Guidelines for Inclusive Mobilities

Mobilities as pathways to 'hidden competences'

myVETmo

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Idea and Development

Throughout the project myVETmo guidelines for inclusive mobilities have been developed and discussed. Basically, the idea of these guidelines is to provide an orientation framework for the implementation of inclusive mobilities. Furthermore, the guidelines shall help teachers to develop a positive stance towards mobilities as a learning environment. They foster a strength-oriented perspective of teachers towards students and their belief in (sometimes hidden) competences and learning potentials within every person.

Against this background, the project group developed general principles and recommendations and introduced them to different institutions and teachers in our partner countries:
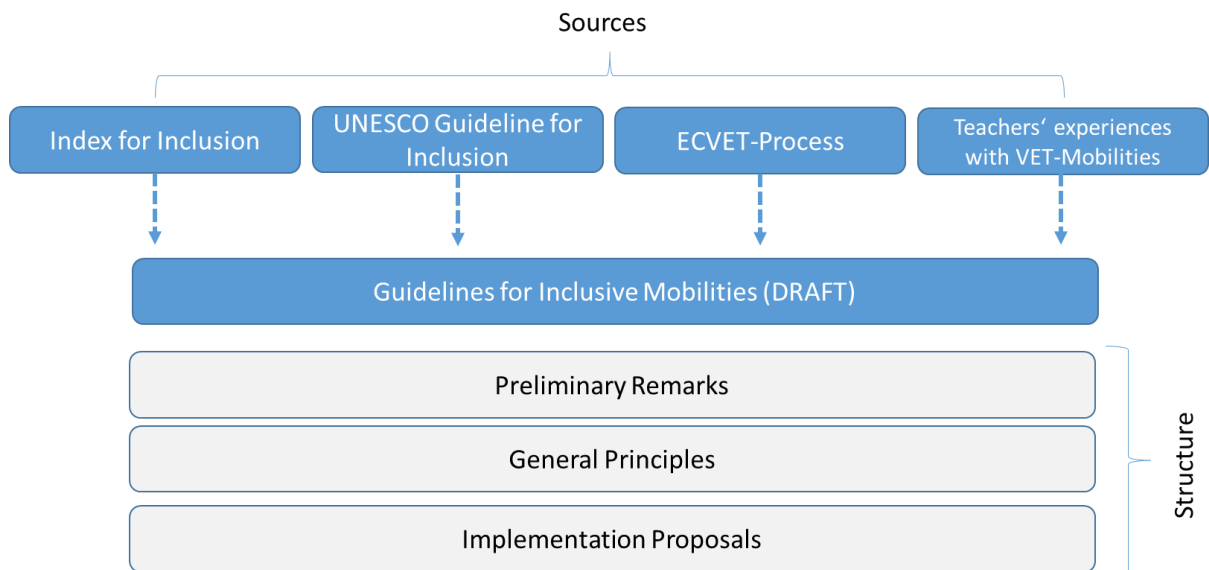
Preliminary remarks

Understanding inclusion and handling it poses a problem which cannot be solved under the existing conditions in society. Inclusion cannot be understood as a completed status, but rather it appears as a process which considers the diversity of interests and needs of people. It enables people to participate in education and thereby leads to a reduction of exclusion. Inclusion aims to provide standard learning opportunities for everyone and conducts changes concerning structures, content and methods for this purpose.

According to this, inclusive mobilities appear as a complex process which cannot be reached by delimiting people with deficits (especially learning impairments). Guidelines for inclusive mobilities aim to consider the diversity of people, avoid exclusion and enhance the participation of people and groups who have not been considered until now.

In developing the guidelines, a wide range of comprehensions and ideas were considered for the arrangement of inclusive mobilities. They were used as a basis which was reflected and enhanced by overall guidelines concerning inclusion (e. g. UNESO Guideline for Inclusion, Index for Inclusion of the *Centre for Studies on Inclusive Education (UK)*). Finally, it was complemented with practical experiences and instruments for the arrangement of inclusive mobilities.

The guidelines are differentiated in principles for the arrangement of inclusive mobilities and the key points for the implementation of inclusive mobilities.

Sources

Index for Inclusion | UNESCO Guideline for Inclusion | ECVET-Process | Teachers' experiences with VET-Mobilities

Guidelines for Inclusive Mobilities (DRAFT)

Preliminary Remarks

General Principles

Implementation Proposals

Structure

Principles for the arrangement of inclusive mobilities

(1) Mobilities have to be accessible for everyone

Mobilities pose great opportunities for personal and professional development. Therefore, structures need to be established that enable everyone to participate in mobilities. Parts of this are companies that assign internships to interested students. Inclusive mobilities consider the diversity and heterogeneity of the participants.

(2) Inclusive mobilities enable individual ways of learning and development

The personal objectives and challenges connected to mobilities can be very different. Inclusive mobilities are supposed to consider different interests and need to be suitable for individual ways of learning and development.

(3) Inclusive mobilities are aimed at adolescents' strengths and contribute to their development of competences

inclusive mobilities are supposed to contribute to the detection and development of the participants' competences, so that they recognize their proficiency. Furthermore, inclusive mobilities reveal so-called "hidden competences" by means of a productive overall design of the inclusive mobilities, the discovery of "new worlds" abroad and the constant confrontation with challenging situations.

(4) Inclusive mobilities offer individual support systems

In facing the challenges of mobilities, adolescents need individual accompaniment and

support. The management of the processes is supposed to be transferred to the participants themselves gradually to foster their independence.

(5) Inclusive mobilities are integrated in inclusive systems of learning and vocational education

inclusive mobilities require structures which provide an exchange program according to learning and education. This means that inclusive mobilities are marked and accepted as regular exchange programs in schools and training companies that accommodate students who participate in inclusive mobilities.

(6) Collective and cooperative learning as a basis of inclusive mobilities

inclusive mobilities benefit from a mutual exchange. Therefore, students need to be open-minded towards their host country and people they are in contact with. They should take the opportunity of collective learning in a supportive environment in order to enhance their individual learning and development.

(7) Inclusive mobilities need a strong network of partner institutions

The functioning of mutual exchange depends on the network of companies that support inclusive mobilities by accommodating participating students. Companies of different business lines must be acquired so that adolescents can be distributed to them according to their individual interests. A strong network of partner institutions and its constant expansion can fulfil this aspiration.

(8) Learning development has to be documented

Inclusive mobilities are associated with individual goals. In order to monitor their achievement subsequently, the objectives have to be documented. The learning progress must be recorded and reflected by and for the students themselves as well as for their supervisors. Consequently, students receive a certificate that illustrates their development at the end of their Inclusive Mobility.

➔ e. g. learning agreements, learning tasks, observational tasks
➔ filing of progress reports, job descriptions (MOBILITY TOOL)
➔ e. g. document „Europapass Mobilität" (www.europass-info.de)

(9) Inclusive mobilities take place in foreign countries of the EU

(10) Procedures of application and selection have to be transparent

inclusive mobilities should be accessible for all students who are interested in them. This includes that procedures of application and selection need to be transparent, comprehensible and handled uniformly. Criteria have to be defined that serve as conditions for inclusive mobilities. Furthermore, students have to be informed about the procedure of selections and contact persons.

➔ e. g. letter of motivation, personal first interview, clarification of expectations (questionnaire), framework conditions (country, duration, date, contents), company for internship etc.

Guidelines for the implementation of inclusive mobilities

There is a variety of guidelines concerning the implementation of inclusive mobilities. Only these aspects that are of great importance for the arrangement of inclusive mobilities are listed below.

Organization of the mobilities

(1) Teacher, accommodation and (enthusiastic) company network for home and host countries (maybe co-sharing)

(2) Extensive preparation and post-processing of mobility – e. g. handling different cultures, attitude towards diversity and new aspects

(3) Specification of responsibilities in advance

(4) Definition of learning goals in advance

(5) Limited duration

(6) Students are willing to participate voluntarily

(7) Minimum costs for student

(8) Consider (and reduce) barriers

(9) Sensitization of host company for target group

Rules for the duration of mobility

(1) Consistent and easy language

(2) Personalized learning path/individual accompaniment

(3) Special (playful) way of learning (motivation)

(4) Personal, cultural and vocational aspects have to be considered

(5) Constant contact between teacher and student

(6) Students should discover their capacities (hidden competencies)

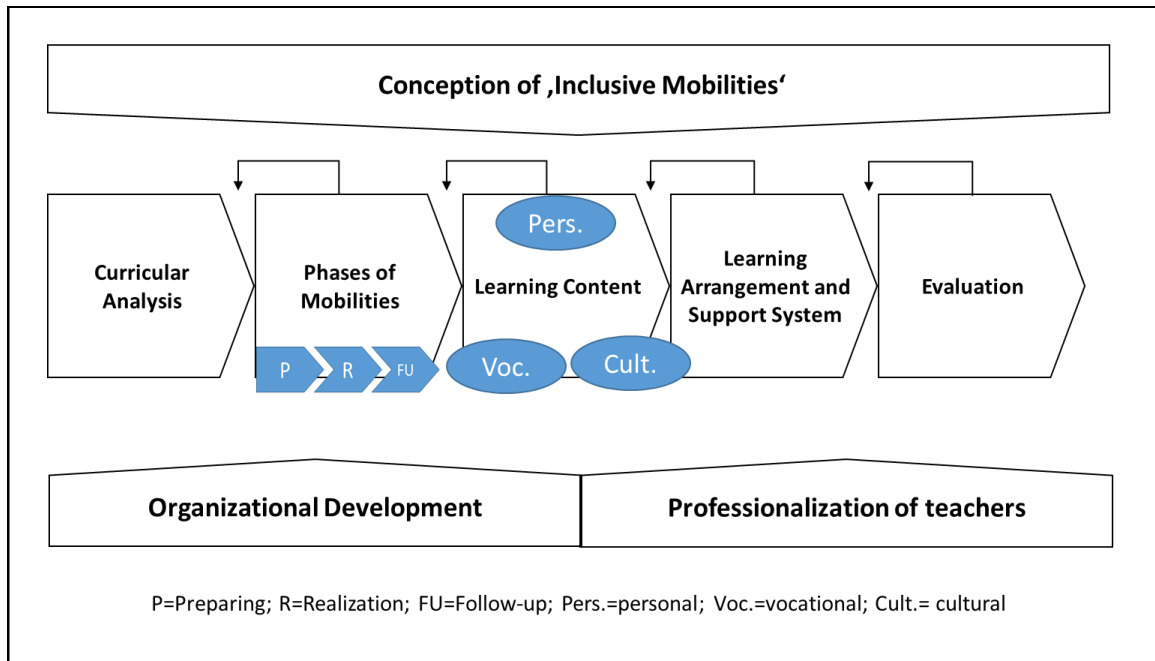# Reflection and further discussion of the guidelines

Discussions about the drafted and previously mentioned guidelines for the arrangement of inclusive mobilities revealed the need for an instrument that provides orientation i.e. a framework for the development and realization of inclusive mobilities.

The Discussions illustrated a consensus about the 'Principles for the arrangement of inclusive mobilities'. Nevertheless, they are inadequate for the pedagogical work as they are formulated too broadly. The 'guidelines for the implementation of inclusive mobilities' are more specific, but some partners consider them as too determined and restrictive.

Against this background, the partners considered a revision of the guidelines for inclusive mobilities as necessary. The core content and the idea behind the draft of guidelines are taken into account during the whole process of revision. The general principles are complemented with a theoretical process model. The single phases / steps in this model will be described and further differentiated by questions or the beginning of sentences that are completed by the respective teachers in charge. The model addresses teachers who are planning to establish inclusive mobilities. The intention is to embed important subjects and contents and encourage expedient discussions to reach common answers and solutions. In this regard, the inclusive guidelines become less regulative but rather an instrument that enables communication, exchange and a joint elaboration of how inclusive mobilities should or could be arranged. Finally, specific conditions and possibilities (e.g. personal resources, time span of the stay abroad) as well as the specific target group of the mobility are considered within these guidelines.

Revision of the guidelines for inclusive mobilities

As a theoretical basis, the questions for teachers are oriented towards the model of 'Bildungsgangarbeit' (Sloane 2007 and expanded by Kremer 2017) which combines organizational as well as instructional aspects in order to have a holistic view on pathways of learning and competence development.

Conception of 'Inclusive Mobilities'

Curricular Analysis | Phases of Mobilities | Learning Content | Learning Arrangement and Support System | Evaluation

P | R | FU | Pers. | Voc. | Cult.

Organizational Development | Professionalization of teachers

P=Preparing; R=Realization; FU=Follow-up; Pers.=personal; Voc.=vocational; Cult.= cultural

(I) Conception of inclusive mobilities

Developing a concept of inclusive mobilities should not be regarded as the first step of the project, but it is important to discuss some core questions at the beginning of the implementation process of an inclusive mobility, that will accompany all further processes. Of course, they can be reflected and aligned.

Overall, it is necessary for the respective groups of teachers to obtain a common understanding of 'inclusive mobilities'. Therefore, personal norms and beliefs must be exposed and openly discussed. This includes the embedded subjective understandings of 'inclusion', the teachers' human image and so forth. The myVETmo project builds on the concept of 'hidden competences'. This means that every student is competent in a way, has strengths and learning potentials. Sometimes these are hidden and need to be uncovered – inclusive mobilities can create supportive conditions. These considerations need to be embedded in the overall process of inclusive mobilities. Furthermore, the teacher group must agree on a main learning objective of inclusive mobilities. Learning objectives can vary strongly. Is it the knowledge about an occupational field and its specificities in a foreign country? Or is it the experience of independency in a foreign country? Are cultural aspects considered? The underlying myVETmo concept proposes these three categories (personal, vocational and cultural development)

to focus on and combine them. Every decision depends on the students who are participating in the mobility. This leads us to the next question: Which target group are we focussing on? Are we providing access to inclusive mobilities for students with special needs, students with migrant background, and students with social or personal disadvantages? Or are we going to develop learning environments that are beneficial for all students? These questions are highly linked to the understanding of inclusion. Therefore, answering these questions requires a complex discourse within the teacher groups. Along with the characterization of the target group, the groups also have to discuss the extent of accompaniment and support provided by the teachers, especially during the stay abroad. Also, it should be considered to set a focus e.g. on vocational occupations that offer realistic career prospects, a specific branch, institutions and so forth. Additionally, it is relevant to develop a concept to evaluate the success of the stay abroad. Both summative as well as formative instruments can be taken in to account. One could talk to the students in the following-up-phase about the mobility and their experiences, or analyse a report about the internship, etc. To evaluate the success of the internship in a formative way, one is getting information about the quality and success of the mobility while it is ongoing. The Students' Navigator which is based on the webLab-concept offers various possibilities for such a formative evaluation approach. Finally, it has to be considered whether there are any regional or site-specific aspects that affect the mobility (e. g. special infrastructure, manufacturing regions, distance to neighbouring countries, a special school culture, etc.).

(II) Curricular Analysis

The curricular analysis is crucial to make the mobility compatible with existing curricula and learning formats. In this step the teacher groups analyse the relevant syllabus and work out overlaps or points of references that are also relevant for learning in inclusive mobilities. Furthermore, inclusive mobilities request a specific curriculum. As mentioned before, the project myVETmo builds on the webLab-concept. Here, the phases (1) preparation, (2) realization and (3) following-up are relevant. The Students' Navigator provides various tasks for all these phases. Of course, the teacher groups need to adjust and differentiate theses phases and examples of possible learning tasks. Regarding the students undertaking the internship, the teacher group should develop a rough selection and structure of learning objectives and tasks in each phase of the internship. It is important to consider the chronological sequence of subjects. The different contents can be discussed within the context of mobilities (e.g. foreign currency, booking of travel tickets, greetings in English etc.) or more broadly in a generalized context (contextualization and de-contextualization of learning contents).

(III) Phases of the Inclusive Mobility

As mentioned above, it is important to differentiate the three phases of preparation, realization and following-up from a curricular perspective. Nevertheless, it has to be considered how these three phases will be embedded in the school year in alignment with other subjects and lessons. It has to be organized which teachers will contribute at what time to the learning situations of the Inclusive Mobility. Furthermore, it has to be discussed which resources are available (class rooms, time slots, internet etc.). In this context is has to be considered when and how to introduce and use the Students' Navigator and the Video-based Self-presentation. In short, in this step the site-specific 'myVETmo-syllabus' will be developed.

(IV) Learning Content → Development of learning units

Based on the three phases planning, realization and following-up and the developed site-specific myVETmo-syllabus, concrete learning units need to be developed. A learning unit can be understood as a learning module that refers to authentic situations within the mobility (e.g. preparing for the first meeting at the hosting family) or other fields in real life. In general, learning units confront the student with a 'problem' or 'issue' they are supposed to solve. By solving the problem (here: preparation for the first meeting with the host family) the students go through a process consisting of planning, realizing and reflecting actions. Within these learning units, students shall produce a learning product. In our example this could be a memo, that helps the students to introduce themselves briefly and polite and includes a greeting phrase in the host family's language. By developing these learning units, the teachers plan in detail how to use the Students' Navigator / the Video-based Self-presentation to support the planning, realizing and reflecting actions of the students. They can also be used in order to address a learning product (e.g. develop a first draft of a script for a video that shows your strengths). The webLab-Manual provides a range of learning units. These might be adopted for the target group of inclusive mobilities.

(V) Learning Arrangement and Support System

Learning arrangements describe the concrete interactions between teachers and learners in lessons or projects. The developed learning units (see above) are realized by one (or more) learning arrangements. To conduct these learning arrangements, typical instructional questions arise, concerning content and topics, methods, media etc. Within inclusive mobilities learning arrangements can also appear outside the classroom or typical school hours. Particularly, the Students' Navigator supports a prompt learning and support. The teacher may interact with the student, while he / she is facing a difficult situation at work or at home in the host family. Consequently, learning arrangements within myVETmo are exceeding the boundaries of traditional learning arrangements. Based on a

documentation, photo or post of the student, the teacher must perceive the student's situation and anticipate learning opportunities. When a student is complaining about the boredom of the internship tasks, the teacher could emphasize the student to explore new areas, ask questions or interview a colleague etc. The 'myVETmo-syllabus' during the realization phase is highly individual and depends on the experiences and documentations of the students. The students' requirements will differ highly, so the extent of support has to be well prepared. Fundamental decisions have to be made in step (I) concept of inclusive mobilities.

Questionary

(I) Concept of 'inclusive mobilities'

What do we understand by 'Inclusion'?

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What is our target group we want to address with 'inclusive mobilities'?

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What is our understanding of 'Hidden Competences'? How can we uncover them and make them useful for the learning process?

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What is our understanding of accompaniment and individual support (especially during the internship abroad)?

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What are the main learning goals to be achieved by 'inclusive mobilities'? (Is there a focus on personal, vocational or cultural aspects? Which combinations are consistent? → learning agreement)

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What focus and limitations are necessary or helpful (special branches, regions, institutions, level of jobs, job prospects)?

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How do we evaluate the success of the 'Inclusive Mobility'? (e.g. Formative Evaluation: How can we benefit from the students' documentations within the Students' Navigator? How can we use the Video-based Self-presentation for a summative evaluation?)

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What regional or school-specific aspects (should) affect the Inclusive Mobility and should be taken into account?

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(II) Curricular Analysis

How can we integrate the Mobility in existing curricula and the syllabus of the school year?

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Are there special school subjects that could support the implementation of 'inclusive mobilities'?

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Which learning goals and learning tasks of the webLab-Concept / suggested in the Students' Navigator are relevant?

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Which structure of contents is possible?

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_____

How can we address the important contents to the students in the context of the mobility (situational relevance)? How can we emphasize their general relevance (also independent from mobilities)?

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_____

(III) Phases of the mobility

When will the phases of preparation, realization and following-up take place in the timeline of a school-year?

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_____

In which formats is the preparation and the following-up phase planned? (e.g. Integrated in existing school subjects and learning formats or as an additional learning offer like a school project within in a certain time block?

_____

_____

How long the realization phase (internship abroad) is planned?

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_____

Which teachers, school subjects and further resources are available and when?

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When and how can the Students' Navigator / the Video-based Self-presentation be introduced and used reasonably? How can the potential of theses instrument be used in the three different phases?

_____

_____

How can we document and share our site-specific 'myVETmo-syllabus' so that it is available as well as obligatory for each member of the teacher group?

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_____

(IV) Learning Content → Development of Learning Units

What relevant, typical problems / issues concerning internships abroad can initiate the learning processes?

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_____

Facing these relevant, typical problems: What actions of planning, realizing and reflection can be addressed?

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_____

What are reasonable learning products to be developed by the students in order to solve the problem / issue?

_____
_____

How can the Students' Navigator / the Video-based Self-presentation support the learning unit?

_____
_____

(V) Learning Arrangement and Support System

How can learning units (especially regarding the phases preparation and following-up) be further differentiated by learning arrangements?

- What specific learning objectives are followed?
- What contents are addressed?
- Which methods can be used?
- Which media can be used?
- How can the Students' Navigator / the Video-based Self-presentation be integrated?

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_____

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How is the interaction between students and teachers during the internship organized and planned?

- Regular documentation of the students?
- Regular feedback from the teachers?
- Regular tasks during the internship adjusted situational?

_____
_____

(VI) Evaluation

What was successful?

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_____

What is still not working / needs further development?

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_____

What did not work? Why?

_____

What is our students' feedback?

_____

How do we assess our team work as a teacher group? Where is improvement required?

_____

Project Details

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PARTNERS

Universität Paderborn (DE)

Raison Seudun Loulutuskuntayhtymä, Turku (FI)

Tekirdağ İl Milli Eğitim Müdürlüğü (TR)

Rectorat Academie de Lille (FR)

Stiftung Bildung & Handwerk, Paderborn (DE)

Dirección General de Formación Profesional Inicial y Educación Permanente. Junta de Andalucia, Seville (ES)

Berufskolleg Rheydt-Mülfort für Wirtschaft und Verwaltung, Mönchengladbach (DE)

WEB

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