

1. Introduction and Objectives:

The purpose of the Erasmus meeting in Spain was to learn about new technological tools that allow us to interact with students with special needs in a more didactic way.

The use of technological tools in teaching safety guidelines with this type of students offers several significant advantages, including:

- Interactivity and hands-on learning
- Access to multimedia resources
- Personalised learning
- Ease of updating content
- Remote access and flexibility
- Increased motivation and engagement
- Improved information retention

2. Participants and Target Groups:

The event in Spain included project partners from Turkey, Spain, Portugal, and Germany. Key organisations involved were Düzce İl Milli Eğitim Müdürlüğü (Turkey), IES Bezmiliana (Spain), Agrupamento de Escolas de Maximinos (Portugal) and Sompon Socialservices Baden-Württemberg e.V. (Germany). The direct beneficiaries are primarily teachers and students with special needs. Other beneficiaries included local stakeholders, NGOs, and families of students.

3. Summary of Activities:

- **Day 1 (30th September 2024):** Welcome meeting at IES Bezmiliana, followed by workshops and visits:
 - During the welcome meeting and school visit, the groundwork was laid to present the objectives of the Erasmus project, especially those related to health and safety awareness in the work environment for students with special needs. This is in line with the project's goal of promoting knowledge exchange and collaboration between partner countries.

2023-2-PT01-KA210-VET-000170579

Málaga/ Spain- October 2024

- o The exhibition on the Spanish education system has given our partners the opportunity to learn specifically about how educational care for students with special needs is addressed.
- o In addition, we have developed an infographic adapted for students with special needs, which explains the safety guidelines in the different languages of the partner countries.
- o The visit to the city council has served to give greater visibility to this project and to involve local administrations in our objectives, as this activity was disseminated through social networks.

- **Day 2 (1st October 2024):** Two workshops focused on new technologies, with a cultural visit to Córdoba:

- o Workshop Virtual Reality – Using 3D glasses . The Virtual Reality workshop was divided into two parts. In the first part, different types of goggles were presented, and cardboard goggles that can be used with mobile phones were assembled. This material, due to its lower cost and greater accessibility, is more suitable for working with students with special needs. In the second part, we learned how to use virtual reality goggles through various practical applications.

Virtual reality facilitates the creation of environments tailored to the specific needs of individual students, offering personalised educational experiences that can be adapted to their particular abilities and demands. By being controlled, these virtual environments minimise stimuli or distractions that could interfere with learning for students with conditions such as ADHD or autism. In short, virtual reality provides an inclusive and flexible space for teaching students with special needs, encouraging their participation, learning and the development of both academic and social skills.

- o Workshop Augmented Reality. In the augmented reality workshop, we learned how to use the Quivervision 3D and Cube Merge applications. Augmented reality (AR) is a very effective tool for teaching students with special educational needs (SEN), as it provides new ways of interacting and understanding the educational environment. By integrating digital elements into the real world, AR helps students with SEN to understand abstract or complex concepts through interactive visual representations. This technology enables

2023-2-PT01-KA210-VET-000170579

Málaga/ Spain- October 2024

students to learn in a way that is more appropriate to their learning styles, thus improving the effectiveness of teaching. In addition, AR applications can offer features such as visual translation and the use of pictograms, making it easier for those with communication difficulties to understand instructions and concepts. Students can also practice everyday or social skills in simulated environments, such as interacting in the workplace or learning safety signs, all within a safe and controlled environment.

- **Day 3 (2nd October 2024):** Workshops related to hearing impaired students and Málaga city tour:
 - Sign language initiation workshop. It is an educational activity aimed at teaching participants how to communicate through sign language, a visual system of communication used primarily by people who are deaf or hard of hearing. These workshops are valuable not only for those who need to learn to communicate for personal or professional reasons, but also to promote inclusion and raise awareness in the community. We have learned about the importance of sign language as a key tool to facilitate communication for people with hearing disabilities. In addition, we have been introduced to the alphabet (the alphabet in signs) and, through various activities, we have practised how to spell names and words.
 - We put ourselves in their shoes. In this second workshop, we have acquired fundamental vocabulary such as greetings, everyday phrases and common questions. We also learned that hearing impaired people often refer to other people by using a distinctive sign instead of spelling their name. With the collaboration of the students, we have discovered what our own identifying signs would be.
- **Day 4 (3rd October 2024):** Drama work Workshop and Granada visit:
 - This morning we held a theatre workshop in sign language, with the aim of collectively creating a video on safety practices at work. To achieve this, participants were divided into small groups, each assigned a specific part of the video.
 - Each group was responsible for one scene, working on its development while understanding its relevance and learning how to communicate the content using sign language.

- **Day 5 (4th October 2024):** Drama Work Recording, Germany Infopack and Certificates:
 - The filming of the video has been carried out. Both the individual scenes of each group and those in which they participated together were filmed. Throughout the whole process, we focused on highlighting safety guidelines, using an activity that facilitates the transmission of these tips in a way that is accessible to students with special needs.
 - The plan for the next meeting, which will take place in Germany, is presented and any doubts about the planned activities are clarified. This is to ensure that the objective of promoting occupational health and safety awareness and practices is maintained throughout the project..
 - Awarding of certificates, discussion of results, feedback and evaluation.

4. Outcomes and Contributions:

- Intensified knowledge exchange on the use of new technologies in effective occupational health and safety practices for learners with special needs.
- New approaches have been developed to optimise health and safety training for educators, with particular emphasis on the use of audio-visual resources and interactive methods.
- Workshops have also focused on providing tailored solutions to the specific challenges faced by hearing impaired learners in the field of occupational health and safety.
- The host organisation presented examples of interactive tools, such as simulations, videos and practical workshops, based on emerging technologies. These tools are designed with an inclusive and accessible approach, meeting the needs of learners with reduced mobility or sensory disabilities.
- Key topics addressed
 - Adapting health and safety procedures: The need to modify conventional protocols when working with students with disabilities was discussed, such as adapting evacuation plans for people with reduced mobility or hearing difficulties.
 - Technology in health and safety training: The impact of new technologies on improving occupational safety was highlighted from two perspectives:

2023-2-PT01-KA210-VET-000170579

Málaga/ Spain- October 2024

- Technologies such as virtual reality (VR) and augmented reality (AR) allow the creation of simulated environments where students can practice how to react to dangerous situations without being exposed to real risks.
- Through interactive games and platforms, students can learn about safety in a more dynamic way, testing their knowledge in controlled scenarios.

The lessons learned this week in Spain will be incorporated into the next project activities. The partners will continue to collaborate in the creation of audiovisual and interactive materials that will increase the effectiveness of health and safety training for students with disabilities.

5. Feedback and Evaluation:

The success of the activities was assessed through feedback from participants. During the meetings, observations focused on the effectiveness of the collaboration, the relevance of the knowledge transmitted and the organisational quality of the events. Particular attention was paid to how the activities were adjusted to the needs of learners with special needs and to the level of participation of the participants in the workshops.

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6. Next Steps and Follow-Up:

Future planned activities include follow-up workshops in Germany, scheduled for November 2024, with a focus on the practical application of occupational health and safety standards in work environments.

7. Conclusion:

The most significant aspect of the Erasmus event in Spain was the collaborative effort to optimise occupational health and safety practices within the vocational training of students in vulnerable situations. Through the exchange of experiences and knowledge, the project strengthens the capacities of educators and supports students in acquiring the skills and awareness necessary to manage the risks present in the work environment.

8. Annexes:

The annexes should include the agenda of the event, list of participants, and documentation of the visits and workshops, including photographs.

AGENDA

SEPTEMBER 30 th Monday	ACTIVITY
8:30-10:00	Welcome and visit to the school Presentation of the program Presentation Spanish Education System Presentación- SEN System
10:00 -10:30	Coffee break
10:30 -12:30	Workshop Infographics We create infographics How to help keep our students safe in the workplace
12:30-14:00	Town Hall – Dissemination
14:30-15:30	Lunch All Together
16:00-17.00	Team building City Culture Tour – Rincón de la Victoria y Cueva de El Tesoro
October 1 st Tuesday	ACTIVITY
8:30-11:00	Activities are aimed at improving our students' communicative language proficiency. Workshop Virtual Reality – Using 3D glasses We created our VR goggles - VR programmes
11:30-12:00	Coffee break
12:00-14:50	Workshop Augmented Reality Augmented reality as a tool for learning with SEN students Quivervision 3D Cube Merge
15:00-22:50	Team building Córdoba CITY CULTURE TOUR Córdoba World Heritage Site Mezquita – Catedral Córdoba

ERASMUS MOBILITY REPORT

2023-2-PT01-KA210-VET-000170579

Málaga/ Spain- October 2024

	Intangible Cultural Heritage of Humanity site Courtyards
23:00	Meeting point
October 2nd Wednesday	ACTIVITY
8:30	Meeting point
8:30-10:00	Sign Language Workshop
10:00-10:30	Coffe Break
10:00- 14:00	Workshop SEN students We put ourselves in their shoes
15:00	Malaga City Tour
17:00	Picasso Museum Free Time
october 3th Thursday	ACTIVITY
08:30	Drama work Workshop ● Scriptwork and Text Analysis ● Character Development ● Performance ● Reflection and Feedback
14:30	Team building Granada CITY CULTURE TOUR World Heritage Site La Alhambra Mirador de San Nicolás
23:00	Meeting point
October 4th Friday	ACTIVITY
8:30-11:30	Drama Work Recording
11:30-12:00	Germany Infopack
12:00-12:30	Coffee break
12:30-13:30	Certificates, discussion of results Feedback and evaluation
13:30-14:30	Farewall Lunch

ATTENDANCE LIST

No.	Participant name	Sending organisation name
1	Muhsin Köse	DUZCE IL MILLI EGITIM MUDURLUGU
2	Suzan Çiner	DUZCE IL MILLI EGITIM MUDURLUGU
3	Mustafa Aydın	DUZCE IL MILLI EGITIM MUDURLUGU
4	Mehmet Ali Kütükoğlu	DUZCE IL MILLI EGITIM MUDURLUGU
5	M ^a Andrea Miranda Azpíroz	IES BEZMILIANA
6	M ^a Dolores Vázquez	IES BEZMILIANA
7	Juan Heredia Jiménez	IES BEZMILIANA
8	Ana Atencia Yuste	IES BEZMILIANA
9	Vera Sompon	Sompon Socialservices Baden-Württemberg e.V.
10	Ruth Wahl	Sompon Socialservices Baden-Württemberg e.V.
11	Mesmin Mouafo Noupieple	Sompon Socialservices Baden-Württemberg e.V.
13	Alexandre Lourenço	Agrupamento de Escolas de Maximinos
14	Esmeralda Basto	Agrupamento de Escolas de Maximinos
15	Carla Caldas	Agrupamento de Escolas de Maximinos
16	Clara Monteiro	Agrupamento de Escolas de Maximinos
18	Paulo Antunes	Agrupamento de Escolas de Maximinos

PHOTOS & VIDEOS

- [Day 1 \(30th September 2024\)](#)



- [Day 2 \(1st October 2024\)](#)



2023-2-PT01-KA210-VET-000170579

Málaga/ Spain- October 2024

- [Day 3 \(2nd October 2024\)](#)



- [Day 4 \(3rd October 2024\)](#)



- [Day 5 \(4th October 2024\)](#)

- [Drama Work](#)



DOCUMENTATION

[Presentations](#)