



## Inclusive Mobility in Vocational Education and Training

PATRA, 27/12/2024

### REPORT ON THE ACTIVITIES OF THE ERASMUS+ PROJECT

Project No.: 2023-1-NL01-KA220-VET-000154977

#### Directorate of Secondary Education of Achaia

The [IMVET](#) project is dedicated to promoting accessible mobility for students with disabilities, equipping vocational education and training (VET) professionals with the necessary tools and strategies to support these students effectively. It aligns with the European Pillar of Social Rights and the UN Convention on the Rights of Persons with Disabilities, both of which advocate for equal and accessible learning opportunities for all young people.

Running from **September 1, 2023, to August 31, 2026**, the program will involve a consortium of partners working together to gain a deeper understanding of the challenges and opportunities involved in integrating students with special needs into VET mobility programs. By examining relevant materials and conducting research, the consortium aims to develop practical tools, guidelines, and best practices to reduce the barriers that currently prevent these students from participating in international mobility opportunities. Ultimately, the project seeks to create a more inclusive and accessible framework for sending students with disabilities abroad for educational and vocational development.

#### 1. Synopsis of the activity

**The Directorate of Secondary Education (DDE) of Achaia** hosted and organized the first Learning, Teaching, and Training Activity (**1st LTTA**) for the project “Inclusive Mobility in Vocational Education and Training.”

This significant event took place in **Patras from November 19 to 21, 2024**. It brought together representatives from all project partner organizations, including CINOP-ECIO (Netherlands), Cesur (Spain), Koning Willem I College (Netherlands), SDO DIAKONIA (Finland), Firda (Netherlands), Tartu Vocational College (Estonia), and DSE Achaia (Greece).

The LTTA aimed to foster collaboration and exchange of knowledge among vocational education and training institutions across Europe, promoting inclusive mobility and enhancing vocational education practices.

<https://docs.google.com/presentation/d/1-szgK8B2YSgPn3eIF-8Srw6Gsjp7luAP/edit#slide=id.p7>



**IMVET** Inclusive Mobility in Vocational Education and Training  
2023-1-MK01-KA220-VET-000154977

- The Inclusive Mobility in Vocational Education and Training (IMVET) project aims to make mobility programs more accessible for students with disabilities, in line with the European Pillar of Social Right and the UN Convention on the Rights of Persons with Disabilities.
- It focuses on enhancing the skills of VET professionals in supporting these students. All findings and tools will be made available to schools and stakeholders across Europe.

**1st Learning, Teaching and Training Activity – ERASMUS+ MEETING in PATRA, GREECE.**

- 19-21 November 2024**
- Venue:** *MOXY*
- LTTA Topic:** "Designing and Drafting the Specifications for providing more inclusive mobility programs for VET students with disabilities by delivering useful tools to schools, teachers and staff personnel."

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

This project has been funded with the support of the Erasmus+ Programme of the European Union. This communication reflects the views only of the author(s), and neither the European Commission nor the Education, Audiovisual and Culture Executive Agency can be held responsible for any use which may be made of the information contained therein.

All rights reserved © Maria Karamana

The activity focused on the topic **"Design and Drafting of Specifications for Inclusive Mobility Programs."**

<https://docs.google.com/presentation/d/1nmObeqty0zzUQki3Q85yJ0CeYRHbtIS/edit#slide=id.p1>

With a strong sense of respect and commitment to the project's objectives, the participating teachers and students conducted their training sessions in the welcoming and well-organized conference space of the MOXY hotel. The sessions were centered around the preparation for the mobility of students with special needs, as part of the Erasmus+ program. The discussions were comprehensive, with a particular focus on ensuring that all aspects of support for these students were thoroughly addressed, regarding cases both before and during the mobility experience.

To facilitate a deeper understanding, the participants were divided into smaller working groups. These groups concentrated on reviewing the current protocol and discussed the importance of developing a new guide tailored to the unique needs of students with special skills or requirements. The primary goal of this guide is to ensure that appropriate support systems are in place, allowing teachers and staff to understand and meet the needs of these students effectively during the mobility process.

A key element highlighted during the discussions was the role of the accompanying teacher. It was emphasized that the accompanying teacher should ideally be someone familiar with the student, as this relationship would foster better understanding and communication. Additionally, the accompanying teacher should be trained in providing medical and psychological assistance, preparing themselves to offer support not only in educational matters but also in handling crises or emergencies that may arise during the mobility experience.

The participants also explored the wide range of opportunities available within the Erasmus+ programs, focusing on both financial support and the allocation of time. Teachers should be encouraged to plan carefully, considering the balance between the mobility program and their regular teaching responsibilities, to ensure the best possible preparation for the students.

An essential part of the discussions revolved around the importance of obtaining accurate and up-to-date medical information about the students who move, as well as fostering close cooperation with parents. This collaboration is crucial to ensure that the student receives the necessary care and support during their mobility, and that potential challenges related to health and safety are addressed in advance.

In addition to medical considerations, the group also examined issues related to general student safety. These should include the creation of emergency plans that are clearly understood by all involved, including the accompanying teacher and other staff members. Legal aspects were also discussed, such as the responsibilities of the accompanying teacher, as well as the provision of special food requirements, the legality of medication and transportation options for students with disabilities. Ensuring accessibility to recreational spaces for individuals with disabilities was also highlighted as a key concern.

The training sessions also placed a significant emphasis on accident prevention and emergency management, as well as addressing potential challenges like allergies, self-harm situations, panic attacks, or difficulties adjusting to a new environment. These discussions were critical in ensuring that all aspects of the mobility process will be thoroughly planned for, to provide a safe and supportive environment for students with special needs.

Overall, the sessions underscored the importance of careful preparation, communication, and collaboration between teachers, students, and parents to ensure the success of student mobility within the Erasmus+ program.

## 2. Agenda of the 1<sup>st</sup> LTTA

<https://drive.google.com/drive/folders/1Ri3IYjg7JjHzBKuL7NMFdSNXqOVddp71>

Tailored appropriately by the educators of the Directorate of Secondary Education of Achaia, **Nikolaos Krikis, Maria Kardama, and Kyriaki Panagopoulou**, representatives of the program for the Greek participation, in continuous collaboration with the partners and the project coordinator of IMVET during previous online meetings, the agenda combined "pleasure with benefit"!

Following the rich cultural heritage of the host city, the consortium embarked on an insightful journey, starting at the Archaeological Museum and continuing to the grand Cathedral of Saint Andrew. As they explored these iconic landmarks, they delved into the deep, centuries-old history and the cultural roots of the region, gaining a profound understanding of the city's legacy.

The experience also included a delightful tasting of the renowned Mavrodafni wine, which is celebrated for its unique flavor and tradition. Their immersion into the local culture continued as they enthusiastically participated in learning traditional Greek folk dances, further connecting with the community and its vibrant customs. The final dinner of the visit was especially memorable, as the group was joined by **Gerasimos Fessian**, a notable figure whose contribution to the discussion added significant value. Engaging in a thoughtful and friendly conversation, Fessian shared his vast experience, enriching the dialogue on inclusivity in education and employment, both in Greece and internationally. His insights provided a broader perspective, prompting deep reflections on the importance of inclusive practices in various fields.

The partners also had the opportunity to visit the activities workshop of the **ENEEGYL educational institution in Patras**, which proved to be a highly educational and inspiring experience. Students had the chance to showcase their creativity, and two students in particular, **Charalambos Kouris and Marios Robotis**, presented their impressive artistic creations made from wood and plastic. With the guidance of their passionate teacher, **Efstathios Philippopoulos**, these students, who possess exceptional skills in art and craftsmanship, left a lasting impression on the visitors.

These are just a few of the unforgettable moments that marked the visit, and the accompanying **photo album** captures some of these highlights, preserving them as cherished memories for all involved.

[https://docs.google.com/presentation/d/1NHRNVb8U5le3SgCGnhqOR4KVzPsHxp3ybOqs15xL6Pk/edit#slide=id.gc6f972163\\_0\\_0](https://docs.google.com/presentation/d/1NHRNVb8U5le3SgCGnhqOR4KVzPsHxp3ybOqs15xL6Pk/edit#slide=id.gc6f972163_0_0)

### 3. Participating students

The role of the students who participated was crucial!

[https://drive.google.com/file/d/1eIwAP\\_LMP2gMc15zqJdJ1-GQDrzTDi6f/view](https://drive.google.com/file/d/1eIwAP_LMP2gMc15zqJdJ1-GQDrzTDi6f/view)

Their insights emphasize the genuine needs of the student population, including the importance of providing detailed and easily accessible information on practical matters. These might include guidance on everyday essentials like grocery shopping, transportation options, and setting up a bank account. Equally important are health-related concerns, such as how to access medical services, and understanding the cultural norms and social expectations that may differ from their home country. Moreover, emotional and social support emerged as a key factor in helping students adjust to their new environment. Such support plays a crucial role in helping students navigate unfamiliar routines and cope with challenging situations they may encounter.

To ensure a smooth transition for students, preparation for studying abroad or in a new location should be systematic and include clear, step-by-step guidance and practical tools designed to alleviate stress. Best practices for this preparation should prioritize fostering collaboration between students and their teachers, creating a supportive network that enhances mutual trust and understanding. This collaborative approach can make the adjustment process much smoother and more manageable for students, ultimately helping them thrive in their new academic and social surroundings.

### 4. Knowledge accumulation tools

Apart from the **Design Thinking methodology** used for the systematic collection, analysis, and documentation of data during the study and development of the project

[https://docs.google.com/presentation/d/1ukMTbOPD1tjWcDbLGzStfILua\\_JjEU6O/edit#slide=id.p1](https://docs.google.com/presentation/d/1ukMTbOPD1tjWcDbLGzStfILua_JjEU6O/edit#slide=id.p1)

other tools were also applied, such as:

- **Mind Mapping**, a technique that helped create visual diagrams to organize and connect thoughts or ideas around the central question of inclusion.
- **Brainstorming**, a group process aimed at finding solutions through free thinking and collective contribution.
- **Interviews**, primarily with students, for the collection of qualitative data and the documentation of experiences.
- **Surveys**, for quantitative feedback on the success of each day and the optimal preparation for the next step <https://forms.gle/8VEnWbDjsNMMb93h9>



<https://forms.gle/RBr7N6HDWvRacwaH8>

- **Prototyping**, [https://docs.google.com/presentation/d/1d2re\\_fHNMuE5IIBlAsC6VPmmpuGnQeo/edit#slide=id.p1](https://docs.google.com/presentation/d/1d2re_fHNMuE5IIBlAsC6VPmmpuGnQeo/edit#slide=id.p1), which involved creating digital prototypes, to ensure that the ideas developed are understandable and evaluated by all participants.
- **Case Studies**, for the recognition of examples and the extraction of 'lessons' for better study and research of the requirements.

Thus, the dual initiative of another Erasmus+ mobility program was successfully completed, seamlessly blending academic knowledge with cultural awareness. The experience provided to the participants was priceless, offering a rich combination of learning, creativity, and personal growth. Through meaningful communication and exchange, connections were established that transcended geographical boundaries, proving that human relationships have the power to unite individuals from every corner of the globe, regardless of the physical distances that may separate them. This program not only fostered academic enrichment but also encouraged a deeper understanding and appreciation of diverse cultures, leaving an indelible impact on all those involved.



#### 4. NEXT GOALS

Through the process of self-assessment for this mobility project, we can conclude that the foundations have already been established for creating an initiative that promotes personal and educational development without exclusion. This initiative will align with European values of equality and inclusion, and serve as a model for future projects in this area.

The next goal is to refine and further develop the prototype of the self-assessment tool based on the feedback gathered during the first LTTA (Learning, Teaching, and Training Activity) and subsequent testing phases. All project partners will collaborate to integrate necessary improvements, ensuring that the tool effectively meets the needs of its users, remains accessible to all, and is fully aligned with the overall objectives of the project. Each partner will contribute their specialized expertise, enhancing specific sections or features of the tool, ensuring its comprehensive and efficient functionality.

The expected final outcomes include a fully developed, tested, and accessible self-assessment tool, ready for immediate use by VET (Vocational Education and Training) students. Additionally, the tool will be tailored to meet the needs of VET professionals and institutions. This will ensure a smooth transition from development to practical implementation, enhancing interaction and usefulness for all involved stakeholders.

The project will be concluded by sharing the final version of the self-assessment tool with other schools and relevant national organizations. The dissemination process will involve workshops, presentations, and the distribution of both digital and physical copies of the tool. Partners will utilize their networks to guarantee widespread awareness and adoption, specifically targeting educational institutions, policymakers, and other key stakeholders involved in inclusive mobility programs.

