

Inclusive mobilities for VET students with disabilities

Challenges and needs of VET students and VET professionals



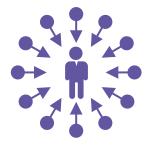
Why learning mobility matters

- International mobility experiences such as internships and group trips abroad help VET students grow personally and professionally.
- Despite the benefits, students with disabilities remain underrepresented in mobility programmes.



Challenges for students with disabilities are multifaceted

- Physical and practical barriers.
- Emotional challenges.
- · Cultural barriers.
- · Institutional limitations.



VET student needs

- Timely & accessible information about mobility opportunities.
- · Inclusive student selection.
- Flexible mobility formats (e.g., short-term, group trips).
- Adaptable programmes tailored to individual needs.
- Clarity on personal financial contribution.
- Pre-mobility guidance and preparation.
- Strong social connections with travel companions.
- A safe, inclusive, and accepting environment.
- Access to medical or psychological support during the trip.



VET professional needs

- Early identification of students needing extra support.
- Knowledge of funding options for additional support.
- A network of accessible and inclusive internship companies.
- Ability to arrange appropriate student guidance.
- Inclusive school policies and school leaders who encourage inclusive mobility.
- Clear boundaries for responsibility of student wellbeing during group trips.
- Peer knowledge-sharing on organising and accompanying mobility programmes.
- Preparedness for emergencies through protocols and appointed contact persons.
- Strong collaboration between teachers, care staff, and international offices.



The takeaway

With intentional planning and support, inclusive mobility is achievable and highly valuable.

Discover the full report and explore more about the IMVET project, along with practical tools for enabling inclusive mobility programmes, on the <u>IMVET website</u>.

This report was developed by the Erasmus+ IMVET consortium, with partners from Estonia, Greece, Spain, Finland and the Netherlands.

















Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.