myVETmo aims to provide easier access to European stays abroad for young people with special needs. For the sake of an including vocational education it is necessary to enable access to stays abroad for all adolescents, in particular young people with little or no experience in this kind of educational services. myVETmo can be defined as a process of accompaniment before, during and after the mobility. This approach aims to reveal and develop the student's hidden competences. The **Students' Navigator** application simplifies the connection between personal assistance and self-responsibility. The app is meant to provide learners with useful instructions and prompt assistance by personal supervisors. During their stay they have the opportunity to gain further experience and knowledge in their chosen field of vocational education in an international context. Furthermore, the students develop their own individual video-based selfpresentation to improve their chances in future application processes.

3 PROFILES/TYPES

Motivation   (VOCATIONAL) ORIENTATION   (VOCATIONAL) SKILLS

3 STAGES

Preparation → Realization → Following-up

3 ASPECTS

Personal
Cultural
Vocational

Project Title: myVETmobility - mobilities as pathways to `hidden competences'

Project Number: 2016-1-DE02-KA202-003320

Project Duration: 31.12.2016 - 30.12.2018

Coordinator: Geschäftsstelle für EU-Projekte und berufliche Qualifizierung der Bezirksregierung Düsseldorf (D)

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WEB

www.myvetmo.eu

www.uni-paderborn.de/cevet/forschung/aktuelle-projekte/myvetmo

www.ec.europa.eu/programmes/erasmus-plus/projects

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
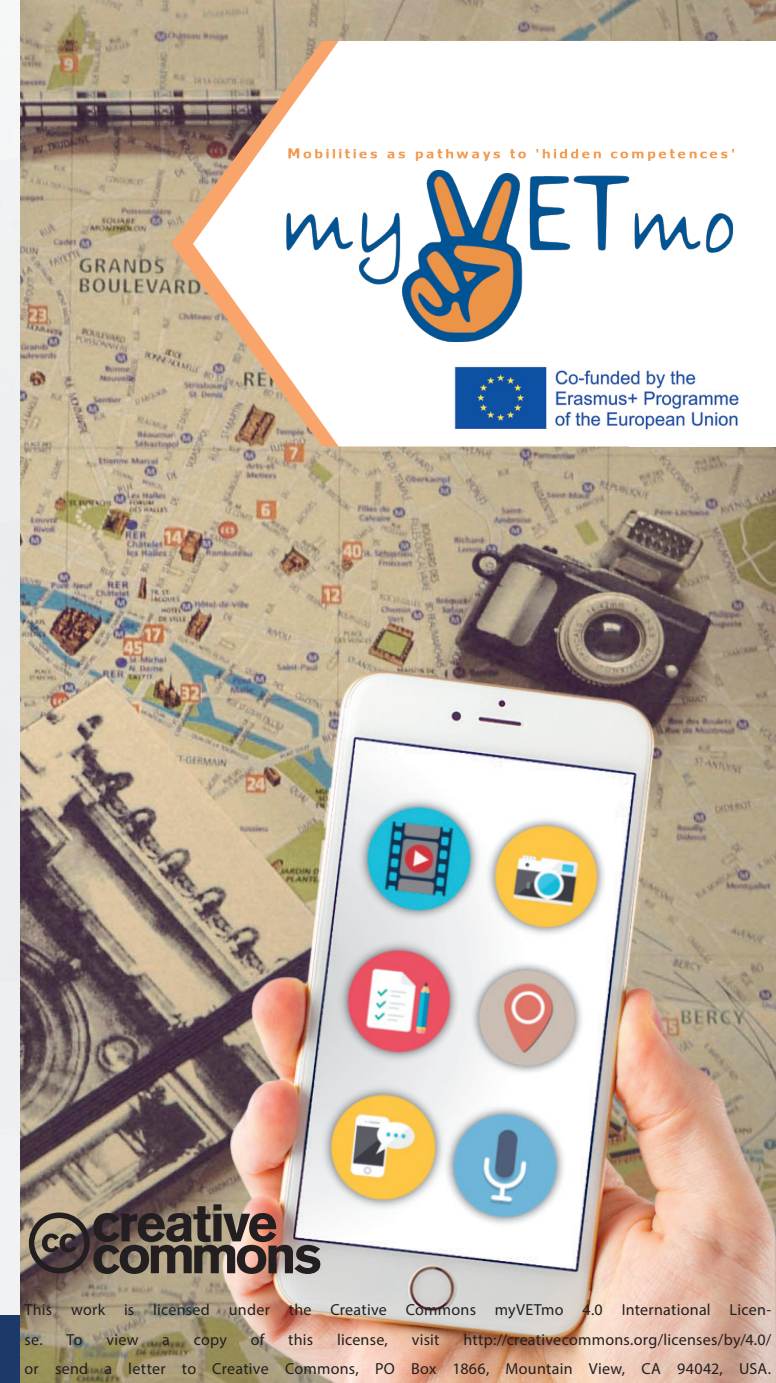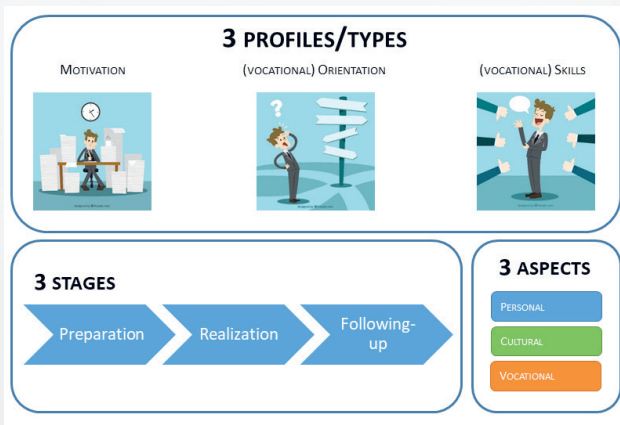
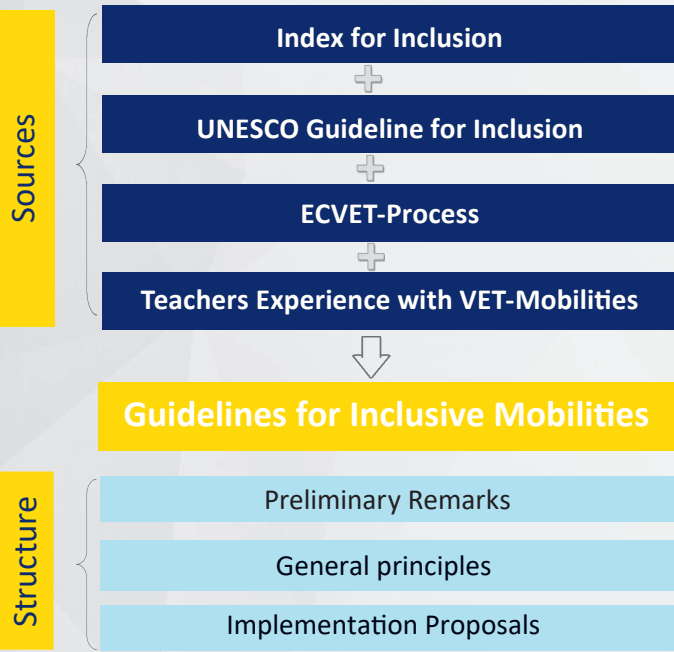Mobilities as pathways to 'hidden competences'

my**VET**mo

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

Guidelines for Inclusive Mobilities

Students' Navigator

Video-Based Self-Presentation
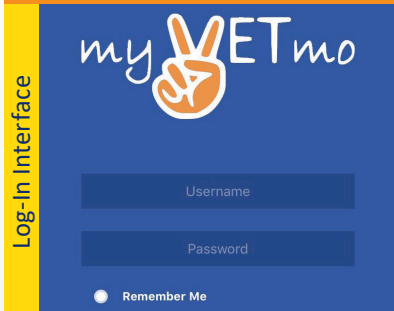
The project consists of three intellectual outputs: The **Students' Navigator**, the **Video-Based Self-Presentation** and the **Guidelines for Inclusive Mobilities**.

The **Guidelines for Inclusive Mobilities** are meant as a theoretical output concerning the design and implementation of mobility for the target group of youth with special needs. They aim to describe challenges and problems as well as to elaborate factors of success and therefore provide a useful instrument for arranging and mentoring inclusive mobilities from the very beginning.

Sources

Index for Inclusion
✛
UNESCO Guideline for Inclusion
✛
ECVET-Process
✛
Teachers Experience with VET-Mobilities

⬇

Guidelines for Inclusive Mobilities

Structure

Preliminary Remarks
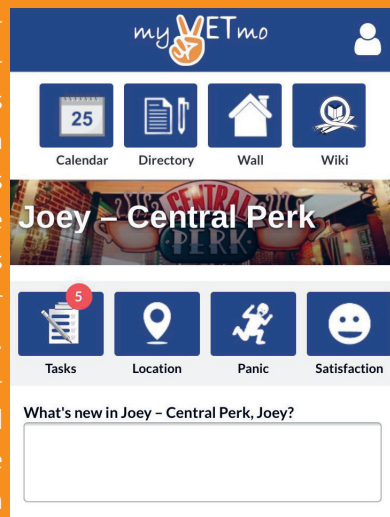
General principles

Implementation Proposals

The **Students' Navigator** is an easy-to-handle mobile application which accompanies the students throughout their stay abroad. To enjoy the full benefits of the application, the user needs to register first. Once the registration is completed, the student can enter the platform with his/her new created log-in-data.

The application interface includes several main categories as shown in the illustration on the right. It supports the student to solve tasks and challenges before, during and after the internship abroad. All in all, the preparation, implementation and post processing of the mobility are the main benefits of utilizing the application. Additionally teachers and trainers use the Students' Navigator to support the trainee during the whole mobility process.

Application Interface

my VETmo

| 25 Calendar | Directory | Wall | Wiki |

Joey – Central Perk

| Tasks | Location | Panic | Satisfaction |

What's new in Joey – Central Perk, Joey?

The application offers features which facilitate the process of creating an individual professional application video which is called **Video-Based Self-Presentation**. The application video should include information about the students' current situation, experiences and interests during their mobility process. This approach is based on the ability of self-reflection and includes an intensive examination of personal strengths and weaknesses.

Therefore, it builds a connection between gained experiences during the stay abroad and the labour market. This process supports a strength-based dispute with both, present and new gained learning and work experiences.