



Erasmus+

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# BEYOND DISABILITIES

## *EUROPEAN MOBILITY FOR ALL!*

*A practical guide for organisations  
interested in European mobility activities  
involving young people with disabilities*

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# FOREWORD

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*“When non-formal education fosters the mobility and the inclusion of all young Europeans...”*

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Erasmus+ is the European Union Programme in the fields of education, training, youth and sport. It is addressed mainly to youth, non-governmental organisations, local government and public bodies. Erasmus+ allows for the implementation of projects – of a greater or a smaller scale – at European level, the dissemination of results and the inspiration of other actions in line with EU priorities.

Inclusion is one of the top priorities of European programmes addressed to youth. Young people with fewer opportunities are the main target group in this context.

When it comes to inclusion projects in the framework of the Erasmus+: Youth in Action Programme, this means projects that:

- are addressed to young people with fewer opportunities – by providing them individualised support and mentoring;
- and/or deal with the topic of inclusion and which benefit youth, although young people may not necessarily be directly involved in the project.

In 2016, Erasmus+: Youth in Action National Agencies engaged in a large-scale Strategic Partnership on inclusion to pool resources, create new tools and support the development of European projects involving young people with health conditions and/or disabilities.





This guide ‘Beyond disabilities – European Mobility for All!’ is the outcome of the experience accumulated through the implementation of mobility projects involving young people with disabilities within the Erasmus+ Programme. It aims at providing any organisation considering the development of such projects with methodological and practical information. The guide focuses on the implementation of Erasmus+ projects fostering the participation of young people themselves and that do not form part of the formal education environment: youth exchanges and European Voluntary Services.

To ensure quality, this guide suggests several approaches: young people should be at the core of the project and measures to support their participation in all stages should be taken; addressing diversity in all its forms; assessing and valorising the impact of non-formal education.

Enjoy the read and  
good luck for your projects!

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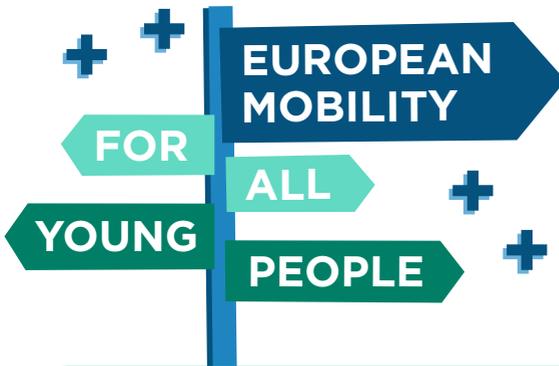
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# ERASMUS+



## THE PROGRAMME IN A NUTSHELL

Erasmus+ is the European Union (EU) Programme in the fields of education, training, youth and sport.

The Programme covers 6 areas :

- School education
- Vocational education and training
- Youth (non-formal education)
- Higher education
- Adult education
- Sport

It is organised around 3 Key Actions::

- **Key-Action 1:** Lifelong mobility regardless the level of education, including opportunities outside of the formal education framework (exchanges, European Voluntary Service – EVS, seminars for youth workers);
- **Key-Action 2:** Cooperation for innovation and the exchange of good practices
- **Key-Action 3:** Support for youth policies reform

The Sport section of the Erasmus+ Programme supports collaborative projects and not-for-profit events aiming to promote and develop the practice of sport for all.

The Programme has an overall financial envelope of 14.774 billion euros for seven years (2014–2020). It is open to a large number of countries that are mainly located in Europe.

In each of the participating countries in the Programme, an Erasmus+ National Agency is responsible for its implementation, informing the general public, providing pedagogical and financial support to organisers, valorising the results and contributing to public policies.

## THE ERASMUS+ INCLUSION AND DIVERSITY STRATEGY IN THE FIELD OF YOUTH

Through its political decisions, the EU strives to encourage the social inclusion of people with disadvantaged backgrounds and to promote diversity in Europe, while making sure that every individual has the possibility to take part in building European values.

The work with inclusion and diversity under Erasmus+ also is part of the wider framework of the Europe 2020 Strategy that aims to generate smart, sustainable and inclusive growth in the EU.

The Erasmus+ Inclusion and Diversity Strategy in the field of youth – revised in 2014<sup>1</sup> – has the following main objectives:

- Create a common understanding of those who may be considered as young people with fewer opportunities and a coherent

framework of support for the Erasmus+ programme feature ‘Equity and Inclusion’.

- Increase the commitment to inclusion and diversity from different actors in Erasmus+: Youth in Action.

- Promote Erasmus+: Youth in Action as a tool to work with young people with fewer opportunities and actively reach out to disadvantaged groups.

- Reduce obstacles for young people with fewer opportunities to participate in the programme and help applicants to overcome obstacles.

- Support organisers in developing quality projects that involve or benefit young people with fewer opportunities (e.g. provide training, tools, funding, coaching, etc.).

- Link, where relevant, to other initiatives that benefit young people with fewer opportunities – both cooperation with other sectors (joined-up, cross-sectoral approach) as well as for youth policy and projects at local, national and international levels.

- Invest in the intercultural and social skills of young people and youth workers as well as their competences to manage and work with diversity in all its forms.

- Increase the recognition of the experience and skills gained by young

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1 - The Erasmus+ Inclusion and Diversity Strategy in the field of youth (December 2014), [http://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy\\_en.pdf](http://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf)

people with fewer opportunities in Erasmus+ and by the youth workers working with them.

■ Ensure that the focus on inclusion and diversity is present in all stages of Erasmus+: Youth in Action: management, including promotion, support for applicants, selection of projects and evaluation and dissemination of project outcomes.

## THE ERASMUS+: YOUTH IN ACTION PROGRAMME

Erasmus+: Youth in Action is dedicated to the development of non-formal education activities happening outside the formal education or professional frameworks. It has a separate budget chapter.

It is addressed to all young people aged between 13 and 30 years old – regardless of their diplomas and their level of education – to youth workers and actors in the field of youth (non-governmental organisations, local governments, public bodies, and, to a larger extent, to any structure involved in the field of youth).

The Programme aims to:

- develop competencies and qualifications of youth, especially vulnerable young people;
- promote active participation in democratic life and citizenship in Europe;
- foster intercultural dialogue, social inclusion and solidarity;
- expose participants to cultural diversity, learning languages and multilingualism.

Inclusion is the first priority of Erasmus+: Youth in Action.



## **EUROPEAN MOBILITY PROJECTS WITH YOUNG PEOPLE WITH DISABILITIES: IT'S POSSIBLE!**

Several types of Erasmus+ projects are relatively accessible to young people with fewer opportunities, including young people with disabilities.

### **Youth exchanges**

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Youth exchanges provide groups of young people (aged between 13 and 30) from different countries the opportunity to meet and get to know each other. These meetings happen out of the formal education environment (school, universities or vocational education and training). During a youth exchange, the participants organise a series of activities around a topic in which they have a common interest.

Youth exchanges can be organised with only two organisations from two different countries (minimum). They offer an experience of international mobility in the safety of a group. The relatively short duration of the mobility (between 1 and 3 weeks) makes the participation of disadvantaged young people easier. Youth exchange represents a short-term learning experience that is likely to create favourable conditions to discussions and learning about topics such as inclusion, equality, sport, environment, culture, etc.

### **European Voluntary Service (EVS)**

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The EVS gives youths aged 17–30 the chance to engage in a mobility and service experience in another country. It enables them to discover another culture and to develop various competencies. An EVS experience does generally last between 2 and 12 months. However, it is possible to have a shorter EVS experience as a group (at least two weeks) if the participants are young people with fewer opportunities.

Individual support before, during and after the EVS is provided by the participating organisations. The EVS hosting and sending organisations must have been accredited prior to the mobility.



## Other projects for the inclusion of young people

Erasmus+ also funds other types of projects in the field of youth that:

- allow youth workers to expand their knowledge and competencies;
- aims to encourage new partnerships and to orient youth policies; such as:

**Mobility of youth workers:** training and networking activities that allow youth workers to exchange on their experiences and develop new professional competencies for their inclusion-related work.

**Strategic Partnerships** foster the exchange of practices and innovative ideas. Experts, young people, youth organisations and other stakeholders can unite their efforts to tackle the challenges faced by young people with fewer opportunities and propose solutions.

**Structured dialogue projects** allow organisations to implement seminars – at national or international level – where young people can interact with policy-makers, make their voices heard and bring the topic of inclusion at the core of the discussions.

## AN ADAPTED SUPPORT TO INCLUSIVE ERASMUS+ PROJECTS

You wish to set your ideas in motion with Erasmus+?

Refer to the Erasmus+ Programme Guide that is published annually and available on the European Commission and National Agencies websites. It is the reference document on Erasmus+ in which you can find detailed descriptions of the types of funded projects, the categories of eligible organisations, the formal and quantitative criteria as well as the respective funding modalities for each Key-Action. There are different calls for projects issued every year.

Inclusion is a top priority of Erasmus+: Youth in Action.

In this regard, the Erasmus+ Programme aims at enlarging the access and the participation of a greater number of people – including young people out of reach or usually excluded from mobility initiatives – through different leverages that allow:

- more accessible projects (length of the activities, diversification of partnership and diversity of the participants);
- the coverage of additional costs;
- the implementation of training activities for project leaders in the framework of the Erasmus+ National Agencies strategy: information days, seminars, guides, study visits, etc.



# EUROPEAN MOBILITY WITH YOUNG PEOPLE WITH DISABILITIES

## *They made it happen!*

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Engaging in a European mobility project with young people with disabilities is a challenging and rewarding journey! Young participants and project leaders share their experiences.

### **Hamza – project leader, Samba Résille – Youth exchanges & EVS**

*Putting people with disabilities in the limelight, in the streets, during carnivals and festivals, because they play and they are seen, they are part of the community... It made our organisation grow, it made all of us grow together.*

*Now we know what an inclusive cultural project is about and it makes sense. It did bring us something for us to say: 'let's continue'! Engaging with people with disabilities took the way we look – including at ourselves – to a different level. It is important to give it a try because one learns so much. It is so rich and unexpected.*

### **Gwendoline – participant, Mode H – Youth exchange**

*With young people from other countries, we managed to transmit something important and show other people that we could arouse emotions and joy. And even if we have disabilities, we proved that we were able to run a huge show altogether.*

**Anca – project leader, Views International –  
Youth exchanges, EVS, Mobility of youth workers**

*When it comes to visual impairment, people tend to always try to provide services. The difference there is with what we do at Views, is that we consider young people as actors. They have ideas, and we are here to help them make it happen. In the end, with all these ideas and projects we foster the autonomy and the independence of young people...*

**Samy – participant, Association Migration Solidarité et Échanges pour le Développement – EVS**

*Throughout my EVS experience, I managed to challenge my knowledge and expand it. It brought me to get rid of many prejudices and misunderstandings. As a volunteer, I am a living example of intercultural dialogue. During the project, I realised the importance of non-verbal communication.*

*As a person with disabilities, the issue of inclusion in society is a challenge that I have faced every day, all my life. I can overcome it thanks to opportunities such as the EVS. My EVS experience opened my eyes to a new culture and to a new way of life, hence a huge personal enrichment and mind opening. I have also discovered another form of team work and I learnt a lot about myself and about others. In the meantime, I had very encouraging meetings. I have built my character.*

**Othmane and Ghislaine – project leaders, France Nano Sports –  
Youth exchanges**

*Our objective is to change how people look at differences and, in particular, at people of short stature. Interactions amongst participants, with representatives of the city council, with volunteers provided everyone with the opportunity to reflect on their world views and the way they deal with difference. Most young participants have kept in contact with each other. And the German group looks forward to repeating the experience as soon as possible and being the project hosts. They want to put cultural and multiple-ability diversities at the core of the programme.*

## Patrick and Sylvie, parents of Clément (participant) – Coala 26 – EVS

*I would like to say that we would have never thought that one day Clément could make a trip abroad, and even less through an EVS, like any other young person of his age could do, with a clear-cut project, a 'participatory journey'.*



## Fabrice – project leader, Romans International – Youth exchanges, EVS, Mobility of youth workers

*The added value for this audience – young people with disabilities – it's about getting access to opportunities that are available to anyone. It means to be like any other young person and have access to these opportunities.*

*When we talk about the EVS, it means to find yourself in a situation where you are useful, to bring support to a local organisation. It is about reversing the situation: bringing support rather than being always assisted because you are a person with disabilities.*



*This section goes through the different steps of an Erasmus+ project, from its inception to its evaluation. It specifically addresses the project aspects related to the participation of young people with disabilities. You will find here advice and tips shared by project leaders and Erasmus+ National Agencies.*

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## PHASE 1 - DEVELOP YOUR PROJECT IDEA

### OVERVIEW

The project preparation phase aims at laying the foundations on which your project will develop. Hence this phase will have an impact on all the next steps of your project.

A successful preparatory phase should end with the following results:

- a strong and realistic project idea based on the needs expressed by your target group;

- a functional and sustainable partnership;
- an Erasmus+ grant application document duly completed.

### DRAW THE OUTLINES OF YOUR PROJECT

Developing a project takes time. The preparatory work should start months before the application deadline you aim at.

It is necessary to:

- ask yourself the right questions: a mobility project, yes, but what for? How does this project fit into the mission of your organisation? How will the future participants take part in the development of the project?
- to clearly identify your target group – whether individuals or groups – and for instance, their motivation. It is important to ensure the diversity of the future group (to avoid having disabled youth from different countries and a group of able-bodied young people from a single country).
- to assess the needs of the future participants and participating organisations – starting with your own organisation. The aim is to start identifying the appropriate accommodation that may be necessary to make your project accessible, as well as the needed competencies and the tools that you do not have yet.

## ADVOCATE FOR YOUR PROJECT

The idea of a mobility project is likely to arouse some concerns and hesitations – particularly amongst the parents and/or the staff of

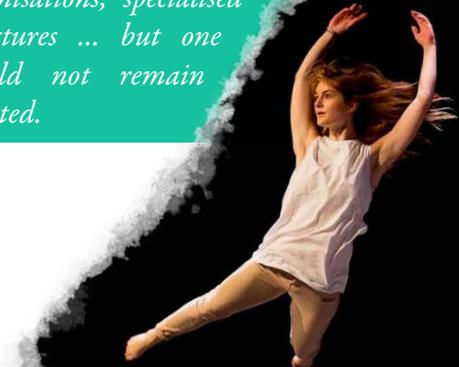
institutions taking care of the young people with disabilities on a daily basis. Mobility projects may shake the daily routine.

Mobility projects are also connected to various preconceived ideas and misconceptions – especially when it comes to the capability of young people to participate or the perceived over-complexity of such a project.

It is then a question of reassuring your interlocutors. You can use testimonies from former participants and organisations. It is also very important to communicate directly with the young people and draw on their motivations and expectations. You can empower them to be advocates for their mobility project themselves.

**Hamza – project leader, Samba Résille – Youth exchanges & EVS**

*Don't stay alone, surround yourself with competent people, work with other experienced organisations, specialised structures ... but one should not remain isolated.*



## FORGE A STRONG PARTNERSHIP

A partnership is the foundation of every project. You should build it with care.

It is important:

- to choose partners according to their complementarity and experience – the needs assessment you did earlier should prove of use at this stage;
- to think at both local and international levels;
- to define the objectives and build the project together with your partners;
- to give enough room for young people in your partnership, they should be the main actors of your project!

## THE CORNERSTONE OF YOUR PARTNERSHIP: COMMUNICATION

- Test and identify the means of communication that work well with your partners – whether for the exchange of information or documents sharing (emails, conference call, phone, chat conversation, online sharing platforms, etc.).

- Do not hesitate to ask questions, even if they may seem very direct or taboo.
- In order to avoid misunderstandings, do also not hesitate to ask your interlocutors to repeat or rephrase what they said or wrote, if necessary;
- Sometimes words have limits. Then use other ways of expression such as images.



You experience difficulties to find European partners?

Here are some hints to help you:

- the OTLAS database [www.otlas.eu](http://www.otlas.eu)
- the European Youth Portal with the EVS accredited organisation database <http://europa.eu/youth/fr>
- the international relations department of your municipality (twin cities, etc.)
- offers of training and cooperation activities proposed by Erasmus+ National Agencies – Youth in Action and the SALTO-YOUTH Resources Centres

## Some tips from the Erasmus+ National Agencies

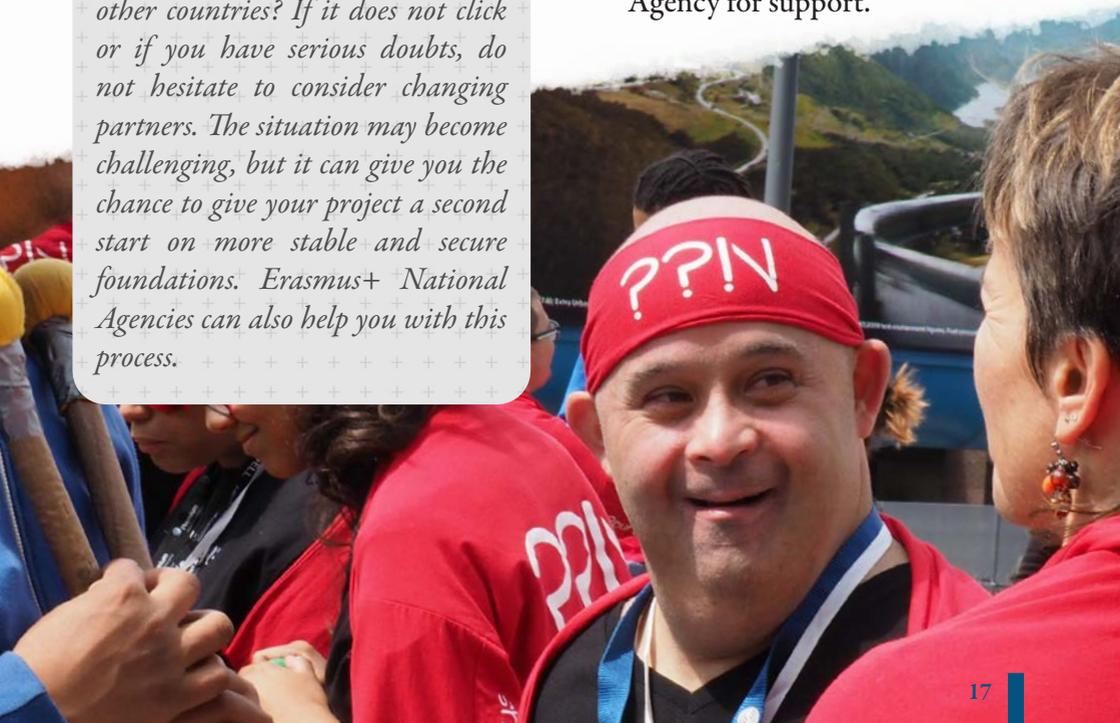
*To be sure that a partnership is reliable, communication is the secret. You shall have many contacts with your partners and ask all the questions you have related to their organisation, their experience, their values, what they want to actually implement in the field to make sure it does fit with what you expect. It is also crucial to communicate in the long run. You shall make sure that you are on the same page. Why not gather information on the projects they already ran and on potential partners they may already have in other countries? If it does not click or if you have serious doubts, do not hesitate to consider changing partners. The situation may become challenging, but it can give you the chance to give your project a second start on more stable and secure foundations. Erasmus+ National Agencies can also help you with this process.*

## FILL OUT THE GRANT APPLICATION FORM

The application form may look a bit intimidating at first glance, but filling it out is far from impossible!

It is recommended:

- to start early enough. Filling out the form takes quite some time!
- to fill the form with your partners by sharing the workload and by paying attention to the coherence between the different sections;
- to ask experienced organisations for tips;
- to ask your Erasmus+ National Agency for support.



## Draft your budget

### *The Erasmus+ budget and you*

The Erasmus+ Programme will co-fund your project according to the financial rules of the Programme. It is then necessary to find partners (financial/institutional partners, other types of partners) that can contribute to making your project happen.

### *Financial support to cover special needs*

The Erasmus+ Programme can cover up to 100% of the costs that are necessary to make possible the participation of a disabled person or a person with a chronic health condition. These costs can include a personal assistant, renting support equipment or adapted means of transportation, insurance fees or additional medical care related to the project.

### *Financial support to cover exceptional costs*

The Erasmus+ Programme cover exceptional costs related to facilitating the participation of young people with fewer opportunities on an equal footing with other participants.

These funds can cover the costs of a reinforced mentorship prior to and after the EVS mobility. They are also meant to cover other necessary expenses related to a trip abroad such as the visa fees or the travel insurance.

Whether it comes to the coverage of special needs expenses or exceptional costs, it is necessary to explain and justify these expenses in the application form. You shall demonstrate that the participation of the young people with fewer opportunities would not be possible without this additional financial support. Don't hesitate to contact your National Agency should you have any doubts on the eligibility of your expenses. You will also find further information in the Erasmus+ Programme Guide.



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*“Erasmus+ National Agencies are here to support you in every step of your project, from its inception to its evaluation.”*

### **What kind of support to expect?**

- networking with potential partners;
- training and cooperation activities;
- relevant documentation;
- answers to your questions;
- assistance to fill the grant application form;
- reviewing your application form and providing tips before you submit it;
- support to draft the final report;
- dissemination of examples of good practices and outstanding projects.

It is very important to reach out to your National Agency as early as possible prior to the application deadline for your project.

Your project got approved by your Erasmus+ National Agency, congratulations! **It is time you went to phase 2!**

Your project got rejected by your Erasmus+ National Agency. **Why not try to submit it again taking into account the feedback from the National Agency?**



## PHASE 2 - IMPLEMENT YOUR EUROPEAN MOBILITY PROJECT

### OVERVIEW

The second phase is all about implementing your project according to the plan you establish during the preparation phase. This second phase spreads from the notification of the grant acceptance to the end of the mobility itself.

### WORK WITH THE PARTICIPANTS PRIOR TO THE START OF THE MOBILITY

The preparatory work with participants should begin at an early stage, regardless of the type of mobility you are going to implement. You can organise workshops in which you can use non-formal education approaches to bring participants to reflect on their motivations, their expectations, their fears, etc. It allows participants to gain awareness of the intercultural dimension of the project and to prepare themselves for their departure. It can also address disability/accessibility related questions (in the case of a mixed-

ability youth exchange for instance). The value of an early preparation also lies in the opportunity for you to clearly identify the needs of the participants to plan relevant accommodations for the project.



#### Food for thought:

Watch the preparation of an EVS short-term group project with young people with mental disabilities organised by Romans International – (in French language)

<https://vimeo.com/141534332>

**Thibault – project leader, Compagnons Bâtisseurs ASBL – Youth exchanges, EVS, Mobility of youth workers**

*We reflected on how to overcome these various obstacles. We did it through a special programme for people with mental disabilities and then for other types of disabilities. For the latter, it is more about accommodations. When it comes to accommodations, there is the whole preparation phase, there is the reinforced mentorship, etc. We work a lot on the notion of reasonable accommodation. It is about what we can set up in relation to an existing situation.*

## The advanced planning visit

The advanced planning visit (APV) takes place in the host country of a youth mobility activity. It does last for a maximum of 2 days (travel days not included) and aims at strengthening trust and mutual understanding amongst partners. The APV is a key moment in the process of building a solid partnership amongst the organisations participating in the project. Young people can be associated to the APV, so as to be fully involved in the project development.

To make the best of your APV, it is recommended to:

- take into account the intercultural dimension and make sure that everyone has the same understanding of the key terms and aspects of the project: does everyone around the table understand ‘accessibility’ the same way?
- ask all the questions you have, including the ones that might seem awkward or taboo to you. There is no better moment than the APV to clarify all issues.
- go and check the accessibility of accommodation and working venues, as well as the foreseen means of transportation. Take the time to check thoroughly the toilets, the possibilities to move inside the buildings, the blind curtains, the sound protection... everything related to the participants’ needs.
- test the project monitoring tools and the support tools for participants;
- be flexible and open to adjustments made to the programme;
- identify possible differences amongst national laws and regulations (the number of people required to take care of the group for instance).

### **Othmane and Ghislaine – project leaders, France Nano Sports – Youth exchanges**

*The APV was very helpful in regard to our partners’ expectations. We realised that their expectations regarding the cultural aspects of the programme were not fitting with what we had in mind. It allowed us to review the programme accordingly. The APV allowed every partner to realise what hosting a group with disabilities meant, including basic moments such as sport activities, etc. We had to ensure that everyone had an equal mobility and autonomy – as much as possible. It made us reconsider our programme.*

## **PLANNING LOGISTICS**

The key word is ‘anticipation’! Many mechanisms and accommodations can make mobility easier provided you think about it early enough. Whether it comes to international or local travel, contact travel companies as well as train stations and airports to know what services they can provide. Do not hesitate to ask questions, even if they seem extravagant to you. For instance, you can ask to visit the airport and have a rehearsal of the security checks so as participants can feel safer and more confident on the actual travel day.

## **MANAGING COMMUNICATION WHICH THOSE WHO STAYED HOME**

Keeping contact with those who stayed home – parents, staff from day care structures or hospital, etc. – is important. However, it is crucial to find the right balance to meet everyone’s needs.

To do so, you can propose:

- an online blog to follow the project – such a blog can be managed by participants;
- a contact person to call for

information during the mobility;

- an information meeting held before the departure and that includes a briefing in how to keep contact during the mobility;
- a daily moment (with available communication facilities) for young people to get in contact with home if they want;
- individual support and follow-up tools developed with home institutions.

It is essential that every stakeholder understands its role so as the mobility experience can go smoothly. To make the process easier, you can raise awareness, provide information (even on details such as food, accommodation, etc.) and communicate the different stakeholders throughout the project.

## **MANAGING HUMAN RESOURCES**

A mobility project requires a team comprised of members with complementary experience and competencies. To make team work easier, we recommend you to:

- take the time to get to know each other and get familiar with non-formal education approaches – for those who are not yet. This step is worth taking

as early as possible.

- refer to the legal framework and communicate with the institutions/organisations your team members are from;
- identify and distribute roles and tasks at an early stage;
- foster complementarity amongst your team members – youth/social workers, educators, interns... – with a balance between volunteers and professionals and encourage the exchange of experience;
- treat interpreters and translators as partners;
- ensure rest time for team members and establish a schedule including breaks.

## ■ **MANAGE TIME**

Reasonable accommodation requires that you consider in the planning of your programme the time and effort required from participants and staff to do all the planned activities and deal with daily routines (transfers, meals, showers, interpreting, etc.). It is recommended to anticipate this aspect in your programme. The first days are very important get settled in the new environment and set up rituals for the daily life. Don't neglect the breaks: they matter and stimulate communication amongst participants.

## ■ **PAY ATTENTION TO GROUP DYNAMICS**

During their mobility experience, participants will face communication challenges: how to interact when we do not speak the same language (whether a spoken language or a sign language)? In this context, activities around non-verbal communication and that activate the different senses (sport, art, and cooking activities) can prove very beneficial to the group. It is essential to be aware of the group learning needs and to make adjustments to the programme according to these needs.



## PHASE 3 - EVALUATE YOUR PROJECT, VALORISE ITS RESULTS AND SUPPORT PARTICIPANTS

### OVERVIEW

The third and last phase of your project covers everything that follows the mobility. It includes various aspects as drafting the final report for your Erasmus+ National Agency, the evaluation and valorisation of the project, the support of participants in the wake of the mobility and the reflection on possible follow-up activities.

### COMPLETE THE FINAL REPORT FOR YOUR ERASMUS+ NATIONAL AGENCY

At the end of the project, it is mandatory to timely submit a final report to your Erasmus+ National Agency. Do not forget to:

- collect justifying documents, especially the ones related to specific needs and exceptional costs that are reimbursed based on the actual costs;
- make everyone sign the attendance sheet;
- list the actions you took to valorise your projects and its results.

### EVALUATE THE PROJECT AND IDENTIFY ITS IMPACT ON PARTICIPANTS

It is possible to divide the evaluation process with participants in two different parts. The first one can cover the practical aspects of the projects and take place at the end of the mobility experience. The second part includes the learning dimension of the project and can be organised some weeks after the participants got back home. Coming back to one's everyday life is not particularly easy after an intense experience. Pay attention to the possible challenges that participants may experience in the aftermath of the project, as well as to the support they might need to reflect on the competencies developed and their application in their environment. The second part of the evaluation can be done through different approaches: written evaluation, video evaluation with interviews – that can be conducted by participants themselves – group meetings, etc.



## — The Youthpass and participants' learning —

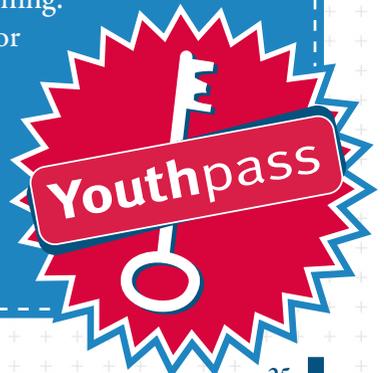
The *Youthpass* is a recognition tool that was developed by the European Union. It allows to evaluate and valorise the impact of non-formal learning on participants in an Erasmus+ mobility youth project. It is also meant to help participants reflect on their learning and document their competencies.

Even if the Youthpass is delivered only at the end of a mobility activity, the organisers have to think about it much earlier. The assessment of participants' learning shall be discussed during the project preparation phase and should be included in the programme of your mobility activity.

It is essential to help participants put words on what they experience and learn. You can adapt the evaluation process to the group you are working with by using alternative tools to support young people in their reflection but also to valorise their learning.

Tools such as travel diaries, photo language or video interviews can serve both the evaluation and the valorisation processes.

For more information on the Youthpass, read the Programme Guide and visit the Youthpass website: [www.youthpass.eu](http://www.youthpass.eu)



## VALORISE PARTICIPANTS' EXPERIENCE AND DISSEMINATE THE RESULTS OF YOUR PROJECT

As a project leader, it is important to reach out to a public that is not necessarily familiar with the Erasmus+ Programme or with questions related to disabilities. It is about providing a space for encounters and sharing experience. You can use public spaces or work with care providers. Testimonies can take different forms. For example, you can use humour by sharing funny stories that happened during the project. Internet and social networks can also help enlarge your audience. When you valorise your project, you can emphasise what has been achieved, rather than the participants' disabilities. For instance, for an art project with young people with disabilities you can highlight the art dimension and products, and not necessarily insist on disability-related aspects. The dissemination of results is part of an Erasmus+ project. Beyond mentioning the support of the European Union, valorising your project is about inspiring people and elicits reflections about new possibilities.

### Example of results of a sport based project with disabled youth

« The CHIPS : first European traditional sport for all! »

The CHIPS was created by young Europeans – both abled-bodied and with disabilities – during an Erasmus+ youth exchange. It is an outdoor game played by two teams on a field delimited by cups forming a circle and pegs. A referee counts the points according to the throwing or the interception of the foam-made hoop.

« *ESPORanTo, sport as a means of social inclusion* » -- Erasmus+ youth exchange organised by the *Fédération d'Animation Rurale en Pays de Vilaine* and the *Office Intercommunal des Sports du Pays de Redon*

## MOVE ON TOWARDS OTHER PROJECTS

It is possible to work on emancipation over a longer period of time thanks to the different opportunities within the Erasmus+ Programme. Youth exchanges can lead to short-term EVS, and then long-term EVS... The participants can progressively take responsibilities through projects that get more and more complex.



## HANDI-CAP SUR LE SPORT

*Mobility / Youth exchange*

■ Project leader:

*City of Nanterre, France*

■ Participating countries:

*France, Italy*

In the framework of their twinning cooperation, the cities of Nanterre and Pesaro gathered 19 young people (aged 16 to 27) – including 15 youths with disabilities. Held in Nanterre in January 2014, the youth exchange focused on sport practices

and workshops, in partnership with local organisations. Sport was then used as a tool for social inclusion and a way to combat discrimination. Through photo workshops, participants got the occasion to share how they look at themselves and at the world around them.

The production of a calendar with pictures taken by participants contributed to valorising all the work that was done in the project. It also allowed everyone to reflect on one's place in the city and as a citizen. The Public meetings organised in Nanterre – at the end of the youth exchange – and in Pesaro, in June 2014, were opportunities to engage with a larger audience through the testimonies of participants.

## CÉLÉBRER LES 20 ANS DU VOLONTARIAT, LOISIR ET HANDICAP - VLH

*Mobility / Youth exchange*

■ Project leader:

*Compagnons Bâtisseurs, Belgium*

■ Participating countries:

*Belgium, France, Italy,*

*Romania*



In July 2016, a mixed-ability group of 26 young people (16–25 years old) – including youths with mental disabilities – met for one week in Marchen-Famenne, Belgium.

The youth exchange aimed to allow young people to reflect on and share their ideas about a key landmark in one's life – turning 20 years old. The discussions covered the issues of autonomy, independence and decisions regarding one's future.

The meeting was also the occasion to celebrate the 20th anniversary of the EVS. The programme of the youth exchange included visits to local organisations, art workshops (writing, body expression) and thematic reflexion groups. The theatre play that was held to conclude the exchange contributed to raising the awareness of the local enthusiastic audience on inclusion-related topics.

## CHANGE YOUR ATTITUDE

*Mobility / Mobility of youth workers*

■ Project leader:

*Coefficient, Hungary*

■ Participating countries:

*Czech Republic, Estonia,*

*France, Poland, Portugal,*

*Romania*

24 youth workers – including 10 people using wheelchairs, 4 people with hearing impairment and 1 person visually impaired – gathered in Gánt, Hungary, for an exchange of practice seminar. Through workshops and role plays, as well as field visits, debates and art therapy sessions, they managed to raise the level of inclusion and active citizenship of people with disabilities

by using the methodologies of the movement for the autonomy of people with disabilities. The aim was to provide participants with new tools so as they can develop their own activities – whether local or international after the seminar.



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## CITOYENS AVANT TOUT

*Mobility / EVS*

- Project leader:  
*Romans International, France*
- Participating countries:  
*France, Morocco*

Anthony, Clément, Jeff, Jessy, Rémy and Olivier are aged between 18 and 20 years old and friends since their childhood. The six of them have mental disabilities and belong to the same adapted sport team. They left home for a 2-week EVS project focused on environment in South Morocco. As a group,

they fulfilled different missions in partnership with local organisations (schools, youth centres): creation of a garden in a village school (cleaning, planting, and building of a water point), paint frescos in the host structure with kids. Football games, hammam, learning Arabic and hikes in the mountains helped the participants to approach the culture of their hosts. The preparation and support work that the participating organisations put in the project should be highlighted. They had to adapt their tools and even reinvent some of them. The young people had the chance to share about their solidarity and civic adventure through video reports.



## TEDDIP'EUROPE

*Strategic Partnership in the field of youth*

■ Project leader:

Association Joseph Sauvy, France

■ Participating countries:

*Czech Republic, France, Italy, Spain*

This long-term project (2016–2018) gathers institutions for minors with intellectual disabilities (pervasive developmental disorders and severe intellectual disabilities). The project was primarily addressed to social workers and educators. Each partner organisation had its own experience in supporting young people with intellectual disabilities in various contexts. The aim of the project is to inspire each other with different national contexts and methodologies to support children and teenagers with intellectual disabilities so as they can enjoy their status of European citizens. The project also helps the participating institutions in their efforts to open themselves and train their staff. It promotes quality and the internationalisation of social work and education practises by including different elements in the Strategic Partnership: mobilities, learning workshops with educators and young people, as well as the

productions of guides and online tools. In the end, the project will strengthen the sense of belonging to the European Union and the European citizenship – the underlying purpose being to contribute to building a Europe for and with vulnerable children and teenagers.



*“Find other project examples and testimonies on the website of the Erasmus+ – Youth in Action National Agencies.”*

# — ACKNOWLEDGEMENTS —

A dozen Erasmus+ project leaders gathered on 12–13 April 2017, in Paris, for a seminar organised by the French Erasmus+ National Agency and the Erasmus+ National Agency for the Belgian French-speaking community. The aim of the activity was to share tools and good practices. It also laid the foundations for this guide. The seminar was organised in the framework of the inter-agency Strategic Partnership on inclusion, particularly the action plan related to health issues and disabilities.

## **They contributed to this guide:**

*Association Romans International (Romans sur Isère, France);*  
*Association DK-BEL (Villiers le Bel, France);*  
*Ville de Nanterre (France);*  
*France Nano-Sports (Chevreuse, France);*  
*Samba Résille (Toulouse, France);*  
*Association Les Campanettes (Flacey en Bresse, France);*  
*Association Lab-Inclusion (Strasbourg, France);*  
*Compagnons Bâtisseurs ASBL (Marche en Famenne, Belgique);*  
*Views International (Liège, Belgique).*

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## **Photo credits:**

The photos featured in this guide were provided by organisations that implemented mobility projects involving young people with disabilities or on topics related to disabilities and inclusion.

All these projects were organised with the financial support of the Erasmus+ Programme.

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## **Cover page, p.13(1), p.15, p.23 :**

Compagnie DK-BEL – © Jean-François Vu  
**p.3(1) :** "Escape" – France Nano Sport  
**p.3(2), p.10 :** "ESPORanTo, le sport un moyen d'inclusion sociale" – Fédération d'Animation Rurale en Pays de Vilaine et l'Office Intercommunal des Sports du Pays de Redon

**p.3(3), p.13(2) :** "La rivière, source de vie" – Les Campanettes

**p.7 :** "Changer le regard sur le handicap" – Mode H Europe – © Julie Bregeon

**p.9, p.17, p.19, p.25 :** "Pourquoi Pas Nous ?" – Samba Résille – © Alice le Guen

**p.13(3), p.16 :** "Thinking and doing Crossy" – Lab-Inclusion

**p.13(4) :** "VIP EVS for Europe", "Force par la solidarité" – Views International

**p. 30 :** "Teddip'Europe" – Association Joseph Sauvy – © Caroline Morel Fontaine

**Outside back cover :** "Change your attitude" – "Coefficient"

## **Graphic design:**

*Thomas Champion*

The guide *'Beyond disabilities – European mobility for all!'* was coordinated and produced by the French Erasmus+ National Agency and the Erasmus+ National Agency for the Belgian French-speaking community, in the framework of the inter-Agency Strategic Partnership on inclusion.

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#### Other useful links:

The list of Erasmus+ National Agencies is available on the website of the European Commission:  
<http://ec.europa.eu/programmes/erasmus-plus/>

Salto-Youth Inclusion Resource Centre:  
[www.salto-youth.net](http://www.salto-youth.net)