

# CHAPTER 4:

# AFTER MOBILITY



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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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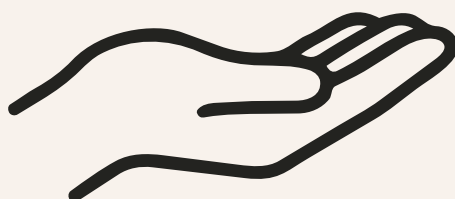
# INTRODUCTION TO CHAPTER 4: After Mobility

The fourth chapter of the P.R.I.M.E. handbook focuses on the stage of the project cycle that begins when the participant with intellectual disabilities (PWID) completes their mobility experience.

Project Application & Management	Before Mobility	During Mobility	After Mobility
 Chapter 1	 Chapter 2	 Chapter 3	 Chapter 4

In this chapter, you will find useful information, good practices and tips on how to follow up and conclude your inclusive mobility project for PWIDs, starting from the moment the participant returns home.

This is not a general training on evaluation or participant follow-up in a mobility project. Rather, it provides additional guidance on how to make this phase more inclusive for PWIDs.



Although it may seem that the adventure ends once your participant returns home, there is still much to do, and your support to the participant remains important AFTER MOBILITY.

The steps covered in this chapter include:

- How to evaluate the project once back home
- How to conclude the learning process, reflect on it, and recognise the learning outcomes
- What to keep in mind when writing the Final Report to the National Agency
- How to disseminate your project's results
- How to support your participants in the follow-up phase

## EVALUATION

Apart from being compulsory, evaluation is also essential for ensuring that the mobility project truly meets participants' needs, particularly individuals with intellectual disabilities. Evaluation helps to identify the barriers they faced, and to verify whether the programme was accessible, inclusive, and empowering. By assessing outcomes and collecting feedback, organisations can adapt and improve future projects, creating environments where every participant can thrive. Importantly, it also offers individuals with intellectual disabilities a chance to have a voice by expressing their experiences, fostering self-advocacy and a sense of belonging within an international community.

As seen in Chapter 3, the final evaluation of the mobility project can be carried out by the hosting organisation at the end of the stay, while still in the destination country. Since the participant is still immersed in the experience at that moment, the evaluation will be influenced by the immediate context, emotions, and recent memories.

However, it is advisable to conduct another final evaluation of the experience once the participant has returned home, allowing some time to pass after their arrival. This can offer a different perspective: the participant may be influenced by the change of environment and by emotional and cognitive distance from the mobility experience. Both moments are valuable and can offer complementary insights for the evaluation.



Some participants may find it difficult to remember certain details once the mobility experience has ended. Photos and videos can be useful tools to help memory recall and support the evaluation process

## EVALUATION BY PARTICIPANTS

Evaluations conducted with participants with intellectual disabilities should be adapted to their individual needs. There are several methods and tools you can choose to use when working with them.

As mentioned in Chapter 3, the final evaluation carried out by the hosting organisation can be repeated once the participant returns home, and/or adapted according to what you want to evaluate. The same methods can be used:

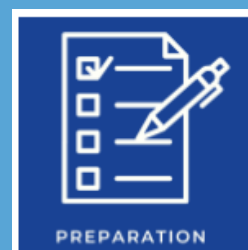
### VISUAL SUPPORT and IMAGES



### COLORS



### ETR QUESTIONNAIRE



For ETR refer to Annexes: Written and Spoken Evaluation After Mobility respectively. Here is an example of an activity focused on the participant's feelings. This activity can be done BEFORE and AFTER the mobility (Chapter 2) Activity - Feelings before the mobility.



How I feel after my mobility experience (same board as the pre-departure meeting to compare feelings before and after mobility)

In addition to evaluating different aspects of the mobility (such as accommodation, activities, people involved, or integration into the community), it is equally important to evaluate the **LEARNING PROCESS** of the participants.

This can be achieved through other specific methods, some examples of which are presented below.

# VIDEO INTERVIEW

One of the modern ways of evaluation is a video interview. Consider that some PWIDs may have difficulties reading or writing; a visual support or verbal communication can be more accessible for them.

In this case, a short video interview can be an alternative method of evaluation. In an era of social media, it can also be a valuable tool for promoting the project.

In Chapter 3, reference was made to encouraging participants to keep a daily journal, or video diary, as a way to keep track of their journey; PWIDs should be encouraged to revisit this journal before the interview to help them recall key moments and share their experiences more detailed and honestly. This tip may help any participant who has trouble with memory, and also if some time has passed since their return home.

Ideally, videos should include English subtitles to make them accessible to a wider audience. If participants do not speak English, staff can assist by translating their words into subtitles.

To adapt to the needs of PWID, the video interview should be short, with clear, direct, closed-ended questions. Besides supporting concentration and memory, simple questions can reduce anxiety, prevent discomfort, and allow participants to express themselves more confidently.

By asking simple questions, you can evaluate the project's strengths and weaknesses, which could be useful for future improvements.



Examples of interview questions:

- What is your name and where are you from?
- Where did you go for your mobility?
- What was the name and the topic of the project?
- What did you do there?
- Did you like the work or learning experience?
- What did you learn?
- Was it well organised?
- Did you have good support from your accompanying person?
- What was the biggest challenge?
- Would you recommend this project to other people?
- What would you change if you could do it again?
- Do you think your expectations were fulfilled?



[Here is an example of a video interview with a PWID.](#)

## SUM-UP FINAL VIDEO

As mentioned in Chapter 3, you may also invite your participants to create a final video that sums up their mobility experience. This serves as a record of what they have done and learned, a personal reminder of their journey and a useful tool for evaluation and dissemination. To prepare this final video, participants should be encouraged to take photos and short videos throughout the entire mobility experience. At the end of the stay, they can choose their favourite moments and edit them into a short final video.



### GOOD PRACTICE

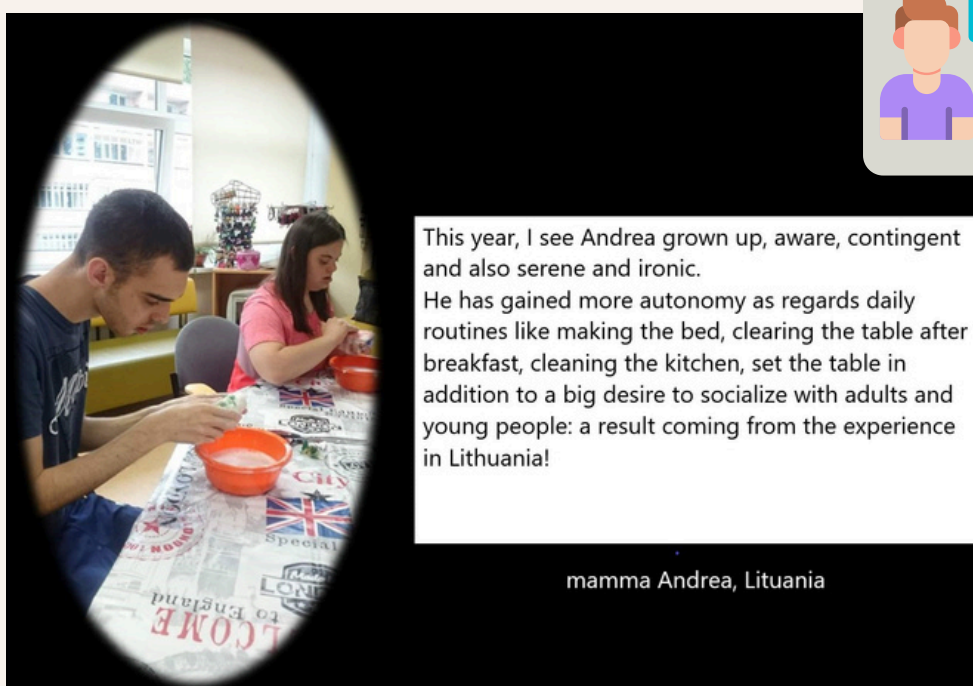
Here are some examples of final videos. Remember to keep it fun and simple!

## EVALUATION BY ALL STAKEHOLDERS

Evaluation should not only involve PWIDs; all those involved in the mobility experience are important when analysing the inclusivity and accessibility of the project. Their perspectives can provide valuable insights for improvement.

You can ask for an evaluation from:

- Accompanying person (AP)
- Mentor and tutor (employer, supervisor, etc.)
- Staff from the sending and hosting organisations
- Other participants
- The participant's family members, parents or guardians
- Other people who worked closely with the participant, such as teachers



Feedback from trainee's mother

The methodology used will depend on your target group. Some methods include:

- Written surveys or questionnaires (online tools for a greener project!)
- Individual interviews
- Focus group

Travel journal or internal vlog (see Chapter 3 short daily video journal PWID shares with family and sending/hosting organisation)



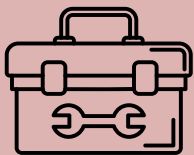
The questions asked should be adapted to the project goals and the type of evaluation you are aiming for.

In general, you may wish to evaluate the following topics:

- Activities
- Economic factors and budgeting
- Local integration
- Skills and competences developed
- Cultural and social learning
- Expectations vs Reality [including feelings of preparedness before the mobility]
- Effectiveness of preparation and support before and during the project
- General feelings of confidence and independence after the mobility compared to before



Here is an example of an activity to evaluate how initial fears were overcome and assess developed skills: "[Fears and learnings](#)".



### **SPECIAL TOOL: STRUCTURAL FRAMEWORK**

The Structural Framework is a newly developed tool to help evaluate the participants' readiness for mobility. This can not only be in relation to short-or long-term mobilities, but also regarding the readiness to be more independently mobile once the participant is back home. For example, after the Erasmus+ experience, evaluate if the participant is more confident to move around their home town, travel to a neighbouring town, or maybe even live more independently. In the case of VET mobilities, the framework can assess the readiness for the PWID to move towards long-term employment in their home community. This tool is adaptable to each case and serves as a guide for those supporting and assisting the participant to improve their life.

# PARTICIPANT'S REPORT

Every participant in a mobility project is required to complete the PARTICIPANT'S REPORT. This is an official document sent automatically through the project management system platform (Beneficiary Module) to the participants on the last day of their mobility.

Participants have 30 days to fill it out and submit the report.

It is compulsory, and the organisation must ensure it is completed, since the project cannot be concluded without it. It is strongly advised that the sending organisation supports the participant in filling out the report.

The official Participant's Report can be difficult to understand. The P.R.I.M.E. project has created supporting documents in easy-to-read language to help project staff support PWIDs with this document.

# LEARNING PROCESS & CERTIFICATES

Within the Erasmus+ and ESC programmes, participants have the opportunity to receive official certificates recognising their experience and learning process. This recognition can significantly enhance social inclusion, confidence, employability, and personal development, especially for PWIDs. There are several tools; however, the two key tools we will approach in this context are the Europass and the Youthpass

# EUROPASS and YOUTHPASS

These are the two different official tools for the recognition of competences that the P.R.I.M.E. project is approaching:



EUROPASS certificate is awarded to participants who complete VET (Vocational Education and Training) or ADU (Adult Education) experiences.

YOUTHPASS certificate awarded to participants who complete a volunteering experience under ESC or a YOUTH mobility experience.



Short-term ESC volunteers and accompanying persons with Youthpass



Short-term VET trainees and accompanying persons with Europass and project certificates

The skills and experiences acquired during a mobility project are formally recognised through YouthPass and Europass certificates. These certificates provide a structured way for PWID to showcase their abilities, making them easier to demonstrate to others.

Both hard skills (like technical abilities acquired during training) and soft skills (like problem-solving, teamwork, and communication) can be included in these certificates. These competences are often difficult to demonstrate without formal documentation, so the certificates can be especially valuable.

Using these certificates as evidence of achievement can support participants in presenting their abilities to prospective employers, educational institutions, or other programmes. This recognition can greatly contribute to increased confidence and self-esteem.



To learn more about the COMPETENCES recognised in both certificates, check the online training [video](#) and [materials](#) from the 'Online Training about Learning Process'.

To better understand each competence and how to present it to the PWID, check the 'Easy-to-read documents' section.

Additionally, PR.I.M.E. partners have developed a [gamified tool](#) to support PWID and staff through the learning process by: identifying learning goals for the mobility, keeping a record of the actions, and recognising skills and developments.

The PR.I.M.E. project has also produced [Easy-to-Read support documents](#) to help participants and project staff understand these official documents when filling them in.



# What are these certificates for?



## Employability

International experience and practical abilities are highly valued by many employers. By presenting a YouthPass or Europass certificate, PWID can clearly demonstrate their involvement in approved mobility or training programmes.

These certificates may also support access to supported employment programmes, where job coaches or employment agencies can match individuals with opportunities based on their documented strengths. This increases access to opportunities in more inclusive workplaces and offers a structured way to show readiness for employment.



## Lifelong learning

These certifications can also be used when applying for apprenticeships, higher education, and occupational or vocational training. They provide educators and training facilities with a detailed perspective of the learner's experiences and abilities, helping them understand the person's potential and learning requirements.

Receiving a formal certificate, such as Europass or YouthPass, might boost self-esteem. For PWID, this can be a strong motivation to continue engaging in learning, training, or personal hobbies where they can further grow, provided they have a certificate to demonstrate their accomplishments.

This creates a feeling of achievement and encourages further involvement in activities in social interaction, and personal development.



[\*\*Watch Story\*\*](#)



## International Recognition

The Europass and Youthpass certificates are designed to be recognised throughout Europe, which means the skills gained during mobility are transferable across countries. This can be especially valuable for participants who may consider relocating to pursue employment, education, or volunteering opportunities in new areas.

Thanks to this recognition, PWID may gain wider access to opportunities in education, employment, and volunteering all over Europe.

# ESC CERTIFICATE

The European Solidarity Corps (ESC) programme automatically gives a Certificate of Participation to the volunteers through the PASS system. It is the responsibility of the lead organisation to generate and deliver this certificate to the participant.



# OER LEARNING PROCESS

As presented in Chapter 2 and Chapter 3, the PR.I.M.E. project has created a digital tool to support the learning process of PWIDs. This tool helps with the recording and recognition of learning throughout the mobility experience.

To experience this tool, view [OER2](#).

This tool contains a set of actions that could be carried out during a mobility experience; each action refers to a specific skill or competence. Before starting the mobility, the participant, supported by the accompanying person and/or mentor, can choose which actions they want to focus on during the mobility to improve the related skills (such as communication, problem-solving, personal relations, and more). These learning goals are also included in the Learning Agreement or Volunteering Agreement. The tool enables participants to record their actions during the mobility and observe any changes or improvements by the end. This helps both participants and organisations to assess the skills acquired and to prepare the relevant certificates.

# CERTIFICATE FOR OTHER STAKEHOLDERS

An ESC or Erasmus+ mobility experience can be enriching for all stakeholders. Not only do PWIDs benefit from a remarkable experience, but accompanying persons, mentors, tutors, employers and others involved may also feel the positive impact.

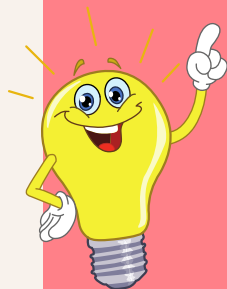


PsPc: Volunteering project "Change the World".  
Participants: Jsuta, Daugvydas, Nerijus, and Gintare

As a TIP, we recommend recognising the contributions of all involved through a CERTIFICATE OF PARTICIPATION.

You can create a personalised certificate for each member of the team in the YouthPass.

Alternatively, you may design your own certificates and send them to each member as recognition of their involvement in the experience.



# FINAL REPORT TO THE NATIONAL AGENCY

Every financed project requires the submission of a Final Report to the financing entity, which in this case would be the National Agency (NA). The organisation coordinating the project is responsible for completing this report, which includes both a descriptive section and a financial section. The required content may vary depending on the type of Action and project you do.

## DESCRIPTIVE REPORT



The descriptive section usually includes information about the following:

- Objectives of the project
- Description of activities
- Results and outcomes reached
- Practical arrangements
- Impact on participants and organisations
- Impact at local, national or international levels
- Methods used to record the learning process, and learning outcomes attained

Specifically, when declaring 'participants with fewer opportunities', the report must also describe:

- How participants were identified and selected
- What support was provided to the participants with fewer opportunities, including special or additional measures

The documentation required to prove the status of participants with fewer opportunities depends on the rules of each National Agency (see Chapter 1). It is strongly recommended to contact your National Agency before starting the mobility, to ensure that all necessary documentation is collected from the beginning.

Unfortunately, in some cases, the required documentation might not be clearly defined. Therefore, it is best to stay organised and keep detailed records of your mobility. It is important to note that final remuneration is granted after the final reports are submitted and accepted. Keeping daily records, such as lessons learned, reflections and other activities, for documentation purposes, will facilitate writing the final reports.

The AP needs to take notes of what was done at the end of each day, since the PWID should not be expected to complete their reports independently. They require support and assistance; therefore, the AP must be organised. Notes do not need to be written documents; one can keep voice notes, or a vlog of the mobility (see Chapter 3), which will then be adapted and written out properly in the final report.

# FINANCIAL REPORT



The financial report is largely automated within the Beneficiary Module. As explained in Chapter 1, some REAL COSTS may be requested as additional expenses at the application stage. To reiterate, these expenses must be fully justified and supported by all necessary documentation when submitting the Final Report.



**DIGITAL TIP:** Keep all receipts organised and well documented. Using a mobile scanning application can help store a digital copy of receipts and other important documents. This can also be used to keep a soft copy of other important documents throughout the project.

Examples of free, user-friendly mobile scanning apps include [CamScanner](#) and [Genius Scan](#)

## GREEN TIP:

Aim to reduce paper use whenever possible. Use emails and online cloud services to keep records of documentation and important information. Where paper documents are necessary, ensure they are filed properly and recycled when no longer needed.

When the final report is submitted to the National Agency, the project is officially finished, in theory, but not necessarily in practice.

It is important that projects do not exist and end in self-containment, but instead result in creating an impact, continuity and sustainability.

That is why, even after project closure, it is advisable to focus on two very important aspects:

- Dissemination of project results
- Follow up with participants

# DISSEMINATION

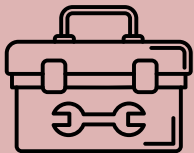
One of the key requirements of the Erasmus+ and ESC programmes is the dissemination of your project and its results, in order to maximise their impact.

## Main Objective of Dissemination

The main purpose of dissemination is to maximise the impact of the project results by:

- Optimising their value
- Strengthening their impact
- Transferring them to different contexts
- Sustainably integrating them and actively using them in systems and practices at a local, regional, national and European levels

Well-planned and well-executed dissemination activities ensure that the impact of your project goes beyond those directly involved and continues beyond the project's lifetime.



### **How to communicate your project: A step-by-step guide on communicating projects and their results**

This is an official step-by-step guide for beneficiaries of the Erasmus+, Creative Europe, and European Solidarity Corps programmes, designed to support them throughout their communication activities.

## Means of dissemination

To fulfil the project's objectives and promote its impact at local, national and European levels, a range of dissemination methods can be used by the partners to reach the project's target groups. These activities should be applied throughout the entire project life cycle, and ideally continued after the project ends, to ensure long-term impact and sustainability.

Dissemination methods include the following:

- Visual Identity or Logo
- Website, Platform, or Blog
- Social media pages
- Events (in-person or online) - Erasmus days and Europe days are ideal opportunities to organise dissemination events
- European Platforms (such as [SALTO](#), [EPALE](#), [Erasmus+ Project Results Platform](#))
- Promotional materials (like brochures, leaflets or flyers)



### GOOD PRACTICE

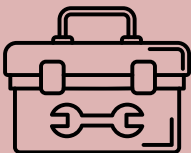
Consider creating a blog and giving your participants a voice. Such personal sharing of experiences is a useful testimonial and a valuable memory for all the stakeholders who wish to revisit the experience years later.

Two examples of such blogs are the [Change the World](#) project and [KaraEuropa](#) blog.



Use specific hashtags to create a sense of community around your project and its activities.

#PRIME #YouthMobilities  
#Erasmusplus #inclusion



To organise an INCLUSIVE EVENT and disseminate your project, make use of this interesting tool: [INCLUSION METER](#)

# Understand Your Audience

What and how you disseminate depends on who your target group is.

Consider the following:



## **Language and Literacy Level**

Use clear, non-technical language that is accessible to a wider audience. Simplicity and clarity are key.



## **Target Groups**

Understand who your audience is by identifying stakeholders: caregivers, families, teachers and educators, healthcare professionals, employers, and the general public.



## **Tailored Messaging**

Customise your message for different audiences. For example, caregivers might be more interested in practical support, while educators could focus on inclusive practices in the classroom.

# Engage Stakeholders

You can actively involve stakeholders in dissemination activities. For example:



## **Collaborate with experts**

Mentors, partners, and professionals who work with PWID can endorse the project's findings, encourage uptake and integrate them into their practices.



## **Involve PWID Communities and Advocacy groups**

Include PWID and their families or mentors in the dissemination process. Their experiences can add credibility and make the message more relatable.



## **Partner with Organisations**

Collaborate with disability advocacy groups, nonprofits, schools, and healthcare institutions to extend your reach and visibility.



# Accessibility

To be inclusive to all, not only within the project, but also in your dissemination, consider:



## **Accessible Formats**

Provide materials in accessible formats such as large print, braille, audio, or easy-to-read text.



## **Digital Accessibility**

Websites and online materials should be Web Content Accessibility Guidelines (WCAG) compliant, with screen reader compatibility and keyboard navigability.



## **Subtitles and Sign Language**

Videos should include subtitles and/or sign language interpretation to ensure accessibility to a wider audience.

# Engage PWID as Active Participants

Involving PWIDs in the dissemination process, even during the mobility, is an empowering method to further engage them in the project. For example, they can act as journalists or reporters of your project and contribute to a final dissemination tool, such as a journal, article, or video.

Examples:



## **Peer-led initiatives**

Encourage PWID to take leadership roles in dissemination by having them organise events, manage social media, or present findings.



## **Co-creation**

Involve youth in content creation (like videos or posters), giving them ownership of the project. Ensure the message reflects them and is in their language.



## **Interactive workshops and presentations**

Engage youth in discussions, brainstorming sessions, and Q&A activities to allow them to contribute and explore ideas.



Informal after mobility interviews and testimonials can be used for dissemination on social media platforms [Watch an example here.](#)

Involving young PWID at national and local levels will facilitate building a community around the project.



**GOOD PRACTICE**  
PWID as REPORTERS  
Festival: World Not Known  
Enough

Empowerment of PWID is a priority for us; hence, for years, they have taken journalist roles during the festival. One or two PWID "travel" from workshop to workshop, attend concerts and art events, and interview artists and participants.

Here is Kasia, our Polish participant, during the 2023 "World Not Known Festival", conducting interviews.



Participation in Erasmus Days as an example of dissemination of mobility experiences

For more information about the dissemination of your project, check the [Online Training about Dissemination](#) and its [materials](#).

## FOLLOW UP

Erasmus+ and ESC mobility experiences can be highly enriching for everyone involved. Ideally, the lessons learned during mobility should be carried forward into daily life, to continue reaping the benefits and improvements rather than fading once the experience ends. However, maintaining this positive impact requires some support and comes with its own set of challenges.

To keep following and supporting your participant, consider maintaining regular communication. Ensure that mechanisms are in place to keep participants engaged after the initial outreach. Such as through newsletters, social media updates, or additional follow-up events.



Follow-up meeting with the parents of former participants as research for the PR.I.M.E. project's needs analysis phase

Develop long-term strategies to keep participants involved, including mentorship programmes or leadership training on project results and materials. These approaches help keep the project alive beyond its official timeline and are beneficial for both your organisation and the participant.

Follow-up Support must be adapted according to the experience the PWID has had, especially for long-term mobilities. The mobility experiences often represent a major milestone in one's personal life and development journey. PWIDs would have experienced opportunities to build confidence, gain independence, and strengthen social and practical skills. Therefore, participants should be provided with support as they are reintegrated into their home environment. To sustain progress, follow-up activities should be developed and offered to PWIDs which allow and encourage reflection on their growth and learning, share their experiences, and apply their new skills in everyday life.

Evaluation should therefore not be a one-off task. It should be something participants can revisit, helping them reflect on their progress and continue their personal development.

Follow-up activities include:

- Family support and encouragement for personal reflection
- Periodic group reflection workshops
- Peer-sharing in schools or youth centres (which can also be part of dissemination)
- Mentoring opportunities or continued involvement in local youth projects

Sharing reflections and outcomes not only celebrates participants' achievements but continues to raise awareness and inspire others. It helps generate new opportunities for young people with fewer opportunities and promotes a more inclusive and welcoming society.



#### **GOOD PRACTICE: WAY2GO PROJECT**

Other projects, such as [Way2Go](#) highlights the importance of continuing to instil the lessons learned into the daily lives of PWIDs.

After the Erasmus+ mobility experience, it is crucial to give PWIDs effective follow-up support to help retain the knowledge and skills gained abroad. The [Way2Go project](#) emphasises the need for inclusive activities and tailored support throughout the project cycle, including the final phase, to ensure that participants can fully integrate and apply their experiences beyond mobility.

## **‘What can I do with my mobility experience now?’**

Very often, participants may feel uncertain after a mobility experience. The question “What now?” often arises once the excitement of the experience has passed.

Apart from supporting them in other activities and experiences, both locally and abroad, you can propose several actions. Below are some examples.

## BE AN AMBASSADOR



Involve former participants to participate in activities and events where they can share their previous mobility experience. By inviting them to tell their story, they will refresh their memories, including learned skills, feel an important sense of contribution and esteem, and inspire others. This can also be done through testimonial videos posted on the website and social media.

Past participants can remain involved by encouraging new participants through sharing; give advice based on their past experiences on how to cope with difficulties, such as being homesick.

As an ambassador, past participants can verbally or visually walk new participants through their experiences, especially if they will be visiting the same country; new participants will have firsthand stories about what the culture is like, different foods and activities they can expect. This also serves a reflection on their personal growth journey since their experience.

## PEER MENTORING

The best mentor is the one who has lived the same experience! You can involve your former participant in preparing or hosting new participants. This is beneficial since they:

- Share authentic experiences
- Feel appreciated and recognised
- Continue to develop social and communication skills

Peer mentoring can also be done through a buddy system, where locals help hosted participants by showing them around and acting like a local tourist.

This is also a good method of including local participants, who might not have the possibility of participating in mobility projects, to be included in the mobility experience within their own country, where they can enjoy giving advice and helping others learn and grow.



## SHARE YOUR LEARNING... and be GREEN!

Encourage participants to actively share what they learned during the mobility. Encourage participants to:



Create a list of sustainable tips and practices learned during the mobility that they wish to maintain once back home.



Share experiences on social media and explain to others what they have learned. For example, if they learned to plan their meals for a week and buy the right amount of food, so as to reduce food and money waste. After sharing the lesson with family, share it with others by posting on social media.



Share the lessons learned with close family and friends. For example, if they learned to reduce water waste by turning off the tap while brushing their teeth, they can show their family.



Start an online community where others can share their tips and experiences.

Others can share how they keep up the practices they have learned. We can learn from each other's experiences



If there are practices that participants choose to keep doing back home, encourage keeping a weekly record to instil the habit at home too. This builds a sense of achievement, promotes independence, and encourages personal accountability. For example, if they started putting kitchen scraps in a bag in the freezer and then giving it to the local farmer for compost at the end of each week. Participants can share these weekly practices and their accountability chart online, which will foster a sense of community and encourage others to do the same. This can also strengthen friendships and self-esteem.

We not only learn by doing, but we also learn by teaching others!

See Annexes: [Develop The Habit](#) and [Share What I Learned](#)

# PARTICIPATION and INVOLVEMENT in the ORIGIN COMMUNITY



VOLUNTEERING is a great way to continue the benefits of mobility projects and stimulate participants to be active in their local communities. Encourage participants to volunteer or get involved with local communities that promote sustainability and positive changes, once they have been reintegrated at home.



## GOOD PRACTICE: IMProVE 2.0

The IMProVE 2.0 project highlights the importance of integration and inclusion for people with disabilities, including PWIDs, through volunteering activities, which enrich their communities and foster positive friendships through inclusion buddies. Inclusive projects and other such efforts are useful and congruent with efforts to extend the benefits of mobility experiences beyond the allotted time.



Thank you, from the PR.I.M.E Project Partners