

INTRODUCTION TO THE HANDBOOK



**Authors:**

Susana Alves (Cooperativa Sociale Kara Bobowski, Italy).

Quality Committee:

Susana Alves, Elena Ciani (for Transferability), Egle Gudzinskiene (for Accessibility), Tanya De'Marco (for Communication), CARDET's team (for Digitisation), Maria Zabertsi (for Education and Pedagogy).

Copy editor:

Susana Alves (Cooperativa Sociale Kara Bobowski, Italy).

Language review:

Tanya De'Marco (VisMed, Malta).

Design:

Jameson Cucciardi (VisMed, Malta).

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The photos in this Handbook are from inclusive mobilities done by PR.I.M.E. Partners in parallel projects. Consent for use of image was respected, and each Partner was responsible for ensuring that.

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Partners:

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
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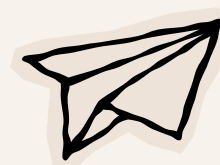
INTRODUCTION TO THE PROJECT

PR.I.M.E. – PRomoting Inclusive Mobility Experiences is a KA2 VET project co-financed by the Erasmus+ Programme.

It brought together six European organisations that work with people with disabilities and with EU mobility projects, and one technical partner responsible for the digital components. These seven partners collaborated to address the challenges they have regularly faced while implementing mobility projects for participants with intellectual disabilities (PWID).

The main mobility projects and the Actions addressed by the PR.I.M.E. project fall within the following fields:

- Erasmus +
- VET – Vocational Education and Training
- ADU – Adult Education
- Youth field
- ESC – European Solidarity Corps.



During the application stage of the project, an initial needs analysis was carried out, where partners identified several needs and challenges within their organisations. The PR.I.M.E. project emerged as a potential solution.

During the first part of the project, the partnership conducted a more detailed and extensive needs analysis. The full report can be [found here](#).

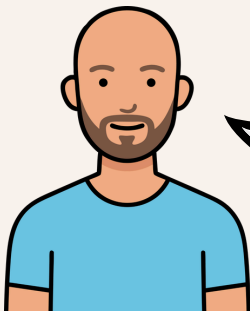


Among the key findings, some difficulties and needs identified were linked to human resources and competencies of the staff involved.

The project aims to improve the quality of inclusive mobility projects for people with intellectual disabilities. This will be achieved through the development of staff competencies and the creation of innovative tools to support the participants throughout the different stages of the mobility experience.

The target group of this project is staff involved in the implementation of inclusive mobilities for people with intellectual disabilities (PWIDs).

The PR.I.M.E. project seeks to involve two main types of organisations:



I work in an organisation that provides services for people with intellectual disabilities. I heard about European projects that provide the opportunity to our target group to gain experience abroad, but we do not know a lot about these European projects...

To know more about EUROPEAN PROGRAMMES, [go to section A.](#)

I work in an organisation that organises mobility projects (VET, ESC, Youth, ADU or others). We would like to involve more participants with intellectual disabilities, but we lack knowledge about this target group...



To know more about DISABILITIES, [go to section B.](#)

SECTION A: INTRODUCTION TO EUROPEAN PROGRAMMES

European Commission Funding Programmes

The European Commission provides funding for projects through various programmes and initiatives primarily aimed at promoting economic development, social cohesion, environmental sustainability, and innovation across the European Union (EU). The European Commission's funding mechanisms are designed to support a wide range of strategic objectives that benefit both individual member states and the EU as a whole.

The [EU Funding & Tenders Portal](#) is the official website of the European Commission, which includes information and funding opportunities.

The EU offers several funding programmes, which you may be eligible for depending on the nature of your organisation or project. Some programmes are managed directly by the European Commission, while others are implemented at the national level by Member States. Before applying, it is essential to consult the guidelines of each call to ensure that you meet the eligibility criteria.

All EU funding programmes can be found on the same [portal](#).

The PR.I.M.E. project specifically focuses on two programmes: ERASMUS+ and ESC – EUROPEAN SOLIDARITY CORPS Programmes.

Erasmus+

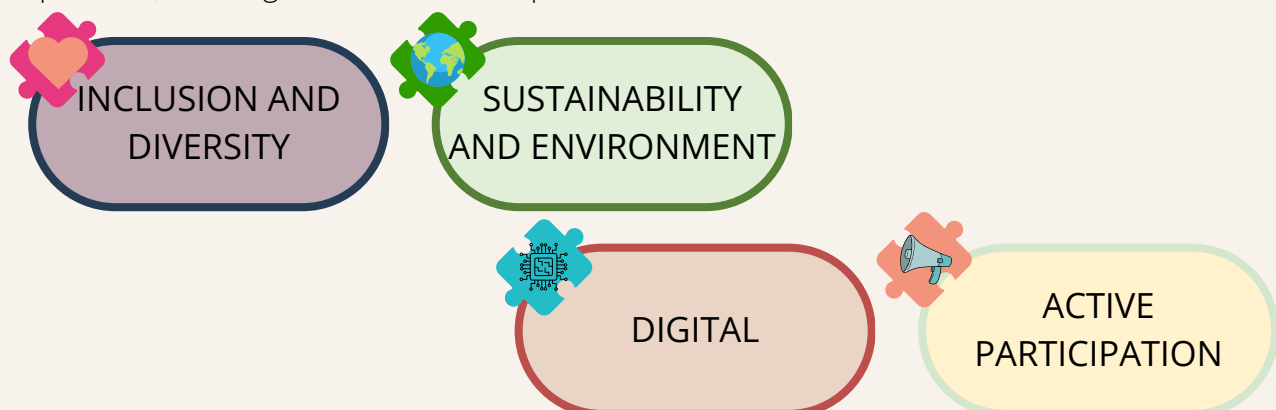
Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

It aims to support the educational, professional and personal development of individuals in the fields of education, training, youth, and sport.

Thus, contributing to sustainable growth, quality employment, and social cohesion, driving innovation and strengthening European identity and active citizenship.



In the 2021-2027 programme period, Erasmus+ will continue building on its vast and successful experience, focusing on four horizontal priorities:

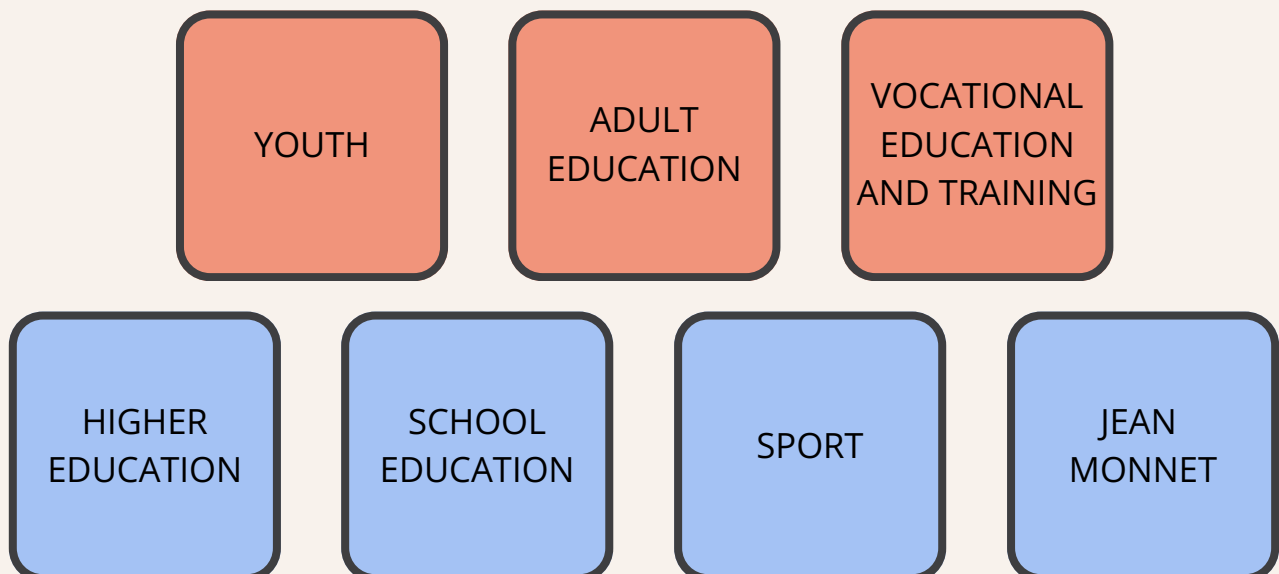


To learn more about how to align with these priorities in your project, check the Online Training 'Other than Inclusion: how to be more GREEN, more DIGITAL and more PARTICIPATIVE', along with related training materials.

Key issues tackled by the Erasmus+ programme include:

- Encouraging young people to participate in European democracy
- Promoting adult learning, particularly relating to new skills and those required by the labour market
- Reducing unemployment, especially among young people
- Supporting innovation, cooperation and reform
- Reducing early school leaving
- Promoting cooperation and mobility between the member states
- Developing the European dimension in sport, particularly grassroots sport

The main AREAS within the ERASMUS+ PROGRAMME are:



The P.R.I.M.E. project is dedicated specifically to the first three areas: YOUTH, ADULT EDUCATION and VOCATIONAL EDUCATION AND TRAINING.

Erasmus+ offers opportunities for:

Individuals to experience a period abroad, receiving linguistic training and other learning opportunities

Organisations to collaborate in project partnerships in the fields of academic and vocational training, schools, adult learning, youth and European sport events.

Erasmus+ also supports teaching, research, networking and policy debates on EU topics. Erasmus+ includes a strong international dimension, promoting cooperation with Partner Countries. Cooperation, particularly in the fields of higher education and youth, through institutional partnerships, youth cooperation and mobility worldwide.

Useful resources:

- [Official website of Erasmus+ in all EU languages](#)
- [Official Programme Guide](#)
- [Reference documents for Erasmus+](#)




European Solidarity Corps

The European Solidarity Corps (ESC) aims to promote solidarity in Europe by engaging young people and organisations in accessible and high-quality activities.



It offers young people the opportunity to contribute to societal and humanitarian challenges, either through volunteering or by setting up their own solidarity projects.

The programme implements the following operational actions:

-  Volunteering projects
-  Solidarity projects
-  Volunteering in humanitarian aid operations

Additionally, the ESC provides a series of Quality and Support measures and opportunities for non-formal and informal learning.

The actions are partly managed at the national level by National Agencies (NA) and partly at the European level by the European Education and Culture Executive Agency (EACEA). The European Commission oversees ESC policies and overall programme implementation.

Useful resources:

- [Official ESC website](#)
- [Reference documents for ESC](#)

Inclusion in the Programmes: Participants with FEWER OPPORTUNITIES

In the Erasmus+ and ESC Programmes, the European Commission identifies a range of inclusion measures aimed at reaching more participants with fewer opportunities. Further information about these measures can be found throughout the Handbook.

Regarding the definition of fewer opportunities, the list of potential barriers below is not exhaustive, but serves as a reference point to increase accessibility and outreach. These barriers may hinder participation, both as individual factors or in combination:

<p>DISABILITIES: This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.</p>	<p>HEALTH PROBLEMS: Barriers may result from health issues, including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents someone from participating in the programme.</p>	<p>BARRIERS LINKED TO DISCRIMINATION: Barriers can occur as a result of discrimination linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned kinds of discrimination).</p>	<p>GEOGRAPHICAL BARRIERS: Living in, for example, remote or rural areas, on small islands or in peripheral/outermost regions (French Guiana, Guadeloupe, Martinique, Mayotte, Reunion Island and Saint-Martin, in France, Azores and Madeira in Portugal, and the Canary Islands in Spain), in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries may constitute a barrier.</p>
<p>CULTURAL DIFFERENCES: While cultural differences may be perceived as barriers by people from any background, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – including but not limited to newly-arrived migrants, people belonging to a national or ethnic minority, sign language users, or people with linguistic adaptation and cultural inclusion difficulties. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put some individuals off and in a way limit the benefits from their participation. Such cultural differences may even prevent potential participants from applying for support through the programme, thereby representing an entry barrier altogether.</p>	<p>ECONOMIC BARRIERS: Economic disadvantage, for instance a low living standard, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that need to be "mobile" together with the participant when participating in activities away from their place of residence or, all the more, abroad.</p>	<p>BARRIERS LINKED TO EDUCATION AND TRAINING SYSTEMS: Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while possibly linked to personal circumstances, mostly result from educational systems which create structural limitations and/or do not fully take into account the individual's particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.</p>	<p>SOCIAL BARRIERS: Social adjustment difficulties, such as limited social competences, anti-social or high-risk behaviours; (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances - for instance, being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.</p>



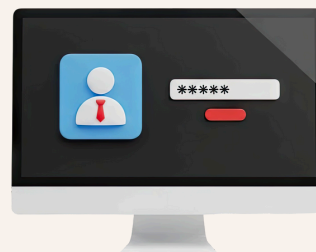
[Click here to view the full Erasmus+ Programme Guide](#)

How to Participate



How can an organisation participate in these funding opportunities?

The European Commission created an [Online Manual](#) and a [How to Participate Guide](#), to support organisations through the process.



Create an EU Login account

Each user must have an EU Login account to access the Portal. If you already have such an account, you can use it for any interactions on the site, from proposal submission to reporting. If you do not have an account yet, you need to create one by clicking on the REGISTER button. Without registration, you can only access the public services of the site (such as searching for funding opportunities and reading the guidance)

[Register an EU login account](#)

If an organisation would like to participate and apply for European funds, the first step is to register the organisation and get an Organisation ID (OID).

[Check if your organisation is already registered](#)

Creation of your Organisation ID

If this is the first time that your organisation is applying for European funds, it is necessary to create an **Organisation ID (OID)** through the **Organisation Registration System (ORS)**.

The [Organisation Registration System \(ORS\)](#), provides a unique identification number (that is, the OID) for organisations that want to participate in decentralised actions of the Erasmus+ (for example, KA1 projects) and/or ESC programmes.

The OID uniquely identifies your organisation among all organisations participating in the Erasmus+ and ESC actions managed by National Agencies. You must use the OID when applying for an accreditation or grant under the Erasmus+ and ESC actions.

If you need to create an OID, see the [Organisation Registration Guide](#) for details.

[Registration and validation of your organisation](#)

SECTION B: INTRODUCTION TO DISABILITY

To create a successful project, you must know your target group. Even though each participant will be different, they will still share some common aspects. In this section, you can find material to help you learn more about your target group and people with intellectual disabilities.

To this end, the P.R.I.M.E. project collected useful material during the training sessions developed.

You may refer to this material about [DISABILITY, FACTS & MYTHS](#) and how to [COMMUNICATE with people with intellectual disabilities](#).

You may also refer to the [Online Training 'DISABILITY & HOW TO COMMUNICATE WITH PEOPLE WITH INTELLECTUAL DISABILITIES'](#).



[Watch Story](#)



**MOST IMPORTANT POINT TO REMEMBER:
Interact with the PERSON and
not with the disability**

INTRODUCTION TO THE CHAPTERS

In this HANDBOOK, you will find tips, suggestions and tools to support the entire project cycle of a mobility experience.

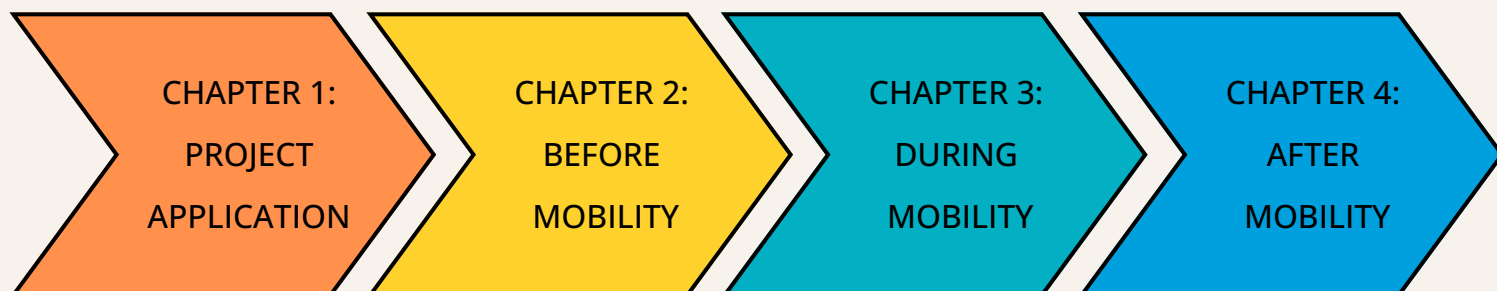
Bear in mind that each Action and project has its own characteristics and rules.

You should ALWAYS consider the Guides and the Convention signed between your organisation and the National Agency which is financing your project.

This Handbook does not provide a step-by-step guide to every mobility action in general. Instead, the P.R.I.M.E. Handbook offers **specific tips, suggestions and tools for INCLUSIVE mobilities involving people with intellectual disabilities**.

It does not replace the need to be generally informed about the Action you choose to use.

This Handbook is divided into 4 main chapters following the project cycle:



CHAPTER 1 – PROJECT APPLICATION AND MANAGEMENT

This Chapter covers the timeline from your organisation's decision to take part in an inclusive project until the moment the project is approved.

CHAPTER 2 – BEFORE MOBILITY

This Chapter concentrates on the period from the approval of the project until the participant begins travelling.

CHAPTER 3 – DURING MOBILITY

This Chapter provides tips and tools to use from the moment the participant leaves home to start their experience until the moment they return home.

CHAPTER 4 – AFTER MOBILITY

This Chapter focuses on the period after the mobility, beginning when the participant has returned home.

EASY-TO-READ and EASY LANGUAGE



Easy-to-read is a method of presenting written information to make it easier for people with difficulty reading to understand. An easy-to-read and understand text is a way of producing information intended for people with intellectual disabilities or reading and comprehension difficulties, including:

- ▶ choice of words;
- ▶ the way sentences are phrased;
- ▶ the composition of the text;
- ▶ the type and size of the font used;
- ▶ the use of appropriate illustrations;

developed in accordance with the Inclusion Europe standards.

Easy-to-read information is easier to understand.

It is important for people with intellectual disabilities (PWID).

Easy Language is a simplified version of standard language. Its goal is to make information easier to understand. It deliberately uses simple words, short sentences and a clear structure. Easy Language is part of easy-to-understand language.

Easy-to-read standards can also help you to communicate with PWID since many of these principles can be used when speaking.

While easy language is a way to communicate both verbally and in writing, it can be adapted in everyday communication with PWID.

Easy-to-read is a method that you should adopt when communicating documents with your target group.

Easy-to-read documents are one of the most important aspects of accessibility. However, they are still not widely created, even within projects dedicated to people with diverse needs. Therefore, it is very important to promote them.

That is why a special section of the PR.I.M.E. project has been dedicated to easy-to-read (ETR).

Within the PR.I.M.E. project, some official documents related to Erasmus+ and ESC mobilities were adapted into easy-to-read formats, since many participants find the original versions difficult to understand.

Furthermore, other examples of ETR documents, created by PR.I.M.E. partners, might be useful during a mobility experience. You are also encouraged to create your own.

Watch the [Online Training about Easy-to-read](#) on the PR.I.M.E. YouTube channel.

Further training material can be found [here](#).

GUIDELINES TO CREATE A DOCUMENT IN ETR

The PR.I.M.E. project follows the rules and guidelines created and promoted by Inclusion Europe.

The official rules and standards are available on their website, in many languages, which can help you create your own documents in ETR.

When creating a new document in ETR, it is important to remember that:

The document should be written in the participant's native language.

PR.I.M.E. shared the documents in ETR in the English language. But not all PWID can understand English. Therefore, it is important to translate it into a language your participant can understand.

The document should be tested with a PWID to check if it is understandable.

PR.I.M.E. provides some tips on how to test your ETR document.

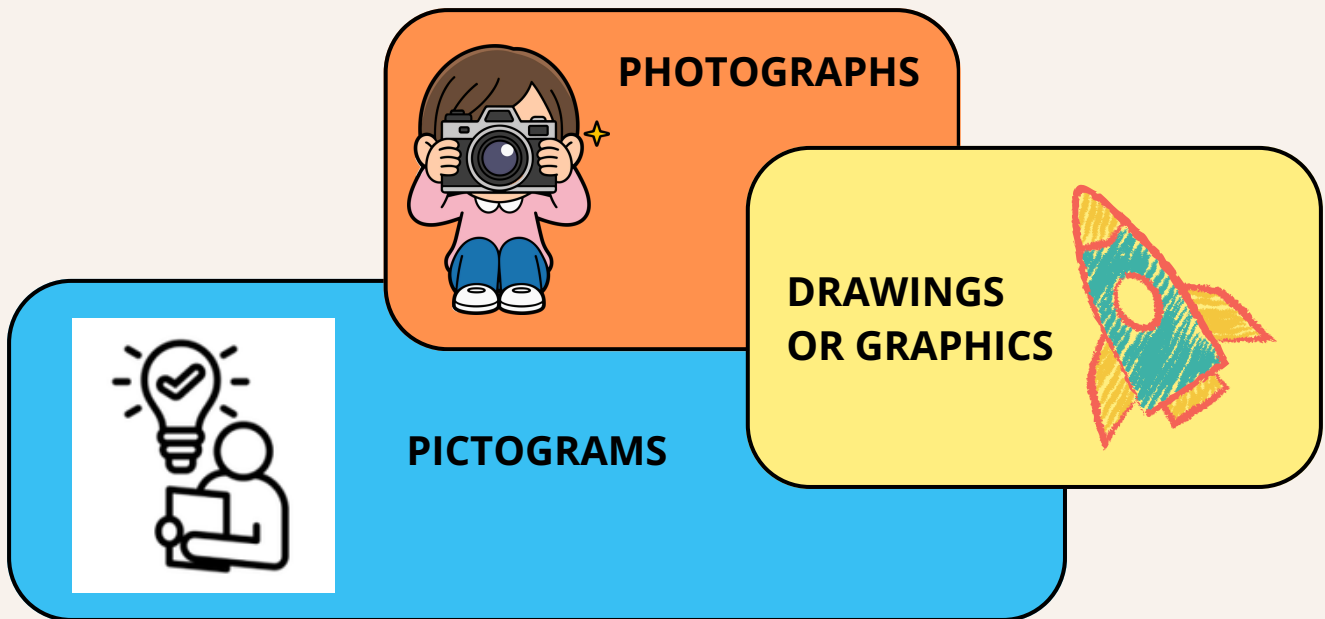
Remember the “nothing about us, without us” principle.

It is important to involve your target group in the creation and evaluation of ETR materials.








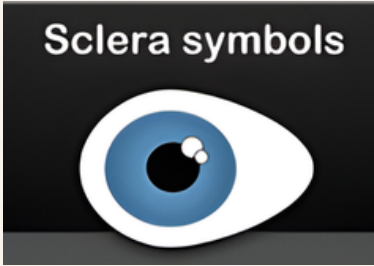
ILLUSTRATIONS

Illustrations in ETR documents may include:



There are many sources where illustrations can be found; you could also use different graphic programmes to create your own pictograms or graphics that are PWID-friendly.

Here are some options:

 <p><u>ARASAAC</u></p>	 <p><u>Pixabay</u></p>	 <p><u>Freemages</u></p>
 <p><u>Wikimedia Commons</u></p>	 <p><u>Canva</u></p>	 <p><u>Sclera symbols</u></p>

Open Symbols

Explore [Open Symbols](#) where open-licensed communication symbols are available.

LEARNING AGREEMENT & VOLUNTEERING AGREEMENT

In Chapter 2 'Before Mobility', you will see that some Erasmus+ mobility projects require the participant to accept and sign a **Learning Agreement**, while the ESC projects require the volunteer to accept and sign **Volunteering Agreement**.

These documents are long and difficult to understand.

They describe all the details about the project, the mobility, dates and duration, tasks and activities, learning goals, and sometimes information about logistics and payments. These aspects can be complex and not so easy for every participant to fully understand.

The P.R.I.M.E. project has created some **supporting documents in an easy-to-read format** that the project staff can use to help the participant understand what they are agreeing to and signing.



IMPORTANT:

These documents are **support tools only**; they are **not official translations** or full Easy-to-Read versions of the agreements.

Participants will still need to **sign the official documents**.



Templates for the original agreements ^[1]:

- [Learning Agreement](#)
- [Volunteering Agreement](#)



ETR support documents:

- [Learning Agreement](#)
- [Volunteering Agreement](#)

¹ In 2024-2025

CERTIFICATES

Another document that can be difficult to understand is the final certificate.

In Chapter 4 'After Mobility', you will see that organisations usually provide the participants with a certificate at the end of the experience. Depending on the Action:

- the Europass Mobility certificate
- the YouthPass certificate

Certificates are important as they show recognition of the participant's experience and learning process.

Here is more information about the [Europass Mobility](#) and the [YouthPass](#).

Both documents recognise competences that participants can develop during the mobility experience. More information about the [YouthPass competences](#) here.

This forms part of the participant's learning process. You can learn more through the [Online Training about the Learning Process](#) and its training [material](#).



Original certificate templates:

- [Europass Mobility](#)
- [YouthPass](#)

As you may see, they are not always easy to understand or fill in.

Therefore, as part of the PR.I.M.E. project, supporting documents were created for each certificate:

1. A document in ETR explaining what each certificate is, including the competences and benefits.
2. A translation of each section of the original document in easy language that the organisation will give to the participant.

Even though these ETR support documents are useful for participants to understand better, the original certificates still need to be filled in by the organisations and delivered to the participant.

ETR support documents:

- [Europass Mobility support document in ETR](#)
- [YouthPass support document in ETR](#)
- [YouthPass explanation 'All about YouthPass' in ETR](#)

PARTICIPANT'S REPORT

The final official document, which is compulsory for all participants in mobility projects, is the Participant's Report.

On the last day of mobility, the participant will receive an automatic email sent by the European Commission platform with an invitation to fill in and submit this report in the form of a survey, to share their feedback on the experience as a participant in an activity for Erasmus+ or ESC programmes.

The email includes a personal link to the individual participant report, which must be completed online through the EU Survey, and is available in various languages.

The P.R.I.M.E. project has created some support documents in ETR:

- [Participant's Report support document in ETR, for Erasmus+ projects](#)
- [Participant's Report support document in ETR, for ESC projects](#)

How to use the support documents in ETR

The organisation must still use the official documents, containing all project data and participant information. With that official version at hand, the accompanying person or organisation should go through it together with the participant. While doing so, the participant should fill in the support document in ETR as a way to better understand and record the information in a format that works best for them.

Again, remember that it may be helpful to translate the support document into the participant's native language, so that they will have a version that is easier to understand.

Remember, the ETR version is created specifically for the PWID to help them understand the contents of the original version. It is a framework to help them take an active role in the project, and also a good tool for describing practical aspects, such as time planning, responsibilities, work, as well as learning achievements and evaluation, depending on the document being discussed. The official version must still be filled in by the organisation.

To better understand how to use these documents, refer to the [P.R.I.M.E. Online Training about Documents in ETR](#) and its [material](#).



OTHER DOCUMENTS IN ETR

During PR.I.M.E., in parallel mobility projects, partners created, tested and implemented additional documents in ETR that can be useful for mobilities involving PWID.

You will find references to them throughout this Handbook, indicating when and how to use them.

Here is a list of documents PR.I.M.E. produced in easy-to-read and easy-to-understand formats, which can be adapted to your needs:

- [Organisation's presentation in ETR \(PSONI\)](#)
- [Application form for candidates to ESC volunteering in ETR \(PsPc\)](#)
- [Application form for VET candidates in easy language \(KB\)](#)
- [How to get to the venue \(KB\)](#)
- [Evaluation after the mobility \(PsPc\)](#)
- [Skills' assessment form before and after mobility \(KB\)](#)



TERMINOLOGY

Here is a list of the most common specific words you will find in this PR.I.M.E. Handbook.

Accompanying person

According to Erasmus+ Guide 2024: 'A person who accompanies participants (learners, staff, young people or youth workers) in a mobility activity in order to ensure their safety, provide support and assistance, as well as assist with the participant's effective learning during the mobility experience. In individual activities, an accompanying person may accompany participants with fewer opportunities or minors and youngsters with little experience outside their own country. In case of group activities in the field of education and training, qualified education staff must accompany the group to facilitate the learning process.'

According to the ESC Guide 2024: 'A person who accompanies participants with fewer opportunities (particularly participants with disabilities) in an activity, in order to ensure their safety, provide support and extra assistance, as well as assist with the participant's effective learning during the experience'.

Accreditation

According to the Erasmus+ Guide 2024: 'Process to ensure that the organisations wishing to receive funding under an Action of the Erasmus+ Programme comply with a set of qualitative standards or prerequisites laid down by the European Commission for that Action.'

ADU Adult Education Action in Erasmus+ Programme

According to the Erasmus+ Guide 2024: 'All forms of non-vocational adult education, whether of a formal, non-formal or informal nature (for continuous vocational training see "VET").' The adult learners are: 'Any adult who, having completed or being no longer involved in initial education or training, returns to some forms of non-vocational continuing learning (formal, non-formal or informal).'

Blended mobility

According to the Erasmus+ Guide 2024: 'Combination of physical mobility and a virtual component, facilitating collaborative online learning exchange/teamwork.'

Certificate of participation

According to the Erasmus+ Guide 2024: 'In the context of Erasmus+, a document issued to any person who has completed a learning activity in the field of education, training and youth, where applicable. It certifies the attendance and, where applicable, the learning outcomes of the participant in the activity.'

Co-financing

According to the Erasmus+ Guide 2024: 'The principle under which part of the costs of a project supported by the EU must be borne by the beneficiary or covered through external contributions other than the EU grant.'

Discover EU Inclusion Action under Erasmus+

According to Erasmus+ Guide 2024: 'Under the DiscoverEU Inclusion Action, Organisations and informal groups of young people can receive support to carry out projects allowing young people with fewer opportunities to participate in DiscoverEU on equal footing with their peers.'

EACEA - European Education and Culture Executive Agency manages funding for education, culture, audiovisual, sport, citizenship and volunteering.

ESC European Solidarity Corps Programme Is a European programme that allows young people between 18 and 30 years old to do volunteering mostly abroad. There are long-term opportunities, between 2 and 12 months, and short-term opportunities between 2 weeks and 2 months. The latter can be done individually or in teams, mainly for young people with fewer opportunities.

Europass According to the Erasmus+ Guide 2024:

'The Europass online platform, an action of the European Skills Agenda, provides individuals and organisations with web-based tools and information on learning opportunities, qualifications frameworks and qualifications, guidance, skills intelligence, self-assessment tools and documentation of skills and qualifications, and connectivity with learning and employment opportunities. The Europass platform also offers tools and software to support digitally signed credentials, as announced in the Digital Education Action Plan, through the European Digital Credentials for Learning. The platform interconnects with national data sources for learning opportunities and national qualifications databases or registers.'

HE Higher Education Action in the Erasmus+ Programme.

Erasmus projects for universities. PR.I.M.E. project is not dedicated to this action.

Hosting/Receiving Organisation

According to the Erasmus+ Guide 2024: 'The (main) organisation that provides learning content to participants in mobility activities by using its own resources and expertise. The hosting organisation cooperates with the sending organisation to define the expected learning outcomes and the methods that will be used to achieve them. It then executes the learning programme and conducts monitoring and mentoring during the activity.'

Inclusive Mobility: Mobility project for people with disabilities.

According to the definition of 'Inclusive Mobility' from the Inclusive Mobility Alliance: 'creating adequate conditions to learn, work or volunteer abroad for people with fewer opportunities, by addressing their diverse support needs. It is a needs-based approach to what the individual beneficiary needs to ensure a safe and exciting mobility period abroad. It is important not to generalise needs, needs are specific, and the individualised aspect in it is highly important. What the person/beneficiary says they need is what they should receive. It is not only about academic mobility but also about the social aspects that play an important role in the experience abroad and the potential link to connect with the local community.'

Learning mobility

According to the Erasmus+ Guide 2024: 'Moving physically to a country other than the country of residence, in order to undertake study, training or non-formal, or informal learning.'

Learning outcomes

According to the Erasmus+ Guide 2024: 'Statements of what a participant knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.'

Mobility/Learning Agreement

According to the Erasmus+ Guide 2024: 'An agreement between the sending and receiving organisation and the participating individuals, defining the aims and content of the mobility period in order to ensure its relevance and quality. It can also be used as a basis for recognition of the period abroad by the receiving organisation.'

National Agency

According to the Erasmus+ Guide 2024: 'A designated body in charge of managing the implementation of the Programme at national level in a Member State or in a third country associated with the Programme. One or more National Agencies may exist in each country.'

Newcomer Organisation

According to the Erasmus+ Guide 2024: 'Any participating organisation that has not previously received support in a given type of action supported by this Programme or its predecessor programme either as a coordinator or a partner.'

Non-formal learning

According to the Erasmus+ Guide 2024: 'Learning which takes place through planned learning activities where some form of learning support is present, but which is not part of the formal education and training system'.

Participants with Fewer Opportunities

According to the Erasmus+ Guide 2024: 'People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.'

Preparatory Visit

According to the Erasmus+ Guide 2024: 'Visits to the country of the receiving organisation prior to the start of mobility activities to prepare and ensure high quality of those activities. Examples include tasks to facilitate administrative arrangements and build trust and understanding between organisations involved.' According to the ESC Guide 2024: 'Planning visit to the host country prior to the start of a volunteering activity. The purpose of the visit is to prepare and ensure high quality of those activities, build trust, understanding and a solid partnership between organisations and participants involved.'

PWID Person/People/Participant With Intellectual Disability

This is the final beneficiary of the P.R.I.M.E. Project.

Quality Label

According to the ESC Guide 2024: 'Procedure that ensures that the organisations wishing to receive funding under an Action of the European Solidarity Corps respect a set of qualitative standards or prerequisites defined by the European Commission for that given Action.

Depending on the type of organisation and/or the country where the requesting organisation is located, the Quality Label is carried out by the Executive Agency, a National Agency or a SALTO Resource Centre.' The Quality Label can be for LEAD (which allows organisations to ask for grants and manage the whole project, coordinating between the partners), SUPPORT (to be able to send volunteers abroad) and/or HOST (to allow to receive volunteers in the organisation's own services and activities).

SE School Education Action in the Erasmus+ Programme. Erasmus for schools. P.R.I.M.E. project is not dedicated to this action.

VET Vocational Education and Training Action in Erasmus+ Programme

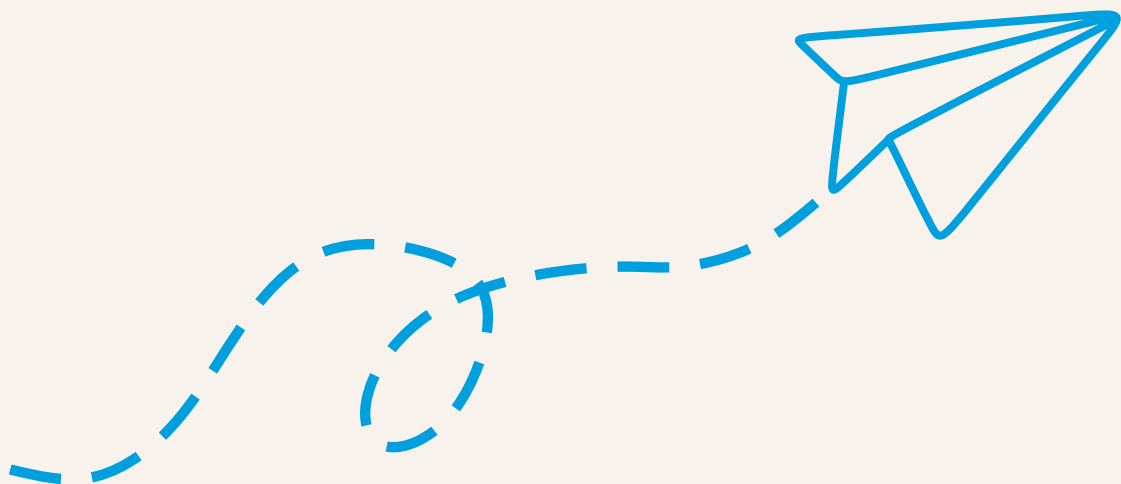
According to the Erasmus+ Guide 2024: 'Vocational education and training is to be understood as the education and training which aims to equip young people and adults with knowledge, skills and competences required in particular occupations or more broadly on the labour market. It may be provided in formal and in non-formal settings, at all levels of the European Qualifications Framework (EQF), including tertiary level, if applicable. For the purpose of Erasmus+, projects focusing on initial or continuing vocational education and training are eligible under VET actions.'

YOUTH Youth Action in Erasmus+ Programme

It can consist of mobility for 'young people' (considered by the Programme as being between 13 and 30 years old), such as 'Youth Exchanges', or mobility for youth workers (Training Courses).

Youthpass According to the Erasmus+ Guide 2024:

The European tool to improve the recognition of the learning outcomes of young people and youth workers from their participation in projects supported by the Erasmus+ Programme. Youthpass consists of: a) certificates that can be obtained by participants in several Actions of the Programme; and b) a defined process which supports young people, youth workers and youth organisations to reflect about the learning outcomes from an Erasmus+ project in the field of youth and non-formal learning. Youthpass is also part of a broader European Commission strategy which aims to enhance the recognition of non-formal and informal learning and youth work in Europe and beyond.'



'PROJECTOGRAPHY': a collection of good practices and other projects

During the project, the P.R.I.M.E. partners had the opportunity to exchange and share previous or parallel experiences gained during other European projects. At the same time, during their work on the chapters of this Handbook, they came across some projects considered inspiring. Below is a list of projects that are connected to P.R.I.M.E.'s topics in one way or another.



<https://makeithappen.education/project/>

'Make It Happen'

2022-1-FR01-KA220-VET-000089986

The Make It Happen project aims to promote inclusive mobilities in Europe for VET learners with disabilities by empowering and developing a network of European actors and strengthening their skills. It provides an e-learning training course on "How to organise inclusive mobilities" and a "support mobility plan" to better address situations that may require adaptations before departure.



<https://myboundlessjourney.eu/>

'DISABLED NOT UNABLE'

2021-1-HU01-KA210-YOU-000033878

This project aims to promote the participation of young people with disabilities in international mobility programmes by creating supportive professional materials and by preparing young people with disabilities and organisations to participate in international mobility projects. The main focus is on youth exchanges and short-term volunteering projects. There is also a [Handbook for Organisations](#).



<https://inclusivemobility.eu/>

INCLUSIVE MOBILITY. EU

This platform aims to support higher education institutions, national agencies, and ministries of education to assess the inclusiveness of their institutional policies and practices on the topic of international mobility and to provide them with feedback and recommendations for improvement. It created a [TOOLBOX](#), a training on '[how mobility programmes can be more inclusive](#)' and a [manual](#) to provide information and promote mobilities in an inclusive way.



'WAY TO GO'

2022-2-AT01-KA220-YOU-000097020

Way2Go's main aim is to encourage youth to take an active part in different projects all over Europe by equipping them with online and networking tools that will help them feel prepared and confident in their talents and knowledge.



<https://way2go-project.eu/>

Way2Go also aims to equip youth workers and other stakeholders with the necessary skills through training camps to prepare them for self-assessment before engaging youth with disabilities and/or disadvantaged backgrounds in their activities.

Able2Travel Guidebook is the main output of the project. It was designed to be a practical, easy-to-understand and accessible resource, especially for young participants with disabilities, who would like to be involved in international youth projects but might not know where to start, how to find these opportunities, or how to prepare themselves.

The WAY2GO Platform is an online space created for youth with and without disabilities, youth work practitioners and organisations willing to organise inclusive Erasmus+ and ESC projects. The platform not only provides free and open resources on how to be involved in or how to organise inclusive youth projects, but also offers connection and collaboration opportunities among these target groups.



<https://inter-move.eu/>

INTERMOVE+

The INTERMOVE+ is a result of the first INTERMOVE project (2015) and the successor of INTERMOVE for Trainers.

INTERMOVE+ aims to address the needs related to learning mobilities, providing learners with skills for a changing labour market, making mobilities more inclusive and offering digital and blended forms of mobility.

INTERMOVE+ is developing a training pathway to prepare mobility beneficiaries that, thanks to a technology-enhanced learning environment and innovative pedagogical approaches, will favour the development of transversal competencies in 6 different areas that are crucial for successful mobility experiences: Interculturality, Plurilingual Communication, Digital and Media Literacy, Entrepreneurship, Think and Act Green, and Emotional Intelligence.



<https://www.euprojectpresto.eu/>

PR.ES.T.O. - Promoting people with disability transnational mobility

2020-IT01-KA202-C01469E8

Its main aim is to promote social inclusion and to facilitate the transition of people with intellectual disabilities to the labour market, thanks to their involvement in transnational mobilities. To achieve these results, the project designed and developed a training course for VET operators and an awareness-raising campaign to promote the use of transnational work experiences as a key tool to foster the entrance into the labour market.



<https://www.goodjob-project.eu/en>

GOOD JOB

2023-1-FR01-KA220-VET-000156509

Good Job! aims to support the transition of young people with learning disabilities and difficulties from school to adulthood and employment. The project enables educators to identify the potential and difficulties in young people, then empowers them as Transition Mentors to support young people through coaching and mentoring, and finally reaches out and facilitates sustainable and inclusive transition policies between vocational and school education institutions and socially responsible employers.



<https://raelinclusion.eu/>

R(AE)L INCLUSION

2022-1-HR01-KA220-ADU-000085871

The project's focus is on adults with learning and behavioural difficulties and disabilities and adult educators working in different adult education programmes, as inclusion and individualisation need to be achieved at the lowest level of the education system, where adult education staff working directly with the target group have the main role in achieving the desired goal.

Training the trainers in adult education to be able to work with a diverse group of adults with disabilities by applying an individualised approach will contribute to increasing the quality and the offer of adult education programs for adults with special educational needs and disabilities. Adults with disabilities will thus have a greater choice in further education, improvement of their own competencies, and active involvement in society tailored to their abilities.



'GREEN ERASMUS' Project

2020-1-BE01-KA203-074971

The Green Erasmus project strives to improve the environmental sustainability of the Erasmus+ Programme and raise awareness across the European Higher Education sector about the importance of sustainable internationalisation. Green Erasmus carried out a comprehensive analysis of the environmental impact of Erasmus+ mobilities and developed an educational tool on sustainable internationalisation.



<https://project.greenerasmus.org/>

The Green Erasmus Portal has been developed to provide students with concrete information on how to be sustainable before, during and after their Erasmus experience. It can also be played the On my way and Small Steps games and test the sustainability knowledge through the Green Erasmus Quiz!



BEST BUDDIES

Best Buddies International is a nonprofit organisation dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, leadership development, inclusive living, and family support for individuals with intellectual and developmental disabilities.

Best Buddies Poland Volunteer Programme is part of the international volunteer movement Best Buddies International. By joining Best Buddies, the participant becomes part of a growing movement of people with and without disabilities who care about ensuring that everyone has equal opportunities to have a friend. Social inclusion is one of the simplest yet often overlooked solutions to the problem of exclusion that has affected people with disabilities for many years.

More information about the Polish programme www.facebook.pl/BestBuddiesPoland

A video explaining the Polish programme:

<https://www.youtube.com/watch?v=K1WpPUVGj48&t=1s>



Inclusive Campus Life

2016-1-BE02-KA203-017365

Inclusive Campus Live - Further education for people with intellectual disabilities aims to make life on campus for higher education more inclusive for people with intellectual disability.



<https://www.iclife.eu/>




<https://moocdys.eu/>




<https://non.4mal.4all.paralisiacerebral.pt/>




<https://www.edf-feph.org/projects/vividt/>

'MOOC Dys'

2017-1-BE01-KA201-024775

An International and Multilingual MOOC (Massive Open Online Course) about Specific Learning Disabilities: dyslexia, dysgraphia, dyscalculia, dyspraxia and dysphasia.

'NON4MAL 4ALL - Nonformal activities for inclusive groups of students'

2016-1-RO01-KA201-024566

The Non4mal 4all project's main objectives:

- Increase active participation of the students with special needs in school life and social life through non-formal methods;
- Enable teachers with methods of non-formal education and strategies to develop inclusive games that will involve all students in the social group;
- Support the inclusion of students with SEN in mainstream schools.

It created a Collection of Games and nonformal activities and a Training for teachers.

VIVID:T - Technical Assistance in Humanitarian Response, Ensuring Valuable International Volunteering and Inclusion of Persons with Disabilities

In a nutshell, VIVID:T project's main aim is to create a global community of practice working towards disability inclusion in humanitarian action and volunteering.

It created some outputs like the Volunteers with Disabilities in ESC, and A good practice guide on how your organisation can be more inclusive



**Strategic
Partnership
for Inclusion**
We are all in.



<https://iedaproject.eu/>



https://dyvo.eu/en/_about/

SALTO INCLUSION & DIVERSITY **Collection of good practices for inclusion in SALTO (VIDEOS)**

SALTO I&D created a series of videos with tips and good practices for inclusion.

It also created the STRATEGIC PARTNERSHIP FOR INCLUSION, which is a National Agencies cooperation. They hosted ID TALKS TRAVELS with several tips to turn projects more inclusive, and a 'Disability Inclusion Guide'.

IEDA PROJECT - Inclusive Non-formal Education for People with Disabilities (Adult Education)

2020-1-HR01-KA204-077868

Erasmus+ project "Inclusive education: ensuring participation of persons with disabilities in non-formal adult education (IEDA)" aims at developing a structured model for modifying or increasing the flexibility of existing adult education programmes to be appropriate and accessible to persons with different disabilities, including the use of digital technologies to overcome barriers in the educational environment. A Handbook was created.

DYVO - Digital Technologies for Validating Young Volunteers' Competences

2020-2-IT03-KA205-019156

The project focused on developing an innovative digital tool to identify, assess, and validate the soft skills and transversal competences gained by young people through volunteering.

IMProVE

Inclusive Methods in Professional
Volunteering in Europe



<https://professional-volunteering.eu/about-the-projects/improve-2/>

IMProVE 2:0 – Inclusive Method in Professional Volunteering in Europe

2021-1-CZ01-KA220-ADU-000035109

The project was developed by organisations working with people with physical, mental, intellectual, or learning disabilities, and focused on making volunteering more inclusive by creating a comprehensive model to involve persons with disabilities in meaningful volunteering experiences. It builds on the results of the previous IMProVE project (2018-1-CZ01-KA204-048024) and introduces new tools and support systems to ensure the active participation of all. It highlights the importance of integration and inclusion for people with disabilities, including PWIDs, to volunteer in activities to enrich their communities and foster positive friendships through inclusion buddies. Training and support were offered to all involved: the accompanying persons (in this case known as “Inclusion Buddies”), parents, facilitators, caretakers of people with disabilities, and volunteers with disabilities. Inclusive projects and such efforts are useful and congruent with efforts to extend the benefits of mobility experiences beyond the allotted time.



<https://www.ever-safe.eu/>

eVer Safe

eVeRsafe is a project focused on developing a Virtual Reality (VR) platform to help people with autism deal with abrupt situations and emergencies that can occur in everyday life. Through VR, autistic people will face conditions that are not part of their safe routine, and they will learn how to respond in order to control the unexpected and cope with it safely.



<https://www.youtube.com/@idosport9439/featured>

IDOSPORT: Intellectual Disability and Sports

613369-EPP-1-2019-1-IT-SPO-SSCP

The project primarily aims to reduce the exclusion of people with intellectual disabilities, focusing particularly on the importance of sporting practice as an opportunity to increase participation and reduce inequalities.



["The search for the holy grail" e-book in English](#)

'The search for the Holy Grail'

2019-1-PL01-KA204-065672

"In Search of the Holy Grail" was a project in which people with disabilities played the main role in the process of creating four educational videos and an e-book. During the production of the films and the e-book, people with various disabilities shared what was important for them in the cooperation with educators, therapists, teachers, but also parents and peers. They were asked about the moments when their lives "changed for the better". As a result, a variety of non-formal education tools were collected on topics such as work, independent living, hobbies, interests, cooperation with therapists, teachers, and building family relationships.

The project results are: 4 movies telling different stories about people who want independence and equal treatment, and an e-book which tells the stories of the individual participants.



<https://differentsoundsproject.com/>

DIFFERENT SOUNDS

The "Different Sounds" project, carried out by organisations working with individuals with intellectual disabilities, resulted in four intellectual outputs: a printed book, an e-book, a multimedia e-book, and an animated film. The stories, texts, photos, images, and music used in the publications were created by artists supported by the partner organisations. Through discussions and the creative writing process, four stories were developed covering the following themes: the right for everyone to be an artist, respect for diversity, and alternative communication.



YouTube: <https://www.youtube.com/watch?v=hoXf2yMUxUs&t=1s>

WORLD NOT KNOWN ENOUGH FESTIVAL

"World Not Known Enough" is an event that has been held regularly for 29 years. This artistic event is aimed at artists with intellectual disabilities from Poland, as well as at a broad audience from the local community. "World Not Known Enough" promotes the potential, capabilities, and artistic achievements of individuals with intellectual disabilities.

The Little-Known World is an event that enables people with disabilities to integrate not only with the artistic community. As part of the festival, interdisciplinary workshops are taking place, such as theatre, mural, painting, photography, music, and more. In addition, there are concerts, performances, exhibitions, and a parade. All activities involve both artists with disabilities and professional artists.