into practice in work situations.
2. Health and safety standards are acquired and implemented in work situations.
3. Communicative skills acquired and put into practice in work situations.
4. Technical skills acquired and their use in practical work situations.
5. Additional skills and competencies acquired should be provided for in the reference standards.
6. Opportunities to continue the initial learning.
7. Assessing opportunities to implement each category of learning outcomes in the workplace: the most valuable skills and competencies for companies; the most useful skills and competencies for the student.
8. The most notable change compared to the situation before training abroad.
9. Area of progress: What can still be improved? Operational improvement scheme.

This will allow for an analysis in three phases of the work carried out with the company during the students' practices.

Recommendations

From the students' perspective, we recommend **empowering them to gain practical skills and knowledge in real work contexts abroad**. We also suggest helping young people develop their skills to work as a team without worrying about their particular needs. Additionally, we encourage increased self-confidence and awareness that they can cope with real work situations.

For companies that welcome students, we recommend **greater organizational diversity**. We also suggest using the period of internships abroad for young people with fewer opportunities to improve the awareness that exists in the company about inclusion and diversity for the recruitment and retention of employees. Improving supervisory skills, work habits, and productivity is also recommended. Within a mentoring program, staff can overcome prejudices and reservations towards disabled people and become more positive and inclusive with them.



Preparation and Planning:

Before starting the mobility activities, Mike's teacher had multiple discussions with the company's mentor. An in-depth analysis of the training program was conducted to identify any additional support Mike might require for his assigned tasks.

Evaluation Plan:

Mike's teacher and the company's mentor developed an evaluation plan collaboratively. The focus was collecting data on Mike's work rate for each task. Initially, evaluation data was recorded during Mike's workdays, supplemented by case notes from the mentor assessing Mike's performance and behavior.

Adaptations and Progress:

After a month with the initial team, Mike's willingness to face new situations was assessed. He reluctantly transitioned to a second team, providing insights into his ability to establish relationships and respond appropriately to different supervisors.

Repetition of Evaluation:

At the end of the second month, the career evaluation process was repeated, yielding similar results. The collaborative effort between Mike, his father, and the hosting company's director ensured a comprehensive assessment of his capabilities and performance during the mobility experience.



Case Study 2

Project Name: Mobility Experience in the Automotive Sector

Introduction:

Jack, an 18-year-old enthusiast passionate about cars and motorcycles, sought mobility experience in the automotive sector in Barcelona, Spain. Despite facing physical challenges, Jack's determination to pursue his passion led him to explore opportunities in a field he was deeply passionate about.

Student Profile:

- Name: Jack
- Age: 18
- Location: Barcelona, Spain
- Disability: Physical disability causing weakness on the left side, irregular walking, occasional balance loss, and reduced strength in the left hand.

Mobility Experience Preparation:

During a preparation session with the company's tutor, Jack engaged in discussions about addressing his specific challenges. The following topics were covered:

1. Compensating for Physical Challenges:
 - a. Strategies to compensate for weakness on the left side.
 - b. Leveraging the adeptness with the right hand for tasks requiring force.
2. Health and Safety Considerations:
 - a. Identifying and examining particular health and safety issues relevant to Jack's condition.

3. Support for Staff:

- a. Discussion on the support needed for the company staff working alongside Jack.
- b. Suitable Tasks:
- c. Exploration of tasks within the automotive sector that align with Jack's abilities and passion.

Adaptations and Support:

The preparation session aimed to identify areas where Jack might require adaptations and support. The tutor and teacher collaborated to ensure a conducive environment that catered to Jack's strengths and compensated for his physical challenges.

Recommendations for Mobility Tasks:

Considering Jack's passion for cars and motorcycles, tasks were selected to align with his interests and capabilities. This involved a thoughtful approach to match his skills with the demands of the automotive sector.

Health and Safety Measures:

Special attention was given to health and safety considerations, ensuring that Jack's mobility experience would be carried out in a manner that prioritized his well-being and provided a safe working environment.

Continuous Support:

The collaboration between Jack, his teacher, and the company's tutor emphasized ongoing support and communication to address evolving needs or challenges during the mobility experience.

Conclusion:

Jack's mobility experience in the automotive sector in Barcelona became an inspiring journey of determination and adaptation, demonstrating the effectiveness of tailored support and a passion-driven approach to vocational training.

Links

[Fast Lane: Training Material for Employers, Trainers and Teacher](#)

[Joint Workshops for Tutors from VET and Mentors from Enterprises](#)

[Trainers in continuing VET: emerging competence profile](#)

[Guiding principles on professional development of trainers in VET](#)

[World Health Organization: disability](#)

[Inclusive mobility alliance](#)

Glossary

1. Deterioration refers to a problem in the function or structure of the body.
2. Activity limitation refers to a difficulty that an individual encounters in executing a task or action.
3. Restriction of participation refers to a problem experienced by an individual when engaging in life situations



CHAPTER 2

MOTIVATING AND ENGAGING
TUTORS COMPANY

HOW TO ENCOURAGE COMPANY MOTIVATION BY PARTICIPATING IN INTERNSHIP PROGRAMS ABROAD FOR YOUNG PEOPLE WITH FEWER OPPORTUNITIES.

This chapter contributes to provide VET workers, teachers, and trainers with the skills necessary to improve communication and interaction between schools and companies so that the latter know about internship programs abroad.

It aims to create marketing strategies for the dissemination of internships abroad for students with fewer opportunities and special educational needs, develop methodologies to improve cooperation between VET centers and companies, contribute with a plan to evaluate the best tutoring training for both students and businesses, know the weaknesses and strengths of practices abroad, and create objectives and strategies that motivate companies to participate in internship programs abroad with vulnerable students.

It is based on marketing strategies, developing digital skills, creating planning tools for VET tutors, advising company tutors, and developing peer tutoring in schools and workplaces.

Methodology

To approach companies that could host a VET student for traineeship and encourage them to participate in international internship programs, we suggest to create a strategic plan that includes the following steps:

1. Research and Contextualisation:

- a. Conduct a detailed analysis of the current landscape of internship programs for young people with fewer opportunities.
- b. Identify companies that have participated in similar programs and analyze their experiences.
- c. Collect data on the positive impact of diversity in the workplace.

2. Developing a Business Case:

- a. Create a company document highlighting the tangible and intangible benefits of participating in international internship programs.
- b. Include statistics, case studies, and specific examples.

3. Identification of Common Objectives:

- a. Set up meetings with potential companies to understand their goals and challenges.
- b. Identify areas of alignment between business objectives and the benefits of participating in these internship programs.

4. Development of Customized Strategies:

- a. Design specific strategies that address the needs and concerns identified during meetings.
- b. Include approaches to maximize business value and highlight social contribution.

5. Creation of Promotional Materials:

- a. Develop marketing materials and presentations that highlight the benefits for companies.
- b. Include testimonials from participating companies and young beneficiaries.

6. Monitoring and Continuing Evaluation:

- a. Establish a monitoring system to assess the participation of companies in practice programs for vulnerable young people abroad.
- b. Collect and analyze feedback and issues related to continuous improvement to adjust strategies as needed.



Resource materials and tools

To encourage companies to participate in traineeship programs with vulnerable young people, **compelling resources and materials must be essential to highlight the benefits for both businesses and young people.** Here are some suggestions:

1. Awareness materials
2. Inspirational stories
3. Statistical and research resources, such as social impact reports and market research
4. Training materials, such as business participation manuals and informative webinars
5. Social media promotion, such as impactful publications and hashtag campaigns
6. Business collaboration networks, such as networking events and business collaborations
7. Practical guides for businesses, such as detailed guides and practical examples
8. Business acknowledgments, such as awards and recognitions, and lists of featured companies.



Recommendations

Encouraging companies to participate in traineeship programs for vulnerable young people from other countries requires effective strategies and persuasive communication. Here are some recommendations to achieve this goal:

1. Communicate the benefits for companies, highlighting how participation in internship programs can improve corporate culture, increase employee retention, and attract socially conscious customers.
2. Customize the message according to the industry and the company's size, highlighting how participation can be specifically relevant to their context.
3. Share previous success stories, highlighting how other companies have benefited vulnerable young people and experienced positive results.
4. Offer flexibility in programs, designing internship programs that are flexible and adaptable to the needs of companies, ensuring that they do not represent an additional burden.
5. Promote skills development, emphasizing how participation in internship programs can contribute to developing specific skills companies value in their employees.
6. Highlight the positive social impact, emphasizing how the company's participation in internship programs can directly impact improving the community and creating opportunities for vulnerable young people.
7. Facilitate the participation process, simplifying companies' registration and participation process by providing clear resources and practical guides.
8. Establish business collaborations, collaborating with other companies already participating in similar programs. Testimonials and experiences from different companies can be powerful to persuade other companies to join.

Create incentives for participation, such as public recognition, social responsibility certifications, or preferential access to business events. Additionally, **offer continuous support by providing a dedicated contact point to answer questions**, provide support, and closely monitor the participation of companies in the program.



Links

[Mob4All: Innovative measures to enhance international mobility for special needs students](#)

[PRomoting pEople with diSability Transnational mObility](#)

[Valuable, handing opportunities](#)

[The Make it Happen Project](#)

Glossary

1. Business Case: A paper that presents logical arguments and data to persuade companies about the benefits of participating in internship programs with vulnerable young people.
2. Business participation: Active involvement of companies in internship programs, which may include providing job opportunities, resources, or financial support.
3. Corporate Social Responsibility (CSR): The commitment of companies to operate ethically and contribute to sustainable development, which may include participation in inclusive practice programs.
4. Diversity and Inclusion: The conscious effort of companies to ensure that their work environments are representative and welcoming to people of diverse identities and backgrounds.
5. Flexibility in Programs: The ability to adjust traineeship programs to suit the needs and constraints of participating companies.
6. Impact Measurement: The process of evaluating and quantifying the results and benefits that companies gain from participating in traineeship programs with vulnerable young people.
7. Positive Social Impact: The beneficial effect that the participation of companies in traineeship programs can have on society, especially in vulnerable communities and young people.
8. Shared Value: The concept of creating benefits for both companies and society by participating in traineeship programs with vulnerable young people.
9. Skills Development: The focus on the growth and improvement of the skills of vulnerable young people through internship programs, emphasizing skills relevant to the world of work.
10. Awareness raising: Action to inform and raise awareness of the importance and benefits of participating in traineeship programs with vulnerable young people.
11. Company testimonials: Experiences and positive feedback provided by companies that have participated in inclusive internship programs.



CHAPTER 3

**WORKPLACE SAFETY
FOR MOBILITY STUDENTS**

EVERY STUDENT, REGARDLESS OF THEIR CONDITION, HAS THE RIGHT FOR THEIR PHYSICAL AND MENTAL INTEGRITY AND EQUAL CONDITIONS WITH ALL OTHERS DURING THEIR LEARNING OR PRACTICE PERIOD.

This chapter aims to help tutors **develop a methodology to ensure and monitor safety** in the workplace for the mobility students. It also aims to **define conditions, principles, and standards during learning and practices and to provide practical cases to consider.** The subject is developed with the experience of specialists in functional training and in accordance with European legislation.

The objective is to ensure that students with fewer opportunities can carry out their internships in the proper **health and safety conditions and to establish common prevention principles**, taking into account the individual health status and the risks related to the work assignment.

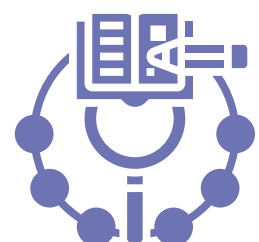
VET center managers and business managers must identify **workplaces suitable or adaptable for vulnerable students**, and create health and safety conditions to respect personal dignity, non-discrimination, effective participation, gender equality, respect for differences, acceptance of students with disabilities.



Methodology

The methodology includes a number of measures and steps defined to meet the objectives:

1. **Sign a contract** with a hosting protocol to carry out the internship program.
2. **Provide training for the tutor** to facilitate the practical training of students.
3. **Review the medical status of each student**, evaluating their skills, recommendations, and contraindications.
4. **Choose individual workplaces for each student.**
5. **Carry out a risk assessment of workplaces** by a specialist in occupational medicine.
6. **Implement measures to prevent harmful factors of production** in each workplace, as defined by the risk assessment.
7. **Adapt the workplace**, providing personal protective equipment if necessary.
8. **Label the workplace with understandable information**, warnings, or ban signs.
9. **Develop instructions for each workplace** and every work operation.
10. **Train the student on safety and health techniques** at the individual level in the workplace, indicating what risks exist and how to avoid them, verifying that the student knows them correctly before starting work. A record of instructions and a work card reflecting compliance with health and safety standards is completed.
11. **Monitor measures taken** to provide health and safety in the workplace, evaluate their effectiveness, and make additions or corrections if necessary.
12. **Determine and prepare the workplace for the trainee** or trainee to monitor their current health and skills.



Resources – materials and tools

A **Learning Agreement** is a document that is usually signed by the school, the company, the student, and their parents. It is the document by which all parties involved agree to comply with certain obligations, such as respecting people and property, adopting language and clothing appropriate to the environment in which they move, complying with the company's time standard, following the health and safety requirements specified by the company, and maintaining confidentiality concerning data acquired during the program.

The Learning Agreement is essential for the student to achieve skills through the program, carry out the activities according to the objectives, and strictly comply with the schedule and manner provided, following the guidelines of the internal tutor and the tutor of the company, addressing them to any requirement or eventuality. Remember that the student must be fully identified, at least by name, last name, date of birth, social security number, class, etc.

Parental consent is binding if a student is a minor. In particular, parental consent should be indicated in the insurance covering liability and accident risks to third parties for each type of accident that may occur during learning or practice. Insurance obligations are in charge and are performed by the school.

In addition, the Learning Agreement presents a model certification of occupational safety legislation and related obligations, such as assessment of occupational risks during the traineeship, implementation of student training and information procedures, preventive medical examination in case the student is involved in situations or activities considered to be medium-high risk, etc.

There should also be explicit references to free internships and the appointment of two tutors, one appointed by the school and one appointed by the company, who will follow the trend of the practice route synergistically.

Risk assessment for the activity of the company: The risk assessment document is the responsibility of the company and is usually completed with a section reserved for the student (assigned tasks, equipment, protective devices provided, etc.). In it, the company undertakes to guarantee through the company's tutor the assistance and training required and the safety of equipment and environments, document specific risks, and notify the school immediately in case of changes in safety conditions.

During the stay in the company: During internships, many VET centers provide their students with descriptive tools called "daily task registration" and "attendance sheet." The daily record of tasks helps describe daily work done, the materials used, the list of the main terms learned in the company, and part of the vocabulary of technical and professional use. They can include information about the activities in which the student participated directly, which staff was part of them, the places of execution, and the severe problems encountered. This is not usually mandatory.

The attendance sheet is used to monitor the student's actual presence in the company and is always mandatory. The objectives pursued with these materials are to track daily activity and engagement played in two different ways (even in terms of check-in and exit from the workplace), **encourage the trainee to rethink the value of the experience they are making**, and help them better understand the links between practice and theory to value the teachings of some disciplines. They also help interpret the business environment as a whole, taking into account not only the technical knowledge but also the organizational aspects.

This record shows the data of the student's school, their data, their school curriculum, the general contents of the work, and the rethinking of the daily actions carried out in the company. **The attendance sheet records the student's participation in terms of hours worked in the company.**

Individual institutions must personalize these tools; therefore, each has its elements and will depend on factors such as the needs of the students, the company, etc.

Recommendations

1. Make sure that a risk assessment is done at the place where the student is to be trained. The outcome and prevention measures should not endanger the student's health and status.
2. Verify that the workplace is at the forefront of safety.
3. Do not allow working with harmful materials.
4. Ensure that daily instruction is straightforward and does not include terminology unknown to the student.
5. Check the professional competencies of the student before starting work. If you work with a team, you should be able to work with them safely, be familiar with switching and adjustment, and know the mechanisms of switching adjustment and emergency braking. The student should know the dangers, understand the importance of personal protective equipment, and always use it.
6. Make sure that the student can perform the assigned task safely.



Example of documentation

[Name of School and Full Address]
Represented by (Director/Head of Studies)

[Company Name and Full Address]
Represented by (Director/Manager)

[Student's Name]
Date of Birth, School Type, and Insurance Details

Parents' Names

Taking into account that:

By the relevant law references regarding practical training, it is the foundation of vocational training and education courses to ensure young people acquire skills applicable in the labor market.

By the relevant law references, practical training routes are seamlessly integrated into the school's training plan as an integral part of educational pathways.

With references to the relevant law for training in practice (if applicable)

Agreed on the following:

Art. 1

The [Company Name] agrees to host students on a practice training route based on the [School Center] proposal.

Art. 2

1. The student's participation in practical training in the workplace does not constitute an employment relationship.
2. As the relevant law references intended, the student during practical training is considered equivalent to an employee.
3. Training and guidance during practical training are jointly designed and verified by an internal tutor appointed by the school and a training tutor from the company.
4. Each student inserts into the host structure, based on this agreement, a Personal Learning Plan (PLP), an essential part of this agreement. The PLP aligns with the educational, cultural, and professional trajectory of studies.

Art. 3

The tutor appointed by the school must:

- Develop, together with the company tutor, the personalized training plan signed by all parties involved (school, company, student, parents).
- Support and guide the student during practical training alongside the company tutor, monitoring progress.
- Manage relations with the company through the company tutor.
- Monitor activities and address any arising problems.
- Evaluate and highlight the competencies and skills developed progressively by the student.
- Promote the assessment of the effectiveness and consistency of the practical training path.
- Inform relevant education managers (Director/Head of Studies, Departments, Scientific Committee) of progress for class realignment.
- Collaborate with the director/head of studies in drafting the evaluation report for the structures with which the agreement for practice activities has been made, highlighting educational potential and encountered difficulties in the association.

Responsibilities of the Company's Tutor:

- Collaborate with the tutor appointed by the school to design, organize, and evaluate the practical training experience.
- Promote the inclusion of the student in the operational context, offering support and assistance throughout the training period.
- Provide information to the student on company-specific risks, adhering to internal procedures.
- Plan and organize safety activities for the training project.
- Involve the student in the evaluation of the experience.
- Provide the school tutor with the agreed-upon elements to assess the student's activities and the effectiveness of the training process.

Cooperation Between the School Tutor and Company Tutor:

- Collaboratively prepare personalized training, including workplace safety and health regulations. Specifically, the school tutor will cooperate with the company tutor to identify activities and preventive measures necessary to protect the student.
- Oversee the assistance and implementation of the Personal Learning Plan.
- Verify the correspondence between learning experiences in the classroom and the work environment.
- Prepare a report on the experience gained, contributing to the school's assessment and certification of skills.
- Ensure the student adheres to the duties outlined in the relevant law references. Failure to comply will be communicated by the company tutor to the school tutor, initiating necessary actions.

Responsibilities of the Student During Practical Training:

- Carry out the activities outlined in the Personal Learning Plan.
- Adhere to the rules of hygiene, safety, and health in the workplace, as well as all relevant provisions, instructions, regulations, and rules of procedure.
- Maintain confidentiality regarding data, information, or knowledge about production processes and products acquired during the training period in the work context.

- Follow the instructions given by the tutors, consulting them in case of any doubts.
- Inform the tutor of any health-related issues that may affect job performance.

School's Responsibilities:

- The school insures the student against accidents at work and civil liability.
- In the event of an accident during the training period, the company agrees to report the accident to the school within the time required by law. The school, for the Workplace Prevention and Risks Act, assumes responsibility for the following obligations:
 - a. Consider the host company's capacity and conditions concerning the health and safety of learners immersed in learning/practice activities.
 - b. Inform the student about occupational hygiene, safety, and health standards.
 - c. Appoint a competent and adequately trained guardian of the company in safety and health at the workplace.

Host Company's Responsibilities:

- Guarantee the student the help and training necessary for the activity's success through the company tutor and the communication of the skills acquired in the context.
- Respect all safety and hygiene standards in the workplace.
- Allow the school tutor to communicate with the student and the company tutor to monitor the progress of the training, coordinate activities, and draft the final report.
- Inform the school of any accident that has happened to the student

Links

[The Workplace Directive provides for minimum requirements for workplaces covering issues such as traffic routes, workroom dimensions and indoor air quality.](#)

[Regulation on community statistic on public health and health and safety on work](#)

[Creating a barrier-free Europe: European Commission seeks better access for 80 million people with disabilities](#)

[Council Directive 89/391/EEC of 12 June 1989 on the introduction of measures to encourage improvements in the safety and health of workers at work](#)

Glossary

Health and Safety at Work: Working conditions that prevent occupational illnesses or accidents at work and create a prerequisite for workers' physical, mental, and social well-being.

Prevention: All measures taken or planned at all stages of work, whether in school or company, to prevent, limit, and eliminate occupational risks.

Factors harmful to health and safety: Physical (including mechanical, acoustic, electrical, optical, radiation, ionizing, vibratory, etc.), chemical, biological, psychological, organizational, and other factors that affect or threaten the health and safety of workers.

Occupational risk: The likelihood of adverse effects on the health and safety of workers with a significant impact of harmful factors at work and the degree of consequences.

Health risk: The likelihood of adverse health effects resulting from a specific effect.

Collective protective equipment: A solution of design, construction, technology, organization, or other technique that isolates and saves space where workers and people are.

Personal protective equipment: Any device or equipment designed to be worn or used by the worker to protect against one or more possible hazards that endanger their health or safety at work, as well as any other accessories or workwear specially designed for the same purpose.

Protective device (components, equipment, protective device): An element of the work equipment that performs a protective function when used, as well as in case the equipment is damaged, does not work, or does not work correctly, posing a threat to the health and safety or life of people who may be injured. It can also be a team produced independently, designed to perform these tasks.

Minimum Requirements for Health and Safety at Work: These refer to the essential standards permissible for safeguarding workers' health and ensuring workplace safety. While employers can implement additional measures for enhanced protection, they must always stay within these established minimum requirements.

Down Syndrome: Down syndrome is a chromosomal condition arising from an error in cell division, leading to an extra 21st chromosome. This genetic variation can impact cognitive ability and physical growth, resulting in developmental challenges ranging from mild to moderate. Individuals with Down syndrome also face an elevated risk of specific health issues. Typically, those with Down syndrome exhibit cognitive developmental profiles indicative of a mild to moderate intellectual disability.



CHAPTER 4

UNDERSTANDING THE IMPACT OF
THE MOBILITY PROGRAM WITHIN
THE HOSTING COMPANY

THE MOBILITY CHALLENGE IS A SIGNIFICANT CONCERN FOR EDUCATIONAL INSTITUTIONS ACROSS EUROPE, PARTICULARLY WITHIN VOCATIONAL EDUCATION AND TRAINING SYSTEMS (VET) AND FOR STUDENTS FACING DISADVANTAGES. THIS ARTICLE SHEDS LIGHT ON THE PROFOUND IMPACT OF MOBILITY PROGRAMS ON HOSTING COMPANIES, EMPHASIZING ITS ROLE IN FOSTERING ESSENTIAL LIFE SKILLS AND CREATING INCLUSIVE WORKING ENVIRONMENTS.

1. Structured Information and Systematic Models:

- Mobility allows companies to acquire structured information and implement systematic models.
- Effective systems involve the organization and management of international internships, addressing not only bureaucratic aspects but also managing the educational pathways of learners.
- The structured system creates a network of people and companies experienced in working with individuals facing disadvantages, fostering inclusivity.
- The developed system becomes a valuable resource that can be adapted and reapplied to similar situations or other internship programs.

2. Inclusive Working Society:

- Mobility is a crucial step toward achieving an inclusive working society.
- Establishing connections between people and companies with experience working with disadvantaged individuals contributes to a more inclusive and supportive community.
- The positive impact of mobility on learners with special needs is evident in both learners and the hosting companies' heightened productivity, motivation, and satisfaction.

3. Positive Impact on Company Tutors:

- Company tutors experience a positive transformation in the overall workplace climate.
- Improved tolerance and serenity among colleagues contribute to a more harmonious working environment.

- Increased motivation and attention to others enhance interpersonal relationships within the company.
- Positive customer feedback underscores the value of having a diverse workforce, portraying the company's commitment to corporate social responsibility.
- Enhanced organizational skills within the company are a direct result of incorporating principles of corporate social responsibility into daily operations.

In summary, mobility isn't just about logistics for companies; it's a big deal. It helps create a more inclusive workplace, improves the atmosphere at work, and brings lasting benefits for both learners and companies into the future. When companies understand and make the most of mobility, they're improving their own situation and helping build a diverse, strong, and socially responsible workplace.

Company tutor Characteristic

Being a company tutor tasked with guiding young students through the world of work amidst European mobility requires preparation and readiness. Accompanying young individuals on this journey is both crucial and challenging. Here, we provide suggestions and characteristics that can be valuable for those stepping into the role of a company tutor.

1. Critical Characteristics of Company Tutors:


- Act as a mediator with other staff members to facilitate a smooth integration of young learners.
- Provide assistance and support in overcoming language difficulties.
- Engage in the same tasks as trainees, especially in the initial phases, to offer guidance and support.
- Gradually decrease their presence as trainees gain confidence and independence.
- Collaborate with trainees and the company leader to define tasks, working hours, and logistical details.

2. Tools to Facilitate Company Tutoring:

- Utilize tools such as academic timetables and specific support modules to streamline the tutoring process.
- Implement monitoring and evaluation tools to assess performance and provide constructive feedback.

3. Practical Tips for Company Tutors:

- Communicate instructions calmly and clearly.
- Use short sentences and simple vocabulary to enhance understanding.
- Confirm the trainee's comprehension by having them rephrase instructions, especially for crucial information.
- Anticipate and adapt to last-minute organizational plan changes, ensuring learners' availability.
- Observe and acknowledge the learner's achievements through small changes, emphasizing their importance.

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- Actively involve the learner in decision-making and activity management.
 - Encourage the expression of opinions to foster a collaborative learning environment.

Guiding young individuals in exploring the working world is pivotal for company tutors. Patience, trust, and a passion for work are crucial to convey. Additionally, staying open to the unexpected learning experiences that come with mobility contributes to the overall success of the tutor-learner relationship and positively shapes the trainees' future.



ANNEX 1

Aspects related to organization and safety workplace

Here you can find some of the aspects related to organization and safety workplace for mobilities divided into 5 points:

1. Documents to prepare mobility:

Obtain the following learner's documents:

- CV
- Training objectives
- Medical examination
- Relevant Certification (e.g. HACCP or other relevant certifications if need)
- Documents (e.g.: ID codes, safety insurance ...)

Please Note: Importantly, in the case of a "special needs learner", it is important to foresee all of the practical and/or organizational adaptations (needed for to carry out the given job adequately) with both the learner and the company tutor. It is necessary to prepare a dialogue with a school tutor and any other relevant person, e.g. his/her family members, and have information about:

The support that the learner needs in terms of:

- adaptation of the working space (ergonomics)
- work rhythm
- tasks

The support the learner needs during the job in terms of:

- Presence of the company tutor during his/her job
- Help with some practical and specific difficulties, e.g. language or logistic

2) Make a plan for managing relationship with all the different figures involved:

- Call with the sending organization (institution referent) and the company tutor
- Organize mail to plan:
 - the activation of mobility
 - the incoming package (accommodation; travel card; logistical info)
 - request of necessary documents e.g. CF activation

Please Note: If a company hosts more students, and is thus required to organize the composition of a group of students, it could be important to take into account the characteristics of each student. This will be done by trying to think carefully about how to compose the groups. It is indeed important that, in order to compose the groups as equally as possible, those who know the student well are involved to help and guide the company in its tutoring role.

3) Another aspect to consider is **communicating the daily programme** of the learners with the sending organization and try to agree on the following points:

- Day and time of arrival in the host town/place
- Day and time of the Welcome Meeting with the partner
- Day and time of the start of the work experience
- Establish company assessments (individual)
- Day and time of the final assessment (collective) at the end of the trainees' mobility (handing over of the participation certificates) (2).

Please Note: The company tutor, before the experience, must be well prepared to welcome the learner and must be trained on the type of disadvantage they will be dealing with (for example by attending some training courses).

4) A support mobility plan could be a good tool to put all the information together.

A support mobility plan, which includes all relevant details of the student's disadvantage and needs:

- Information about learning needs.
- Daily living requirements, such as a personal assistant or assistance in general.
- Information on physical needs such as transport or local movement.
- Communication needs.
- Important relevant medical information.
- Agreed learning and living supports, as well as details of responsibility, for the organisation and provision of adequate support.
- Documents with clear instructions

ANNEX 2 | Risk assessment

This (Risk Assessment) Agreement shall enter into force from
(starting date) **to** (end date)

The parties may terminate this Agreement in the event of failure to comply with their obligations regarding health and safety in the workplace or the non-implementation of PPAs.

Place and date.....

- | | |
|------------------------|-----------------|
| 1. Name of school | Signature |
| 2. Name of the company | Signature |
| 3. Student's name | Signature..... |
| 4. Parent names | Signature..... |

ASSESSMENT OF RISKS IN PRACTICES	
Name	
Address	
Contact person	
Responsible for responsibility	
Phone	
Email	
Professional sector	
Number of employees	
Company and job tutor	
Working hours	Workplace
Activities	
The work involves the use of: <ul style="list-style-type: none"> · machinery · equipments · hazardous substances (specify)	
Is a preliminary visit by the school tutor allowed?	Yes - No
Has the company's tutor been trained in occupational safety and health standards?	Yes - No
Does the risk assessment report take into account the possible risks that the student may face during the internship?	Yes - No
Is medical supervision expected during the performance of the task assigned to the student?	Yes - No
Is any personal protective equipment provided to the student?	Yes - No

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