



# Diginc (Digital inclusion) – Output reports

An Erasmus+ project

France, Rectorat du Montpellier  
Sweden, Gothenburg region  
United Kingdom, Stony Dean school



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Students with special educational needs (SEN) are more likely to have an unsuccessful work placement or not access one at all. Work placement is important to get a view of working life and get to know the different professions that exist. It can create motivation and belief in the future, and can be an important step in becoming part of society. This project aims to answer the question: Can digital tools contribute to more students carrying out and completing the internship?

### **Background**

Diginc stands for digital inclusion, and is a Erasmus+ project with the participant countries France (Rectorat du Montpellier), Sweden (Gothenburg region) and United Kingdom (Stony Dean school). The project has consisted of the three parts mapping, solutions and guidelines. Each country has been mainly responsible for one of the three parts. France was responsible for part 1: mapping. Sweden was responsible for part 2: solutions. UK was responsible for part 3: guidelines. This document, which we call output reports, is a composition of each country's compiling of the different parts. It can be read from cover to cover but also as an encyclopedia for which part you find most relevant.

## **Part 1: Mapping**

### **Introduction**

The mapping aimed to make visible the difficulties that students and teachers face today when it comes to internships. As well as how the school's collaboration with working life looks like today and which tasks could be visualized digitally.

Respondent groups for the mapping have been students, teachers and workplaces. We conducted interviews and surveys with the three different respondent groups.

### **Summary – Mapping**

#### **Students may feel anxious about the internship:**

- Encountering a new social environment
- Fear of not being treated according to their needs
- Not knowing rules & routines
- Not knowing how to get there and worried about not being on time
- Fear of making mistakes

#### **Teachers describe difficulties such as:**

- Limited number of workplaces that are adapted to the students' needs and interests
- Finding workplaces that want to accept students
- Get all students to complete their internship
- Prepare the students well enough

### **Workplaces have difficulty with:**

- Finding time to receive students
- Uncertainty about supporting students with special educational needs (SEN)
- Lacks knowledge of how they should adapt language and instructions

## **Compilation of the individual reports from each country**

Here is the compilation of each country's individual reports.

### **SCHOOL STAFF**

#### **Finding a work placement**

In Sweden and England, the school helps the students to find workplaces. If the search is free and on the hands of the students in France, workplaces are identified and recommended by the school staff according to each diploma.

#### **Informing work placements about students needs**

1. the teaching staff gives information of the students' disabilities or specific learning difficulties prior the start of the work placement period (smaller education)
2. possibility to do it thanks to a film

#### **Digital internship**

No students have had digital internship.

However, students could be helped finding a digital workplacement with a list of digital workplaces or given a digital tour of the placement. In the same way, theoretical parts and information about workplaces could be visualized digital.

#### **Digital experience**

- A toolbox including tools and techniques for finding a work placement has been put online on the school's website (FRANCE) in the form of a digital guide to help students learn how to use new tools and software
- Data entry tasks
- Basic instructions visual aids
- Seeing the workplace and meeting the staff before starting the internship is necessary

## Obstacles

For students
<ul style="list-style-type: none"> <li>• Integrating a new social context</li> <li>• Understanding instructions (slowness/lack of autonomy)</li> <li>• The adults' relationship (lack of confidence)</li> <li>• Communicating with adults</li> <li>• Interacting</li> <li>• Facing social difficulties</li> <li>• Mastering office automation tools, commercial communication tools with the digitalisation of customer relations</li> <li>• Fear of failure</li> </ul>

For school staff	For tutors/employers in workplaces
<ul style="list-style-type: none"> <li>• Communication with the students</li> <li>• Finding employers who support students in need</li> <li>• Having extra time to take care of these students (France &amp; Sweden)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions given to the students (clarity and repetition)</li> <li>• Lack of understanding students' special needs (organizing work for example)</li> <li>• Using simple language</li> <li>• Having extra time to take care of these students</li> <li>• Taking into account the personality of the student</li> </ul>

The staff don't find any obstacles when it comes to students and digital tools. Students with specific learning disabilities that lead and require the regular use of a computer to compensate their difficulties are comfortable with the using of digital tools although they may encounter a lack of knowledge of digital tools in a professional context.

The PIX certification is a good preparation for the use of digital tools (diary, digital identity and cybersecurity, etc.)

## Helping students experience work places in reality

- Requires digital cooperation

## Workplaces for students in needs

- The café at school (Sweden)
- Local businesses (England)

## **STUDENTS**

### **Finding a work placement**

- Students who receive help when looking for their internship and decide on the professional sector feel more supported and find the experience less difficult. This is more marked for those with special educational needs.
- The question of the interest of the students in the place actually chosen is also at the heart of the search for an internship.

### **Informing work placements about students needs**

- Students need to prepare their internship in order to succeed in the challenge of discovering a new world, the working world.
- The gathering of information on their place of internship seems necessary before going there in order to secure the objective of integration into a professional environment. The organization of each company which differs according more particularly to size, can be a first response.
- Students need to know the expectations of the professional environment and the criteria for the success of internship.

### **Digital internship and digital experience**

- The use of digital is rarely mentioned. Students seem to favor the direct link with the place of internship. In particular, it is indicated that pre-visits are more effective.
- Digital could find its place in the context of research, preparation (especially with digital games) and feedback on the course, but without remaining a single means for all of this.
- Even appointments by telephone are little recognized as a means of preparing and living the internship effectively, with the exception of the possibility of exchanging with other students who have already completed an internship in the same company.

## **WORKPLACEMENT**

### **Type of businesses**

- Local businesses such as shops, catering services, gardening services of a city hall, health /care centres

### **Type of activities**

- Technical practice and development of manual abilities.
- More rarely : using digital tools (dealing with the business web site)

### **Skills developed**

- Mainly the mastering of security rules
- Lack of communication between the customers and the trainees

# Part 2: Solutions

## Introduction

From the compiling of the mapping, we could see a lot of similarities between France, Sweden and United Kingdom.

Obstacles for the students is for example:

- Integrating a new social context
- Understanding instructions (slowness/lack of autonomy)
- The adults' relationship (lack of confidence)
- Communicating with adults
- Fear of failure

Obstacles for workplaces to meet student with special needs:

- Lack of understanding students' special needs (organizing work for example)
- Failing in using simple language when giving instructions - clarity and repetition

Ways to response these obstacles:

- The students' needs preparation before doing internship
- The workplaces need to have knowledge about the student's needs.

## Summary – Solutions

Each country has produced different solutions to response to the obstacles emerged from the mapping. We have compiled the cases in detail in the table below. Here is a summary of the common features.

### Digital preparations before the internship

Here are some examples:

- Zoom meeting
- Visualizing commute
- Virtual tour at the workplace
- Searching information online about the workplace
- A computer game with knowledge of different line of business

### Fully or partly digital internship

Here are some examples:

- Review the company's webpage
- Data collection tasks
- Product design

## Compilation of the individual reports from each country

Here is the compilation of each country's individual reports. The different levels – Easy, Moderate, Advanced - indicates how advanced digital tools and methods are needed. For example, Easy can be just setting up a zoom-link. Advanced can be creating a digital game. Moderate is in between.

### Level EASY

	Sweden	France	England
<b>Theme</b>	<b>Fully or partly digital internship – theoretical tasks</b>	<b>Digital preparations – safety rules</b>	<b>Fully digital internship – theoretical tasks in a card processing company.</b>
<b>Students needs</b>	High achieving students that could do theoretical parts mostly independent but have difficulties with social interaction and change of routines and environments/places.	Students that don't always master French or speak this language fluently.	This is ideal for students who may struggle socially in a different environment such as an office, but able to carry out the task involved. More socially able students are still able to take part as a virtual placement, as it represents a 'working from home' environment.
<b>Workplace – line of business</b>	Workplaces with theoretical tasks ex. Office	Warehouses, logistics	Placement with CardsUK, and card processing company.
<b>Tasks that can be visualised</b>	Document management, writing, reading, investigating things or working with software development. a process when they carry through a task step by step – investigating a problem and present ideas and solutions. a company who sells a product. The students can review the company's webpage to see if it is accessible and appealing to the target group "students"	The information or the specific warning is often associated with pictograms which purpose is to be understood by everyone. It is however more than necessary to work on the meaning of each pictogram before you are confronted with one of them and thus better understand and anticipate risky situations.  A virtual warehouse tour. Students can then translate the various information into their native language and therefore learn the essential safety rules.  Work in a training warehouse (in a school) before returning to internship locations.	Other than introductions from company, all placement is virtual.  Company representative then outlines data collection task to be carried out, showing template to be used and examples of completed work.  Students begin data collection task with support from both school and company representative initially.  Once established, students able to access own work and carry on with tasks independently.  Regular checks from school staff and support as needed.  Termly meetings with company representative to update with progress.



<b>Digital tools needed</b>	Computer with internet connection. Teams or zoom, or other similar digital tool.	Camera, computer	Students need to be able to carry out internet searches and add information into set up data bases using laptops.
<b>Digital/hybrid/Both</b>	This can be done as fully digital. But can also be a part of a hybrid internship, both digital and real.  from school or from home and have regularly guidance from the workplace.	Hybrid. Preparation in school and digital.	It will be entirely distance based, but there is possibility to visit the office at some point.
<b>Expected outcomes</b>	For internship that is completely digital certain things go missing. The student misses the opportunity for experiencing the social dimenaion of actually being at a workplace.	Students discover French together with the professional vocabulary that is necessary to master before an internship.	Students to fulfill marketing task on behalf of the company involved, in order for company to gain new business. Students have ownership of their tasks and awareness of what their work can lead to.

## Level MEDIUM

	Sweden	France	England
<b>Theme</b>	<b>Digital preparations</b>	<b>Digital preparations and guidance to workplaces and teachers</b>	<b>Hybrid internship in retail/supermarket</b>
<b>Students needs</b>	Suitable for all students, especially students with high worry before their internship.	Suitable for students with anxiety.	Only suitable for student able to interact with shop staff and subsequently customers when feel comfortable to do so. Level of ICT ability necessary to use devices for tasks. Student would need a desire to work in retail.
<b>Workplace – line of business</b>	All kinds of workplaces	All kinds of workplaces	Retail/ Supermarket
<b>Tasks that can be visualised</b>	Digital preparations: <ul style="list-style-type: none"> <li>• Video greeting</li> <li>• Preparatory meeting in Teams or Zoom</li> <li>• The workplace watch a short film about how to interact with students with NPF</li> </ul>	Digital preparations <u><b>Commuting:</b></u> <ul style="list-style-type: none"> <li>• Identifying the way to go from home to the company where the internship takes place (eg : preparing the trip by visualizing the bus journey)</li> </ul> <u><b>The company:</b></u> <ul style="list-style-type: none"> <li>• Identifying information online about the company</li> <li>• Making a presentation of the company</li> <li>• Showing the company buildings/offices' plan (limited representation of the area the student will be working in)</li> </ul> <u><b>People in charge:</b></u> <ul style="list-style-type: none"> <li>• organizing a virtual meeting between the student and all the people of the company who will be in charge of her/him during the internship (manager, tutor, employees ...)</li> </ul>	Initial interview, training sessions and several tasks involved in placement are digitally based, including stock control/ management tasks and check-out operation.

<b>Digital tools needed</b>	Mobile camera. Teams or zoom, or other similar digital tool. Youtube.		Laptop/Zoom needed for initial interview. Basic ICT skill level needed to operate PC for training and devices for placement tasks. All devices etc provided by employer.
<b>Digital/hybrid /Both</b>	This case is only digital in the preparation. The actual intership will be in real life (IRL).	<p>Preparations is digital. Internship is hybrid. Help during the IRL part of the internship:</p> <p>Teachers help with:</p> <p><b><u>Commuting:</u></b></p> <ul style="list-style-type: none"> <li>• being on the student's side on the first day or as needed (to and back journey)</li> </ul> <p><b><u>Relationship with the student:</u></b></p> <ul style="list-style-type: none"> <li>• direct, easy and regular contact</li> </ul> <p>Workplace help with:</p> <p><b><u>Commuting:</u></b></p> <ul style="list-style-type: none"> <li>• waiting for the student at the company entrance on the first days, taking him to the exit at the end of the working day</li> </ul> <p><b><u>People in charge:</u></b></p> <ul style="list-style-type: none"> <li>• introducing the people in charge who had been presented virtually before the internship</li> </ul>	Initial interview virtual, training period of placement semi-virtual, main part of placement in place.
<b>Expected outcomes</b>	The internship for both workplaces and students will be of higher quality. Chances of completing the whole IRL intership increases.	Digital experiences for students with autism can represent a great help to achieve their internship. Any workplace can be concerned, the specificity here relies on students suffering from autism and more particularly one of the symptoms that is generated: great anxiety. Specific actions could be carried out so that anxiety does not remain an obstacle. Here are a few examples of what could be done so that the student could train on place untroubled.	Realistic retail placement for student, staff internship for workplace, possibility of leading to part or full time employment in retail.

## Level ADVANCED

	Sweden	France	England
<b>Theme</b>	<p><b>“The town”</b>  <b>– A computer game where the students can explore different workplaces and professions</b></p>	<p><b>Fully digital internship – for students with physical disabilities</b></p>	<p><b>Fully digital internship – product design</b></p>
<b>Students needs</b>	<p>All students, specific students how are limited do carry out internship at a workplace.</p>	<p>Students with physical disabilities.            For example. A 17-year-old student with a major motor disability who is preparing for the French baccalauréat (last vocational diploma allowing to enter the working world).</p>	<p>Suitable for any student with basic ICT skills, ideal if student socially or physically less able to access an office environment.</p>
<b>Workplace – line of business</b>	<p>“The town” a computer game.            Not connected to a specific workplace or line of business. The idea is a computer game based in a city with various numbers of workplaces. The students explore the different workplaces and professions and are encouraged to find out more about his/her own interests and abilities.</p>	<p>Workplaces with administrative and management tasks.</p>	<p>Product design virtual work placement.            Aim of the placement/program is for students to use their design skills to personalise a product of their choice which will be offered for sale on the organisation’s website.</p>
<b>Tasks that can be visualised</b>	<p>Everything in the computer game is digital. But the level of reality depends on the digital tool. In other words, the level of the economic conditions.</p>	<p>Administration</p>	<p>All tasks are digital.            Entirely virtual, students use laptops for all sessions, meetings with organisers held over Zoom to keep in contact during the course of the program. Students use their ICT skills to engage with the interactive logbook provided, access and navigate the website, organise their file structure to store work, follow video tutorials and finally design the product using CAD software. Photos also taken</p>

			using Ipads, screening and cropping needed for uploading as necessary.
<b>Digital tools needed</b>	Simpler tools: Minecraft, Movies and texts and a profession, Quiz,  More expensive tools: VR (Virtual reality)		Laptop, internet access, file access and , CANVA online software (CAD), ipad for photography and uploading, print screening and cropping.
<b>Digital/ hybrid/ Both</b>	This is a fully digital internship and could replace physical internship. It could also be a preparation before internship as a guidance to choose workplace.	Fully digital	All carried out from classroom or at home.  Students do this in a group with support from school staff in class, and online support from the organisation. If students wish they are able to independently continue with the work outside of school.
<b>Expected outcomes</b>	Students gets experience of working life and different line of business from the school building in a comfortable way. It can be a way to move a closer step to try internship in real life.  However, for students who only play a computer game certain things go missing. The students miss the opportunity for experiencing the social dimension of actually being at a workplace.	The specific area chosen will deal with assistance in the management of organizations because the induced activities can be carried out from home which is a significant advantage in that case. If intellectual functions are normal, the student is unable to do training periods, which are too long and exhausting. Nevertheless, these periods are compulsory to pass the exams of the French baccalauréat. Therefore, the solution that was thought of was to organize remote/distance internships, by choosing a company that can offer workstations with administrative and management tasks outside its premises, while ensuring the security of the data processed.	Creative skills used to design & produce product, virtual workplace & ICT skills developed.

# Part 3: Guidelines

## Introduction

In order to be able to use the various solutions, it is required that the school and workplaces make some preparations so that the internship become a successful experience for the students. Following guidelines is a support for schools and workplaces.

## Summary – Guidelines

Each country has produced different guidelines in order to carry out the solutions presented in the previous episode. Here is a summary of the common features in a descriptive text, as well as information about the country's different rules and regulations regarding internship.

### Commentary on Virtual Placements

Youth unemployment is a problem across Europe due to a number of factors that have stemmed from since the start of the Pandemic. Subsequently, it's important that schools and organisations are able to focus on developing skills to secure meaningful employment. Time spent with employers, help support and nurture young people's knowledge of industries and help shape their future employment choices.

Virtual work experience is also known as online, remote or digital experiences of work. We have focused on real life experiences from organisations that include day to day tasks, supporting resources of an organisation and just general support for businesses. All of which, help develop students' access to the world of work. These virtual experiences teach digital skills, develop team working and are best placed if they're hands on. It can remove health and safety concerns and other legal considerations against an in-person's experience of work. We wanted to look at how the placements can support students with additional needs accessing the workplace, or experiences of the workplace.

### Legal Limitations

Practical considerations of placements need to reflect host nations legal framework connected to work placements. The most important thing that all placements need to consider is the safeguarding of those children undertaking the placement. Employers, students, schools and families should be aware of the policies in place to safeguard children during their virtual placements. Depending upon the nature of the work, a criminal record check (DBS in the UK) might be required for some employees who supervise children under the age of 18, to ensure the safety of the student on the placement.

Each country will have their own guidance based on their own schooling quality assurance measures. For example, in Sweden they have the Swedish School Law, which has guidance on how to support internships that apply to virtual work placements. In France, they adhere to guidance regarding the duration of placement, in relation to stage of schooling. They also have clear legislation on fair access and equal rights for all students to be able to access these opportunities. However, these placements must align with their Education Code (The code de l'éducation).

### Guidelines for the Workplace – Summary of Learning

It is important that the workplace has a tool for being able to gather information about the young person and their specific needs. It needs to be personalised so that the placement can be

successful and reasonable adaptations can be made. This enables the expectations to be set for what can be achieved by both groups. This can either take place by having a preparatory meeting, or video explaining the needs of the organisations and what can be offered. Here, an exchange of ideas and information can take place. This would then make the expectations clear for all parties and any adjustments can be considered as well. Support can be agreed in this phase of the placement, so a relationship can be formed, which ultimately is the key component connecting the school and the employer. This may lead to potentially either a group placement or individual placement for those students involved. This relationship will be entirely dependent upon the flexibility of the employer and tasks that the students are able to undertake.

### **Guidelines for the School**

In order to make placements work from a school perspective, there are a number of common areas of focus. Student interested and support is vital. Is the student interested and able to access the tasks that the host business needs support with? The business needs to consider how the tasks or opportunities link in with any aspirations for the student's future. Do the tasks link in with social media or another interest the students might have? This, coupled with technology, is understandably at the heart of the placement, ensuring the right types of hardware and software so students can be successful in their tasks. The software might be specific to the organisation, or just Microsoft, Zoom etc. The technology will also need to be universally accessible. It might be font size and colour or other factors to enable successful participation. Some organisations might require additional pieces of hardware for safety or productivity. Clear guidelines around their use is key. This access needs to be run side by side with knowledge of how to use certain tools. Software navigation and functionality is key in placements, in example how to use MS Excel or something similar. The final consideration is the sensory environment that the pupil is in when taking part in the virtual work placement. Is it a quiet space? Does the space minimise distractions? Can the student be successful?

### **Overall**

In order to create meaningful impact of the virtual work experiences, it's important that processes are followed for success. Those important introductions for all parties involved, with a clear set of shared outcomes, again for all parties. The broader set of activities with tangible outcomes, do really enable the learners to see the outcome and purpose of their placement. These then enable students to develop essential workplace skills for their futures. This intent needs to compliment with technology and platforms that enable a good form of communication, taking place, ideally virtually via some form of video function. The time of the placement also becomes important to maintain engagement, but not disinterest in the activity, which is why task orientated placements are more effective than a certain duration.

Virtual work placements have the opportunity to inspire and overcome barriers that students might have in certain industry or task. If carried out successfully, they can support a student's development and confidence moving forward into the world of work.

# Compilation of the individual reports from each country

Here is the compilation of each country's individual reports.

## SWEDEN

### Guidelines School

1. **Digital equipment.** Make sure the students have everything required for a fully digital or hybrid internship. This includes functioning computers, latest updated software programs – for example zoom.
2. **Digital knowledge.** Students must have digital experience of working with digital tools in the school environment, not just general “gaming skills”. The equipment or the software is not supposed to be an obstacle. Inform the workplace which equipment and software the students are used to work with.
3. **Preparations.** Spend a substantial amount of time on preparing the students before their internship. This can be visualizing the commute, setting up zoom meeting with the supervisor, search information about the workplace online or create exercises for the students which prepares them.
4. **Staff supporting the students.** Make the internal organization as suitable as possible so that school staff can support the students during their internship, regardless of if it is digital or IRL. Look at schedules to find functioning solutions. Maybe it is necessary to follow some students to the workplace. Proceed from the collective and individual needs of the group.
5. **Be open to different ways to organize the internship.** With nr 4 in mind. Organize the whole groups internship in a way that works for both the students and the staff organization. If there are more students who are doing digital internship organize so they have, for example, a group-internship. In that way they can talk and discuss their work and the social meeting doesn't go missing.
6. **Other working life oriented education.** Spend time during the whole period of education on other working life-oriented activities in the classroom. Plan to have classes with life-oriented exercises, games, invite workplaces or professionals etc.

### Guidelines Workplace

1. **Gather information about student needs.** Have a digital meeting with the school staff to find out more about the needs of the specific student – and how to accommodate (meet) that in the best way.
2. **Preparatory meeting with the student.** Have an digital meeting with the student where you have a virtual tour around the workplace. Or create a short video where you show around in the workplace, start with entering the building. Don't forget to show where you hang your clothes, where you eat, where the restroom is.
3. **Clear instructions.** Make clear step by step instructions of what the student is expected to perform during the internship. It can be a good idea with day-to-day schedule with time framing, and to always prepare and explain for what's to be done the next day.
4. **Adjustments.** Be prepared to make adjustments during the internship to match the students level and upcoming needs during the internship period.
5. **Be open to different ways to organize the internship – group internship.** In some cases can taking on more than one student at a time be helpful. Both in terms of that the company have the opportunity to show the workplace to many more students, and it can create a feeling of safety for the students.



## FRANCE

### Guidelines School:

1. The student is given all the digital tools he/she needs to carry his/her internship
2. The student understands what is expected from him/her in the place of training in terms of tasks to achieve
3. The student is taken to the place of work with a teacher on day of arrival / same thing for day of departure
4. The student understands what he/she will be asked for
5. The student will be able to communicate with the person in charge during the internship

### Guidelines Workplace:

1. The student is welcome on day of arrival by the tutor and taken to the working area with his/her teacher so that he/she gets familiar again with the premisses of action
2. The student identify the people he/she will be working with
3. The student is in confidence
4. The student knows what he/she will be asked for
5. The student is supported, greeted and congratulated

## United Kingdom

### School Guidelines

1. **Technology.** This is then split into two areas. Hardware and Software. The hardware would include, tablets, laptops and other devices that enable the user to access the task. The hardware needs to be able to be adaptable to users. It needs to be fully functional and requires a consistent link to the internet. The software also needs to be adaptable to different users, functions such as size of font and the visual display is essential to the success of the user. Many of the students are familiar with operating systems like Apple and Android, but students will struggle with unfamiliar programs. These programs need to be intuitive and sequential in order to help the user predict the next step or able to debug problems as they occur. Visual aids are useful prompts and simple sentences and short steps also aid success.
2. **Purpose.** Through the encounters during IO2 it was clear that students thrive when having a clear purpose to the task they're undertaking. Students were really motivated to be successful where there was a clear purpose to the task. The purpose could be customer satisfaction, improved efficiency or connected to a specific business need or priority. But that needed to be evident in the task and from the outset of the activity.
3. **School staff competency.** The staff that are used to support the students are key to the placement success. Staff need to have blend of skills to support the students. They need to understand the profile of the students involved and to be able to support them with specialised skills relevant to the child's profile. They also need a good level of technological understanding and problem solving. Staff that work with pupils also need to be able to adjust to the business needs and business cultural way of operating.
4. **Student Choice.** The School or placing organisation needs to have clear guidelines on how to place students to placements. They need to give careful consideration to access arrangements and the student's disability to ensure that reasonable adjustments. The school also needs to make sure that student's interests and what they are good at match the placements to maximise the chances of a successful placement

5. **School environment.** Environment provided for learning must be suitable for the task provided, eg quiet, well ventilated etc in order for students to concentrate on tasks set. Simulate office surroundings as much as possible, not a noisy corridor or area.

### Workplace Guidelines

1. **Business Vision.** The host business has to have clear vision on what it would like to achieve from the placement. The vision must be about allowing tasks that have a clear purpose and are useful to the success of the business. The aim must be to treat the placement like you treat an actual employee. Students benefit from a real experience with reasonable adjustments to help overcome any barrier that students have
2. **Support.** Businesses, involved need to make sure that the staff supporting the work placements are able to make adjustments to support the students. Understand the value of clear simple instructions and ability to impart information concisely. The ability to manage individuals as they present is key to the success of the placement. This needs to be underpinned by clear line management and organisational belief to ensure that any barriers can be overcome.
3. **Relationships.** Fostering a relationship based around mutual respect is key to success of virtual placements. Clear review process to ensure that success is worked on and achieved. This is completed by clear communication channels and a good relationship between the school and the employer that highlights the value that is brought to the business by the relationship.
4. **Adaptability.** Businesses must understand from the outset that depending on the needs of the students/cohort or even their abilities linked to the tasks (possibly undiscovered at the start) the shape of the project may have to change as it goes on. More realistic expectations/outcomes may need to be set after assessing progress, whether that's higher or lower than the original intentions. It's a case of going with it...

## Discussion

To each case there are some expected outcomes presented. When you varyate the internship other than doing internship at a workplace in real life, there are some pros and cons.

The presented cases cannot be seen as general and suitable for all students. All students' adapted internship needs to be based on each student's need for special support. The presented cases have great variety and can be adjusted for each student.

Some of the cases are a help before internship, preparation in a digital way. The other cases that are partly or fully digital internship can also see as a preparation for the long term. Students can for example do digital internship in one period and in the other period they are ready to meet the workplace in real life.

Internship that is completely digital certain things go missing. The students miss the opportunity for experiencing the social dimension of being at a workplace.

The target with doing digital internship is that more students will do internship in a greater extend and that more students will get workplace experience.

## Conclusion

Digital tools can contribute to more students carrying out and completing the internship. Especially when it comes to digital preparation. A completely digital internship is interesting, but the students are clear that they also want the internship to be carried out on site at a workplace. This is also the case according to the school's governing document, in several countries.

Work placement is important to get a view of working life and get a feel for the different professions that exist. It can create motivation and faith in the future, and can be an important step in becoming part of society. Digital tools can be a help along the way.

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