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MAKE IT HAPPEN!

CATALOGUE OF

INSPIRING PRACTICES ON INCLUSIVE MOBILITIES





INDEX

INTRODUCTION.....	3
GLOSSARY.....	7
INSPIRING PRACTICE 1: “Valueable”.....	8
INSPIRING PRACTICE 2: “Made in Europe”.....	18
INSPIRING PRACTICE 3: “Inclusive Mobility”.....	26
INSPIRING PRACTICE 4: “Mind Inclusion 2.0”.....	31
INSPIRING PRACTICE 5: “Strengthening personal development of students with special needs through intercultural activities”.....	40
INSPIRING PRACTICE 6: “Live”.....	49
INSPIRING PRACTICE 7: “UEDD”.....	58
INSPIRING PRACTICE 8: “SIA. The agents of social inclusion”.....	66
INSPIRING PRACTICE 9: “Vapetvip”.....	75
INSPIRING PRACTICE 10: “Role Models”.....	84

MAKE IT HAPPEN! CATALOGUE OF INSPIRING PRACTICES



INTRODUCTION

In order to understand the reason **why** we decided to collect those mobility experiences among learners with disabilities into a catalogue and **how** the inspiring practices selected are relevant to the Make It Happen project, let us now clarify the aim of this work.

In this catalogue we have identified 10 inspiring practices in line with the **MIH** project's aims and in some way relevant to the **MIH** partners.

This catalogue is the result of investigation and direct contact with organisations involved within learners with disability: companies, schools, associations, public bodies, etc., all united by the desire and commitment to make the experience of studying or working abroad accessible to all.

To select these inspiring practices, the year of the projects was one of the criteria, with preference given to recent projects (from 2018) with the implementation of international mobility for people with disabilities. An exception was made with Inspiring Practice No. 9, due to its relevance for the project results. Finally, the last criterion was to choose projects in which **MIH** members did not participate directly as promoters. This was intended to expand the **MIH** community by discovering new realities and new projects, which could inspire us and perhaps become part of the **MIH** Network.

Most of the protagonists in this collection have years of experience working with people with disabilities and/or in international mobility. We thank them all for their contribution to this research and for the work they do every day in the name of inclusion.



Let's take a step back, what is "Make It Happen"?

The project, co-funded by **Erasmus+ KA220-VET** - Cooperation partnerships in Vocational Education and Training, is based on a widely shared statement: If access to employment and training for citizens with disabilities remains below average, mobility programmes are no exception.

The MAKE IT HAPPEN project address this situation and propose innovative solutions to promote mobility opportunities among vocational training students (in **sheltered and mainstream environments**).

During the two-year duration of the project, 9 European partners will focus on empowering mobility referrers, social workers, trainers and **VET** educational staff with regard to mentoring the mobility of learners with disabilities through a methodology provided by both mobility and **VET** experts.

The expected impact is to promote and develop inclusive mobility for **VET** learners with disabilities in the coming years, in order to increase the number of learners with disabilities among **VET** learners with the opportunity to participate in an experience abroad.





CATALOGUE OF INSPIRING PRACTICES INTRODUCTION



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For each inspiring practice, we tried to analyse which aspects are relevant and can be transferred to the Make It Happen project.

The structure is simple: after the description of the practice (general data of the promoter organisation and the project, pictures, impressions and testimonials), we focus on its relevance to Make It Happen:



We loved. To reflect on what inspired us about the project and why.



Testimonies. To share interviews, online research, videos, articles, e-mails to give voice to the actors involved in the implementation of the project/experience. Some are quotations, others are information collected from material available on the web.



Relevance for Make It Happen project outcomes. How can the inspiring practice contribute to "Make It Happen" project? To improve our practices, we analysed the elements that could be transferred into one of the expected results, which are:





1. Mobility Commitment Chart. The Chart will provide a common vision of special needs, required conditions and common aims among partners. It will constitute the fundamental elements of quality towards education and training mobilities for the future members of the Make it Happen Network, gathering the conditions to guarantee participants a qualitative experience.

2. Design and implementation of the Methodology. A transferable methodology with guidelines & tools, aimed at supporting organisations to consider disabled learners for future European **VET** mobilities, will be designed. The methodology will be tested with the implementation of mobilities of **VET** learners with disabilities and accompanying persons.

3. The Make It Happen Network. This network will connect sending, hosting and intermediary organisations promoting international mobility of **VET** learners with disabilities all over Europe. It will gather potential educational, economical and social actors at local, national and European level to boost opportunities for **VET** learners with disabilities.

4. The Make It Happen Promotional Toolbox. Promotional material will be designed to give more visibility to the program in order to support social, educational and economic actors willing to participate in an equitable and responsible society. The goal is therefore to engage and attract a large number of people to join the Make It Happen Community.

Without further ado, we leave you to read the practices, hoping they will inspire you as they inspired us.



MIH: Make it Happen

VET: Vocational Education and Training

ID: Intellectual disability

LWID: Learners with intellectual disabilities

KA2 Erasmus+ project: Project composed of a strategic partnership that provides an opportunity for organizations from different European countries to work together for a period of 12-36 months.

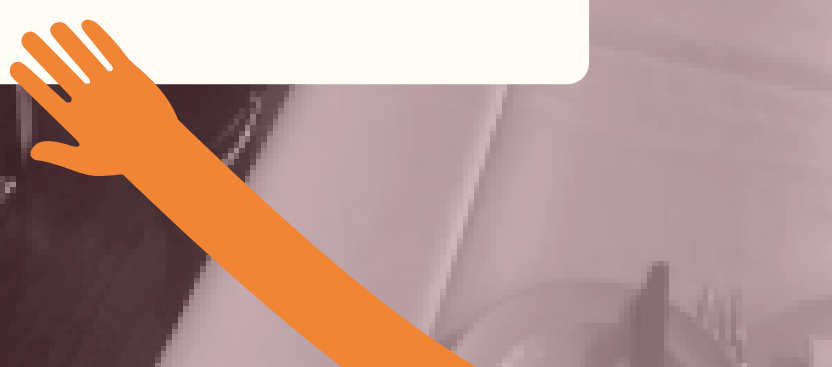
KA3 Erasmus+ project: Project that supports policy cooperation at the level of the European Union, thus promoting the development of new policies to start modernisation and reforms in education, training, youth and sport at the level of the Union and systems.

Shelter and non shelter environment: A shelter environment is a protected space that ensures that the conditions by which one is surrounded provide security, personal safety and protection.



INSPIRING PRACTICE 1:

VALUEABLE



GENERAL DATA 

Name of the organization

Associazione Italiana Persone Down
EPS ETS

Address

Via Fasana 1/B-C, 00195 Roma - Italy

Email

xxx

Link to the organization's website

www.aipd.it

Logo



Pictures of the organization and/or the implementation of the inspiring practice





Project name and brief description

"Valueable" is a project co-funded by the European Commission under the Erasmus+ program. It involves a partnership composed of training providers (mostly disability associations) and hospitality sector companies that include people with intellectual disabilities in their workforce.

Aiming to lower the high unemployment rate of people with intellectual disabilities in Europe, the project aims to improve the access of European citizens with **ID** to education, vocational training and employment in the hospitality sector.

Period of implementation

From 2014 - ongoing

Actors involved

- "Valueable" partnership network: associations and companies working in the hospitality sector that have the "Valueable" label: a three levels label to value the support and the commitment provided to people with Down syndrome (hospitality companies offering internship and work experiences to **ID** learners);
- Accompanying educator: in a 2:1 ratio. A person that knows the language of the destination country and has experience in working with people with disabilities, preferably in job placement in the country of origin.

Activities carried out



For Valueable members:

- A protocol for the involvement of hotels/restorative chains in the Valueable network;
- An accreditation protocol for aspiring Valueable **VET** providers with attached educational resources;
- An online training and videos targeting hospitality staff for a proper relationship between people with intellectual disabilities and their colleagues;



For VET professionals:

Blended learning course: a seminar in Rome and study visits, on the topic of employment and inclusion of people with disabilities, targeting education and vocational training from different countries.



For trainees/workers with **ID**:

- An HACCP (Hazard Analysis Critical Control Point) training scheme in a simple language adapted to the profile of apprentices and workers with **ID**, in agreement with hotel companies and certification agencies;
- An app named "On my Own" to make trainees and workers with disabilities more independent at work;
- Internship experience in their own country or abroad in a Valueable network hotel.



DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES 

Approach

The project's approach is to create a stable and reliable partnership network of companies and hotel chains willing to host the internship periods. Maintaining and expanding the "Valueable" network is a goal of the project itself. This provides continuity, security and professionalism to these experiences.

All placements are based on long-lasting partnerships between Vet providers and hospitality companies.

Links to references of the project/experience on a 
website/social network

- valueablenetwork.eu
- [Valueable Network Presentation European Project English - YouTube](#)



WE LOVED...

We were inspired about this project by the "Valueable" partnership network-building, which allows AIPD to work at the same time on mobility opportunities for people with Down syndrome and on raising awareness of the companies with which it collaborates.

They have designed "Valueable" guidelines for internship abroad of [LWID](#).

They have a long experience in Mobility projects.

They have a huge network available from the project website.

Cap Ulysse, leader of [MIH](#) project, hosted one of their trainees on November 2022.



How did they make it happen?

"Valueable" started in 2014 with a first ERASMUS+ project called 'On my own... at work'.

From 2014-17, a group of associations supporting citizens with disabilities, universities, hotels and a foundation designed and tested an e-learning course for managers in the hotel industry. A label rewarding their commitment as socially responsible companies is delivered once they follow the course and host trainees.

Later on, the "Valueable" project used the materials created for previous projects, to test and transfer them in other countries and languages. Now that AIPD has also an accreditation from the Italian National ERASMUS Agency for mobility projects the results of the project became sustainable and continue to be shared by the Valueable partnership with newcomers.



The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

The impact on the beneficiaries is very positive, both from the point of view of personal and professional growth. Over the years, the number of participants in these initiatives has increased. AIPD started sending people for internships abroad in 2007 and every year sends more. On the other side, the Valueable network, since 2017, has been sending approximately 20 people from different countries, to Portugal and to Italy. This year valueable will send 14 new trainees abroad.

These experiences are essential for the young people and their families to test themselves over a fairly long period of separation from each other (the internships last 3 weeks).

For AIPD, the internship experiences abroad have become an integral part of the job placement process. It is considered as a sort of "test" and has made the Association famous abroad thanks to its network. Finally, "Valueable" also has a great impact on the companies that host internship experiences because of the outreach work targeting them.

.....To summarise, the main impacts of the project are the quality of the.....
mobilities and the creation of a network of hosting organisations for Learners with **ID**.



What were the strengths and weaknesses of this mobility project/experience?

The strength of the project is that it continues to grow and evolve. This happens because of the new stimuli and ideas that AIPD continually receives from its new partners, enabling it to enrich its initial tools with new experiences from other countries and other companies. Instead, the more complicated aspect is to continue to keep the effort alive and increase the network of European partners.



Mobility Commitment Chart: The protocol of involvement of restaurants and hotels in the network and the protocol of accreditation (for VET providers) for the Valuable trademark can be inspiring for the drawing of the Commitment Chart.

Design and implementation of the Methodology:

Some of the materials and procedures of the projects can be useful tools for **MIH** project:

[A guideline for internships abroad](#)

An e-learning course for staff about job placement of people with **ID**. The structure of the course is pleasant, ergonomic and easily accessible.

[Managing Intellectual Disability Courses Online | Valueable \(valueablenetwork.eu\)](#)

The course is aimed at staff (mentors, educators, psychologists, social workers) who want to train themselves on the subject of job placement and acquire theoretical and practical skills to be used in their work in associations or other realities that deal with intellectual disabilities (**ID**).

The course is composed of 8 thematic lessons, with the aim of offering participants tools and strategies to work with the actors of the process (people with **ID**, families and companies) to achieve successful placements.

It is FREE and ACCESSIBLE in 7 languages: English, Portuguese, Spanish, Italian, German, Hungarian, Turkish.

The accompanying person is not a family member of the participants themselves, but rather a trained, experienced educator who is paid for his role. During the experience abroad he/she is able to observe the trainees and identify what may be the most important points of interest for their job placement when they will return to Italy. It is also important to give young people with Down syndrome a chance to challenge themselves during a period of separation from their families.

The Make It Happen Network:

The core partnership is quite extended, and it is made of Associations supporting Learners with **ID** and companies hosting **ID** learners:

- Associazione Italiana Persone Down onlus (Italy)
- Associacao Portuguesa de Portadores de Trissomia 21 (Portugal)
- Down España (Spain), · Down Alapitvany (Hungary)
- Hamburger Arbeitsassistentz (Germany)
- Down Sendromu Dernegi (Turkey)
- Solmelia Italia
- Turilima Empreendimentos Turísticos do Vale do Lima
- NH Italia Spa, · Libera Università Maria SS. Assunta
- Associazione Italiana Confindustria Alberghi
- European Hotel Managers Association
- European Down Syndrome Association

The Make It Happen Promotional Toolbox:

Video gallery: They have a video gallery with all the videos produced for the promotion and the training course.

Melia Hotel promotional video



This project is awarding partner companies of a "trademark": a label creating a stable network and being able to do extensive outreach work. This accreditation system for valuable **VET** providers is aimed at creating a community of "Valueable" accredited organizations.

[Accreditation_proposal.pdf](#)

By doing that, the project created a huge European network of companies that belong to the European network of socially responsible hotels, restaurants and cafes.

[Members Map](#)





INSPIRING PRACTICE 2:



MADE IN EUROPE



GENERAL DATA

Name of the organization

Cooperativa sociale Kara Bobowski

Address

Via Fanelli 2, 47015 Modigliana (FC) - Italy

Email

europa@karabobowski.org

Link to the organization's website

<https://www.youtube.com/user/karabobowski/videos>

Logo



Pictures of the organization and/or the implementation of the inspiring practice



DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES 

Project name and brief description

"Made in Europe" is a transnational mobility project of staff and learners in the field of education and vocational training, funded by the ERASMUS+ Program.

The project provides a three-month international training internship experience to recent high school graduate students. They serve an internships period at qualified host companies in other European countries, acquiring professional skills.

In order to include students with special needs in these proposals, Cooperativa Bobowski also provides the possibility of short mobility internships abroad (lasting two-weeks) with the presence of an accompanying person. These experiences contribute to the path to autonomy of people with disabilities.

The project was awarded "best practice" by the Italian National Agency.

Period of implementation

Since 2015 - ongoing

After the first "Made in Europe" project, Cooperativa Kara Bobowski continued to promote inclusive VET mobility projects. Today the sixth version of the "Made in Europe" project is ongoing.

Actors involved

- Host partners are entities involved in the field of disability, job placement, or inclusive mobility;
- Cooperativa Bobowski conducts pre-departure preparation and post-return evaluation activities for the participants;
- The presence of an accompanying person, chosen by the beneficiary, usually a relative or a friend, is expected for short mobilities (Cooperativa Kara Bobowski does not recommend the accompanying person to be a parent). Depending on the type of special needs, when possible it is recommended that the companion is a peer.
- Special education support teachers from students' schools are involved in pre-departure activities.

DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES

Activities carried out

- Pre-departure preparation activities for participants and accompanying persons;
- Customized individual path construction for trainees with special needs;
- Return experience evaluation activities.

Approach

Cooperativa Bobowski creates individual and personalized mobility experiences for young people with special needs, based on their strengths and weaknesses, hobbies and passions. Mobility opportunities contribute to the path of autonomy of students with disabilities, in the delicate moment of transition from education to employment.

Links to references of the project/experience on a website/social network

- <https://www.karabobowski.org/wp-content/uploads/2022/12/Bando-Erasmus-MADE-IN-EUROPE5-ErasmusPro-e-Special-needs.pdf>



WE LOVED...

Regarding this project, we loved the approach of building individual pathways for each person based on his/her personal characteristics, involving support teachers and the educators of the students, who already know them, in pre-departure activities.

It is also inspiring that these internship experiences are served at companies that have experience in accommodating people with disabilities and that therefore have the experience necessary to properly accommodate the trainees, building a path of growth with them. Depending on the type of special needs they choose where to address each participant and the type of internship he/she will serve, creating a personalized pathway for each one.

How did they make it happen?

Cooperativa Kara Bobowski was founded in 1992, and it has been active in inclusive mobility projects since 1997, due to the strong will and insight of its president, a French teacher, who has always had a focus on promoting mobility opportunities for people with disabilities. Inclusive mobility is part of Cooperativa Kara Bobowski's mission. "Made in Europe" is part of an internationalization strategy that Cooperativa Kara Bobowski has developed between 2019 and 2023, with particular reference to the planned activities for Erasmus Accreditation in **VET** Mobility.

Mobility opportunities targeting young people with special needs have a shorter duration - two or three weeks - and provide the accommodation in an apartment, encouraging the trainees, when possible, to carry out domestic and daily living activities. In choosing the internship, the aim is to look for the company that may possibly be the most suitable one based on the profile of each person.



The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

The impact of the project is very positive. Cooperativa Bobowski is known regionally for its mobility projects, particularly in schools and in other third sector organizations. The positive feedback from its projects encourages it to improve and create a network of professional partners, properly prepared for this type of mobility projects.

The parents of participants report that at the end of these experiences, they have gained more self-confidence and they have become more active and involved in daily and household activities.



What were the strengths and weaknesses of this mobility project/experience?

The strength of the project is definitely its inclusive nature, providing tailored mobility opportunities for young people who otherwise would not have the possibility to be involved in these projects. Some participants, after these short mobility experiences, decide to participate to other experiences abroad.

However, there is a need to improve knowledge and awareness that the Erasmus+ Program can also offer mobility opportunities for people with disabilities.

Another weakness highlighted by Cooperativa Kara Bobowski is to expand the network of partners and companies that host these internship experiences and to find companies outside the Program.





Design and implementation of the Methodology:

The pre-departure preparation and the return evaluation are two essential steps for the organization of a high-quality mobility abroad. For this reason, we can get inspired by the standardized procedures and material they created for those purposes.

An additional interesting procedure that can be transferred to **MIH** is the approach of building individual pathways for each person based on his/her personal characteristics, aspirations, desires and abilities.

Others inspiring and replicable aspects of this project are that the companies hosting the internship periods are professionals in working with people with disabilities and, when possible, specialized precisely in the job placement of these people, and its commitment to create customized mobility internship pathways for each person with disabilities.



INSPIRING PRACTICE 3:

INCLUSIVE MOBILITY





GENERAL DATA ⓘ

Name of the organization/project

Inclusive Mobility (Epfime and Mapped) **KA3 Erasmus+ project.**

Address

Email

inclusive-mobility@esn.org

Link to the organization's website

inclusivemobility.eu

Logo

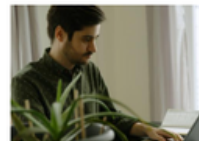


Pictures of the organization and/or the implementation of the inspiring practice

Testimonials

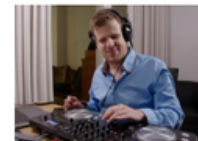
Home > Testimonials

Get inspired by other students' stories about studying abroad. Discover the many benefits of going on exchange.



João

Discover the video of João, a PhD student who went to study abroad in France.



Anthony

Discover testimonial of Anthony, a student who studied abroad in the UK and the south of Belgium.



Klaas

Discover the testimonial of Klaas, a student who studied abroad in Finland.



Abram

Discover the video of Abram a student who studied abroad in Belgium



Institutions

Search Higher Education institutions

Enter institution name (e.g. University of Cardiff)

- † T. S. Ce. In. Loggia's Istituto Tecnico Superiore (ITALY) VISIT
- *Katholische Stiftungshochschule München' Hochschule (GERMANY) VISIT
- A Tan Kapace Buddhista Fovokola (FINLAND) VISIT
- A. C. S. C. R. A. (FRANCE) VISIT
- A. R. F. I. S. S. (FRANCE) VISIT
- Azi. Sant Joseph (FRANCE) VISIT
- Aalborg Universitet (DENMARK) VISIT
- Aalto Korkeakoulutus (FINLAND) VISIT
- Aarhus School of Marine and Technical Engineering (DENMARK) VISIT
- Aarhus Universitet (DENMARK) VISIT



DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES

Project name and brief description

Inclusive Mobility: during this project, the consortium of partners examined in-depth the needs and expectations on inclusive mobility of national authorities, students with disabilities and higher education institutions across Europe, while focusing on how national authorities and higher education institutions can collaborate more strongly to ensure the quality and the transferability of support services for both incoming and outgoing students with disabilities in exchange programmes.

The inclusivemobility.eu portal is designed to inform students with disabilities or students that need additional learning support on which adjustments can be requested from the universities, which groups fall under these conditions according to national strategies and what are the conditions to apply for these support measures

Period of implementation

2018 - 2020


Actors involved

- The Partners are Flanders Educations and Training; Support Centre Inclusive Higher Education; Ahead (Association for Higher Education & Disability), Erasmus Student Network (ESN) and Irish Universities Association.
 - Other actors involved are students with disabilities and universities.
-



Activities carried out

Design of a course and Guidelines to organise inclusive mobilities for Learners with **ID**.



1. Research on inclusive mobility: research across Europe, gathering feedback and expectations from all stakeholders (students with disabilities, Higher Education Institutions, Ministries for Education).



3. Tool for students with disabilities and professionals working on the mobility in order to help the accessibility and overcome barriers.



4. Final report and recommendations.



2. Creation of the platform inclusivemobility.eu

Links to references of the project/experience on a website/social network 

- epfime.inclusivemobility.eu



WE LOVED...

They have developed interesting materials with tips that help to make a mobility accessible and overcome possible barriers.

Another aspect we liked is how they facilitate connection with young students who have completed the experience. They are considered experts and there is the peer to peer program where they give support and guidance to students that want to do a mobility.

Design and implementation of the Methodology:

The project has created a series of **guides** that help to accompany the professionals who host the mobilities of students with disabilities. They also developed a tool with tips to facilitate the experience and overcome possible barriers. **Toolbox - Inclusive Mobility** (inclusivemobilityframework.eu).

The peer to peer support and guidance program is a strong tool to facilitate connection between students and motivate them.

The Make It Happen Network:

- **Institutions | Inclusive Mobility**

On the platform there is a map of European educational centres, both higher education and vocational training. Each centre in the database has an assigned page on which there are sections dedicated to the services provided by the centre for students with disabilities. Representatives of the centre can register to edit the page.



The Make It Happen Promotional Toolbox:

- **Testimonials | Inclusive Mobility**: They have created short videos with testimonies and their experiences.
- The website is accessible.





INSPIRING PRACTICE 4:

MIND INCLUSION 2.0





GENERAL DATA

Name of the organization

Margherita Società Cooperativa Sociale

Address

Via A. Andretto 7, Sandrigo, Vicenza - Italy

Email

europacoop@cooperativamargherita.org

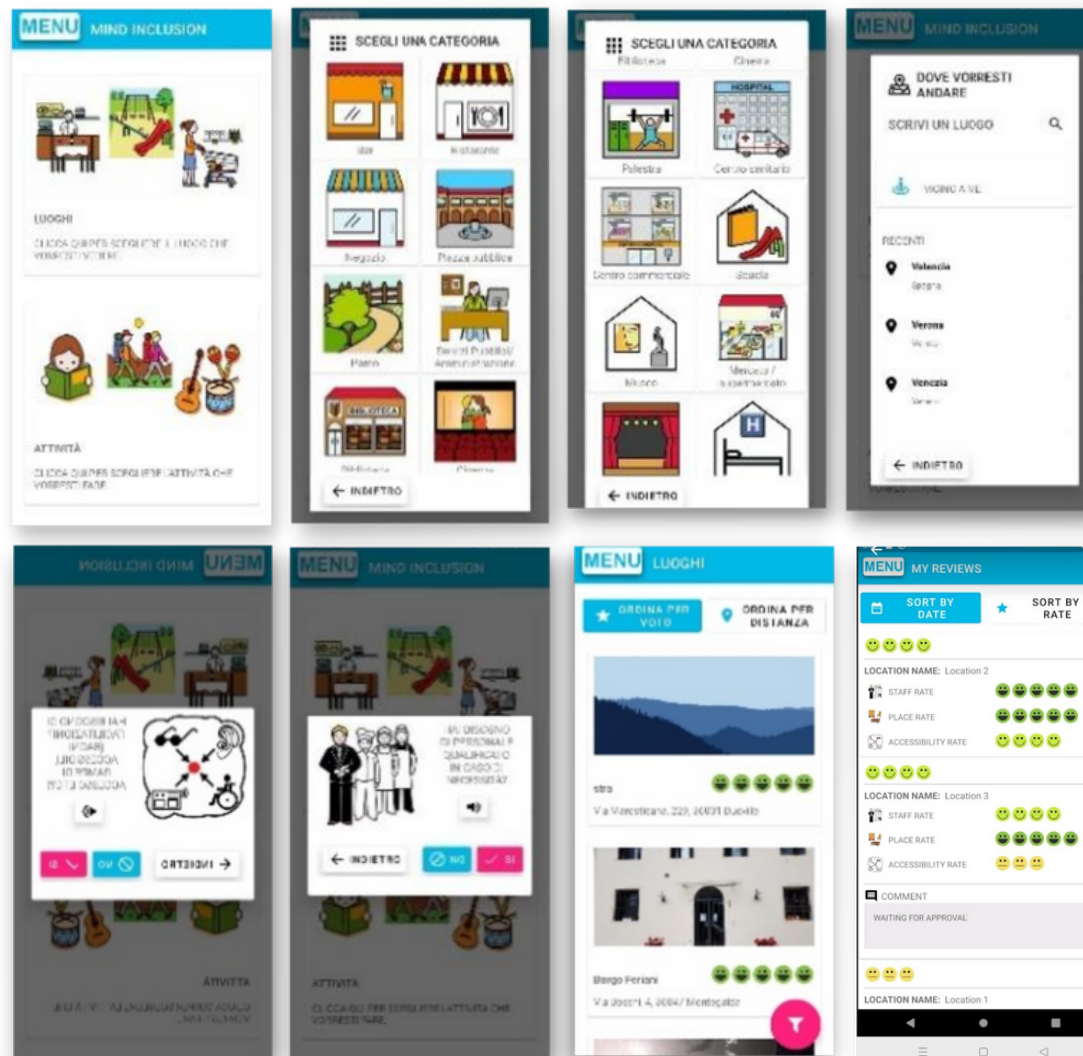
Link to the organization's website

cooperativamargherita.org

Logo



Pictures of the organization and/or the implementation of the inspiring practice





Project name and brief description

Mind Inclusion 2.0 - Erasmus+ KA2

The project specifically aims at:

- The co-design and development of a European Android APP to gather information about public places that are keen and sensible to people with disabilities and their caregivers.
- The development and sharing of successful methodologies and practices connected with the use of the APP to establish inclusive communities.
- Fostering the use of the APP and an independent and inclusive life style for people with disabilities.
- Improving digital competences of people with intellectual disabilities and educators/social workers.
- Enhancing cooperation and sharing experiences among organizations working with people with disabilities across Europe.

The project involved and trained around 20 educators and about 50 people with disabilities across 4 countries (Italy, Spain, Lithuania and France), reaching approximately 300 stakeholders in Europe.

Period of implementation

2018 – 2021

Actors involved

5 partners:

- Polibienestar – Universidad de Valencia (Spain);
- Fundacion INTRAS (Spain);
- ALDA (France);
- Socialit Software e Consulting Srl (Italy);
- Viltis – Lietuvos sutrikusio intelekto žmonių globos bendrija (Lithuania)

Activities carried out

The co-design and development of a European Android APP to gather information about keen and sensible places to people with disabilities and their caregivers.

Approach

The project focuses on the needs of people with intellectual disabilities that often experience difficulties and psychological barriers in accessing public places. It focuses at the same time on the opportunity to include ICT-based supports in the daily work of social workers and educators. Its principal aim is to **support people with disabilities in accessing and evaluating public places** according to how much these are inclusive. At the community level, it also promotes social inclusion, equity and accessibility.

DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES

Links to references of the project/experience on a website/social network 

- [Mind Inclusion | Promoting an Inclusive Society](#)



WE LOVED...

The result of this project, the APP, is what inspired us the most. The project started just 16 months before the pandemic, and it is highly topical. They started studying the needs of people with disabilities in their social life. They realized that people with disabilities (especially young people) hardly socialized in regular public places such as bars, restaurants, etc. almost as if they were afraid of not being well accepted/welcome. That's why they decided to create an APP in order to share information and support people with disabilities in accessing and evaluating public places according to how much these are inclusive.

How did they make it happen?

The 6 partners analyzed the needs and challenges of young people with disabilities in their social life, in their spare time: the difficulties they encountered in finding good/specific places, where they feel welcome and where they can chat and socialize like young people of the same age. After the first phase of studying the state of art, they decided to co-design together, with people with intellectual and physical disabilities, the MindInclusion APP, in order to help them to find and reach new different spots/places in a city. The project has a bottom-up approach because it used co-creation sessions to develop the APP. The co-creation sessions permitted to develop the APP in a user-friendly mode, asking feedback to people with intellectual disabilities. They are the main end-users



The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

The project had an impact in two ways: within the organisation of the cooperative and in the minds of the people with disabilities who attend the cooperative.

It was the first time the Cooperativa Margherita worked on the leisure of people with disabilities at international level. European partners shared know-how and good practices. Internally, educators started to have a different view of their work with users: not just work inside the cooperative but work to connect with the outside world, going out with people with disabilities as much as possible. In this sense the role of the educator changed perspective.

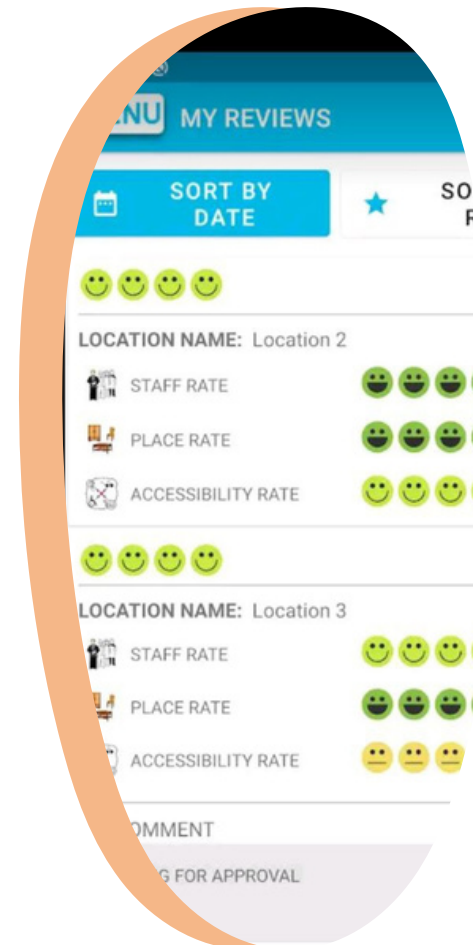
People with disabilities attending the cooperative were involved in the processes and the project through the pilot test and outings to register managers. This allowed them to change their perspective on their spare time, which gained importance in their eyes. It had an impact on their families as well: they no longer perceive the cooperative just as a provider of social welfare services but a provider of all-around services.



What were the strengths and weaknesses of this mobility project/experience?

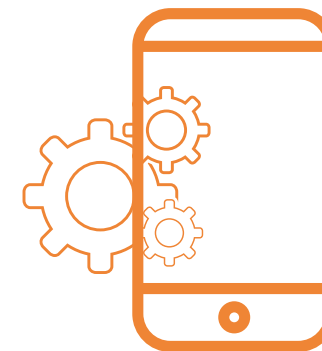
The main strength of the project is the ability for public space managers to register themselves in the app, this means that the network can potentially expand and be upgraded, making the project sustainable over time.

The main weakness is that the APP is only available in 3 languages (English, Spanish and Italian) and in few places. On the other hand, the project Mind Inclusion is continuing with the follow-up named "Mind Inclusion 3.0". The follow-up aims at improving the APP both in Italy and other countries.



Design and implementation of the Methodology:

As we consider extra leisure activities as part of the mobility experience we want to implement, the APP can be used and extended with information on public/local spaces in the European cities of the project partners, where the mobility of students with disabilities will take place, in order to promote social inclusion, equity and accessibility.



The Make It Happen Network:

The use of the APP among the members of the project network would add value and provide greater visibility, sustainability and accessibility to the network.





**INSPIRING PRACTICE 5:
STRENGTHENING PERSONAL
DEVELOPMENT OF STUDENTS WITH
SPECIAL NEEDS THROUGH
INTERCULTURAL ACTIVITIES**

GENERAL DATA

Name of the organization

Johann-Heinrich-Pestalozzi Rudolstadt State
Regional Support Center

Address

Anne-Frank-Straße 7-9
07407 Rudolstadt - THÜRINGEN - Germany

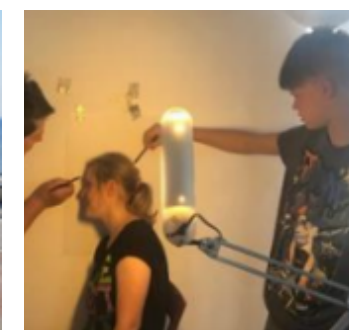
Email

Beatrice.miller@schule.thueringen.de

Logo



Pictures of the organization and/or the implementation of the inspiring practice





DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES

Project name and brief description

Strengthening personal development of students with special needs through intercultural activities is a **KA2 Erasmus+ project**.

Based on the **UN Convention on the rights of persons with disabilities**, the project aimed to enhance the ability of learners with disabilities to defend themselves against acts of exclusion, intolerance and xenophobia, while developing their own personalities and improving competences and skills.

Period of implementation

2018 – 2020

Actors involved

- Teachers and Students from schools in Germany, Croatia, Poland and Czechia.
 - Representatives from leisure/creative clubs and organisations.
-





DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES

Activities carried out

The project's activities, which also helped to reduce the early school leaving rates, were implemented with the involvement of all schools' community (students and teachers) and local creative, sports and technical clubs and organisations.

Representatives from those clubs/organisations went to the schools to ask learners with disabilities to participate in their activities, which included:

- Line Dance, floating, football, art school, performing arts
- Circus, juggling, balancing, Yoga, shooting with bows and arrows, clown show
- Music and dance, theatre performance
- Creative courses, sailing, traditions
- Outdoor education, canoeing, mountain biking, climbing

During the activities, multinational thinking and acting, as well as empathy and understanding towards the issues faced by the learners with disabilities were promoted.

During each mobility in the partner schools (travel groups comprised of 6 learners +3 teachers), each learner created his/her own individual certificate, with help from teachers and other students, through the photos they took and short movies they made independently (media skills). These were used to create a portfolio/catalogue of experiences to be used as basis for future learners, to draw their interest to a certain club/organisation, which were presented in their respective schools.

Those catalogues were also provided for different clubs, organisations, public institutions, mentors and integration services, and were used by other schools external to the project as basis for further special educational projects.

At the same time, learners explored new ways of learning (e.g., collective practice-oriented working) with support from other students and learned about specific and local activities and special features of the European countries.





DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES



Links to references of the project/experience on a website/social network 

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE03-KA229-047469>
-



WE LOVED...

We loved the fact that this project allowed for an intercultural exchange of learners with disabilities, and provided them the possibility to express their experience through an individual portfolio (which is available to be used as catalogue for other learners involved in further learning mobilities to select their experiences, and for the organisations to use to promote their own activities as well). This is a practice that can be duplicated by other vocational education and training schools, involving all (sending and hosting) school's community.





How did they make it happen?

Partners focused on the positive impact that the different activities have in learners (circus arts, theatre and dance, sailing, outdoor activities and sports) in order to prepare the mobility activities in close collaboration with the clubs/organisations that provide those activities. For example, circus arts help to develop fine motor skills and balance and promote the development of hand-eye coordination, increasing mobility and concentration. Furthermore, these activities allowed learners to strengthen the connection between them and to develop self-confidence.





The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

The project had a positive impact on learners as, for some of them, it was a life-time opportunity to go abroad and experience such activities in a foreign country.





What were the strengths and weaknesses of this mobility project/experience?

The main strength of the project was the fact that all learners involved in these mobility activities prepared a catalogue of their own, based on their own experience, to be used by clubs/organisations and by other learners in the future to raise their interest in participating in special education projects. The main weakness is related to the fact that not all clubs/associations are prepared to host groups of learners with disabilities, which may make it difficult to find other clubs/associations in the future available to replicate this activity.





Design and implementation of the Methodology:

The creation of a portfolio/catalogue of experiences by each student promotes soft skills (responsibility, self-esteem, creativity, etc.) and empowers them, while at the same time improving media skills.

The Make It Happen Network:

The involvement of all schools' community (students and teachers) and local creative, sports and technical clubs and organisations.





INSPIRING PRACTICE 6:

LIVE



GENERAL DATA

Name of the organization

Live Foundation / Vocational College Live

Address

Kiannonkatu 2, 02650 Espoo - Finland

Email

liisa.metsola@inlive.fi

Link to the organization's website

<https://www.livesaatio.fi/en/live-in-brief>

Logo

Pictures of the organization and/or the implementation of the inspiring practice



[instagram.com/ammattipistolive/](https://www.instagram.com/ammattipistolive/)





DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES 

Project name and brief description

LIVE implements mobility projects involving learners with special needs since 1990 and has currently one mobility project for **VET** and another one for Adult Education (ADU)

Period of implementation

1990 – Ongoing

Actors involved

Per year, the project involves approximately 50 learners and 30 staff members in international mobilities.

Activities carried out

All learners' mobilities have a duration of 2 weeks. Learners travel in groups of 4 -6, with 1-2 accompanying person(s). Receiving partners are aware of learners' condition and that they require extra guidance and instruction; The mobilities are carried out in school settings in partner schools and nowadays more in real work life.

Approach

The approach to mobility focuses on the learner's needs. Good pre-departure preparation, careful follow-up and evaluation on the student's return centred on improving future mobility are the key to the added value of the project:

Learners are able to develop working life skills, interactive skills, digital skills and lifelong learning skills;

Exchanges promote tolerance, diversity and cross-cultural interaction;

The staff is able to develop professional skills, language skills, networking, and increase peer-development with partner organizations and their staff.



1) Before the mobility

- Learners learn about the target country (cultural preparation) and basic phrases in its language;
- Learners learn what to pack and how much pocket money is given to them (learners coming from underprivileged backgrounds receive extra financial support, after being assessed by a social worker);
- Learners go through simulations to prepare what to do for when they go to the airport:
- The mobility program is always prepared considering learners' skills and capabilities.



2) During the mobility

- Safety measures are set during the exchange, with staff available 24/7;
- Organised and guided activities are available to learners (e.g., updating social media channels, writing a learning diary/portfolio, sightseeing, games, having dinner together, etc.);
- It is important to have peer support during the mobility, as some learners have never been away from home for 2 weeks.




3) After the mobility

- There is a debriefing with learners about the exchange, i.e., what was good, what was not so successful;
- Reporting is done collaboratively, under supervision, so that all learners fill in the report;
- The experience of learners is shared in the Live international events "International Friday".



DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES 

Links to references of the project/experience on a website/social network 

- [International Staff and Student Mobilities in Live \(livesaatio.fi\)](https://livesaatio.fi)
 - [Live-säätiö \(@livegoesinternational\)](https://www.instagram.com/livegoesinternational/) 
-



WE LOVED...

We loved the approach on the organisation and implementation of the learning mobilities, and on the preparation of the learners to participate. This preparation has a positive impact on the success of the mobility and on the experience of the learners.

How did they make it happen?

*"As a Special Needs Education college, we feel that it is extremely important to be able to offer mobility experiences to our students. We have been involved in EU funded programmes already since the Leonardo da Vinci funding programme times from the late 1990's. We are an accredited organisation both for **VET** and ADU (Adult Education) mobilities and we apply for funding each year.*

On the individual level the mobilities are very important. We want to provide international study and work experiences to the widest possible selection of vocational students".

(Liisa Metsola, Live College Development Director)



The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

"The benefits for our organisation is the ability to be able to have connection with other countries and to benchmark their practices. Since Finland is a country in the outskirts of Europe, it is very important, especially now, to emphasize the cohesion within Europe and this is something we want as an organisation to convey also to our students. By participating in the European programmes, we want to give our students tools for life to understand that there is world outside Finland but people are the same all over the world. (...) During mobilities they are able to develop working life skills, interactive skills, digital skills and life-long learnings skills. Exchanges also promote tolerance, diversity and cross-cultural interaction. The staff is able to develop professional skills, language skills, networking, and increase peer-development with partner organizations and their staff".

(Liisa Metsola, Live College Development Director)

What were the strengths and weaknesses of this mobility project/experience?

All projects are valuable and have similar objectives concerning Live College learners. As such, it is not possible to determine specific weaknesses.



Design and implementation of the Methodology:

It focuses on the three moments of learners' international learning mobilities: before, during and after the mobility activities. As such, this practice helps us to understand how can learners become prepared to go through all of those phases, and how can the sending and hosting schools' community be engaged in that preparation and on the successful implementation of those activities.





INSPIRING PRACTICE 7:

UEDD



GENERAL DATA ⓘ

Name of the organization/project

CERCICA - Cooperativa de Educação,
Reabilitação e Capacitação para a Inclusão
em Cascais

Address

Rua Principal, 320 / 320A, 2765-383 Estoril -
Portugal

Email

cercica@cercica.pt

Link to the organization's website

www.cercica.pt

Logo



Pictures of the organization and/or the implementation of the inspiring practice



Project name and brief description

UEDD - Ulissons l'Europe autour du développement durable (2018-1-FR01-KA229-047790). The project offers a set of activities aimed at raising awareness among young people and the wider community about environmental protection and sustainable development.

Activities carried out

The project enabled the implementation of activities among students with and without disabilities to raise environmental awareness and achieve sustainable development.

Activities developed by the students with community stakeholders were synchronized in the three countries and ranged from filming the preparation of a sustainable dish to environmental walks. The main focus was on invasive plant species (Baccharis sp. in France, Cortaderia selloana in Spain and Acacia saligna in Portugal) and 12 practical activities were organized to eliminate them, including during the two mobilities in Gijón (Spain) and in Vannes (France).

Period of implementation

2018 - 2021

.....

Actors involved

- Project partnership staff: Lycée Professionnel Jean Guéhenno (Vannes - FR); CERCICA (Estoril - PT); Colégio Virgen Mediadora – FEFC (Gijón - ES)
 - 79 Students participated directly in the mobilities plus 200 involved on the project activities in each country
 - Stakeholders from the community of Vannes (France), Gijón (Spain) and Estoril (Portugal)
-

DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES

Approach

In each country, activities were developed with the community to raise awareness of environmental problems, but also to change the public image of people with disabilities.

Links to references of the project/experience on a website/social network

- **[Ullissons l'Europe autour du développement durable \(ulliseurope.blogspot.com\)](http://ulliseurope.blogspot.com)**
- **[Projecto UEDD – Os Cercicos](#)**
- **[CERCICA é parceira no projeto europeu UEDD – inovarparaincluir.blog](http://inovarparaincluir.blog)**



WE LOVED...

Connecting students with sustainable development goals, which are crucial for humanity, and experiencing that everyone can play an important role in society.

Activities carried out with students and stakeholders from local communities, raising awareness of inclusion and environmental sustainability.

Students joy developing together UEDD project activities and mobilities.



How did they make it happen?

"The secret was the involvement of a great team during the entire period of the project, developing activities with all the students and not only with the ones that participate in the mobility.

Students developing practical activities with stakeholders from local communities of Vannes (France), Gijón (Spain) and Estoril (Portugal) scaled up the project on a more inclusive setting to understand that everyone of us can act to improve the environment, contributing for a sustainable development.

Preparatory visits were also crucial to achieve all the project goals".

(Pereira, 2023)





The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

"The impact was to strengthen our objectives as an Eco-School and to engage with the community in activities to protect our natural environment. There was also an impact on the autonomy of our students, as for some of them it was their first flights and experiences abroad".

(Pereira, 2023)

"For the first time I was on a plane. Inside the plane, after all the rules had been explained, the teacher explained what was going to happen and the highlight of the day came, taking off. It was really incredible. I loved this experience!" (J.N., Participant)

"I enjoyed getting to know a new country and interacting with other people. I loved the experience of knowing a little bit of another language. I loved going to a new high school, I loved the hospitality in high school but I didn't like the food very much. And by the way thank you for your hospitality and I loved it!" (D.L., Participant)



What were the strengths and weaknesses of this mobility project/experience?

"The initial idea of the project was very good, with very interesting activities, synchronised in the three countries, involving a strong partnership with the community. Unfortunately, the COVID-19 pandemic hit us hard and some of the activities, including the exchange in Portugal, were cancelled. There was also a flaw in the project design because there were 3 exchanges but only the French had the budget to attend all three".
 (Pereira, 2023)



Design and implementation of the Methodology:

- The organised activities enabled joint work between people with and without disabilities. This has, on the one hand, raised awareness about disability and, on the other hand, promoted the inclusion of people with disabilities in the community.
- The focus on environmental sustainability is topical and essential nowadays.

The Make It Happen Network:

Engaging the community to promote inclusion and raise awareness on disability and cross-cutting issues, such as environmental sustainability, makes us reflect on the importance of including stakeholders with different profiles and roles in the network.





INSPIRING PRACTICE 8: **SIA.**
THE AGENTS OF
SOCIAL INCLUSION

GENERAL DATA

Name of the organization

JDC – Jaunuoliu dienos centras

Address

Kranto g. 18, 35173 Panevėžys - Lithuania

Email

dienos_centras@hotmail.com>

Link to the organization's website

<https://pjdc.lt/>

Logo



Pictures of the organization and/or the implementation of the inspiring practice





Project name and brief description

SIA. The agents of social inclusion:

The project aims to visit social institutions working with people with intellectual disabilities in the countries of the European Union and to get acquainted with the employment models of people with intellectual disabilities in those countries. The mobility aims to explore the differences and similarities in the field of independence and employment of people with intellectual disabilities, to gain good experience, and to develop good practice recommendations for other institutions working with young people with intellectual disabilities.

Period of implementation

2022 - 2023

Actors involved

- As styrktarfelag (Iceland)
 - Asociacioalba (Spain)
 - Rethymno (Crete)
 - Center za izobrazevanje, rehabilitacio in usposabljanje Vipava (Slovenia)
 - Asociacio Vo'arte (Portugal)
 - IB (Germany)
 - Estia (Greece)
 - Papillons Blancs de Lille (France)
 - Sensus Stokholm-Gotland (Sweden)
 - VolontaRomagna OdV (Italy)
 - 20 learners with disabilities
 - 10 staff members.
-

Activities carried out

- Design of a course and Guidelines to organize inclusive mobilities for Learners with **ID**.
- The main result of the project is a study of good practice for the employment of people with intellectual disabilities, prepared by the project participants.
- To achieve those results, a total of 30 learners with accompanying persons will take part in the international mobility activities. During the mobility, they will visit institutions working in the field of employment of people with disabilities, learn from examples of good practice.
- The study of good practice for the employment of people with intellectual disabilities will be shared with 15 social institutions in Lithuania and 10 social policymakers.

Approach

Target groups of social workers and people with disabilities travel to different countries of the European Union to get acquainted with the employment models for people with intellectual disabilities in those countries. 10 group mobilities of adult learners are planned. Each group consists of two learners with an intellectual disability, one social worker, and one accompanying social worker.

Links to references of the project/experience on a website/social network 

- <https://sites.google.com/view/socialinesitrauktiesagentai>



WE LOVED...

They have a huge network of other organizations in Europe willing to host learners with disabilities and with experience in job placements.

Apart from that, the uniqueness of this project is that the group of adult learners consists of a person with an intellectual disability and the staff working with them. During the mobility, they are equal learning partners with the same goals and the same tasks. Each participant carries out an individual study of the good practice of the host organization. Following the mobility, the group summarizes their learning discoveries and develops recommendations for good practice.

How did they make it happen?

The JDC community felt the lack of new knowledge and new learning opportunities. They wanted to find the best models to improve the quality of life for Learners with ID.

They had many discussions between staff and learners with ID. So they found out that independent living and employment are the most relevant topics for their target group. They had not been able to find significant experience and examples of good practice in Lithuania on these topics. So, they decided to look for these examples in other countries through the Erasmus+ program.

It was not easy to fill out the application, but thanks to a large team and a clear desire and plan, they succeeded.

They were very successful with the partnership. Their partners in other countries were so happy to share their good experiences and discoveries. They returned from each mobility with a suitcase full of knowledge, ideas, methods, and impressions.

Young people felt important because they themselves searched for answers to various questions, interviewed colleagues in other organizations and collected new and useful information about the independent life of people with intellectual disabilities and employment opportunities in other countries.

Thanks to this experience, the learners gained new experiences both for personal development and in the professional field.

The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

"In Lithuania, the priorities of social work are care, welfare, and occupation of learners with disabilities. However, not enough attention is paid to empowerment and integration. Social workers and social work assistants do not have sufficient competencies to enable a person with an intellectual disability to acquire the skills needed for employment and work. The aim of mobility is to explore the differences and similarities in the field of independence and employment of people with intellectual disabilities, to gain good experience, and to develop good practice recommendations for other institutions working with young people with intellectual disabilities".

(Lina Trebiene, project Coordinator)



What were the strengths and weaknesses of this mobility project/experience?

Regarding the strengths of the project:

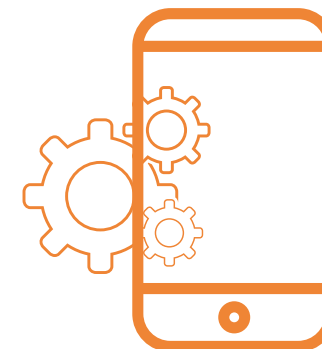
- All project activities were fully designed and adapted to the learners with ID
- the learners with ID were extremely motivated to learn and to be active participants
- during the project, learners with ID received many responsibilities that they had not had before. This made them very focused and motivated.
- during mobility, staff learned about the strengths of their learners in a very different way.
- the whole team: staff and learners with ID got out of the routine and had the opportunity to learn in a non-traditional way.
- The JDC team already has ideas on how to use the acquired experience in their daily life and work.
- The project helped to develop independence and strengthening self-confidence and trust in others.

Regarding the weaknesses of the project:

- The impact of the project is not equal. Sending organization had a much greater impact than the hosting organization.
- The project ended too soon.

Design and implementation of the Methodology:

- They've produced some materials to prepare young people with disabilities for the mobility that could be interesting for **MIH** project.
- Asociacion Alba, one of the project partners, hosted a group, so they have first-hand experience and are familiar with the project.



The Make It Happen Network:

They created a strong network of organizations that host **VET** mobilities and **VET** learners with disabilities.





INSPIRING PRACTICE 9:

VAPETVIP

GENERAL DATA 

Name of the organization

Raquel and Martin Sain Foundation
(Fundação Raquel e Martin Sain)

Address

R. João Saraiva 11, 1700-248 Lisboa - Portugal

Email

info@fundacao-sain.org.pt

Link to the organization's website

fundacao-sain.pt

Logo



Pictures of the organization and/or the implementation of the inspiring practice



Project name and brief description

"Vapetvip: Virtual Academy for Professional in Education and Training of Visually Impaired People"

"The main goal of the "Virtual Academy for Professional in Education and Training of Visually Impaired People" (VAPET-VIP) project is to contribute to the modernisation of the education and training systems used in organisations working in the field of visual impairment. It focuses directly on the organisations' professional bodies, bridging a deficiency in the specific training available in this area in many of the participating countries, while, at the same time, promoting the exchange of experience and know-how between different types of organisations involved in education, training and working with youth in subjects which are common and transferrable to all types of interventions with people who are blind or with vision impairment."

(ENVITER - European Network for Vision Impairment Training Education and Research, 2023)

Period of implementation

2016 - 2019

Actors involved

It resulted from a Strategic Partnership between 8 organizations:

- Fundação Raquel e Martin Sain - project Coordinator (Portugal)
- National Rehabilitation Centre for Blind (Bulgaria)
- Future 21st Century Foundation (Bulgaria)
- Mutualité Française Anjou-Mayenne (France)
- Berufsförderungswerk Düren (Germany)
- National Institute for the Blind (Iceland)
- Istituto Rittmeyer (Italy)
- Fundacion Aspaym Castilla y Leon (Spain)

Activities carried out

- Pilot training actions
- Online training courses:
 - “Supporting Orientation and Mobility”
 - “Developing Soft-Skills in Visually Impaired People”
- Activities for Improving Soft-Skills of Visually Impaired Adults
- Course Manuals. In English, Bulgarian, French, German, Icelandic, Italian, Portuguese and French.
- “Increasing Knowledge about Orientation and Mobility” a handbook providing tools to overcome the lack of knowledge of people with visual impairments, lack of know-how and social skills. Material:

vapetvip.blogspot.com

Approach

During the project, existing curricula were observed and based on this, new curricula were developed, tested, evaluated, and improved through the implementation of pilot training actions based on the developed material. Special attention was given to the development of a methodology for Web-Based Training focusing on the needs of visually impaired trainers. This was possible through the organization of all aspects involved in the development of two online training:

“Supporting Orientation and Mobility”

“Developing Soft-Skills in Visually Impaired People”

By focusing on aspects of Learning Management System use, curriculum, content, certification, administration methods and training support, the creation of a Virtual Academy was possible.



Links to references of the project/experience on a website/social network 

- <http://vapetvip.blogspot.com/>
-



WE LOVED...

We loved the material they produced to overcome the difficulties and thus facilitate the interaction with people with visual impairment.

We really liked the fact that it is not only about understanding and being able to communicate with people with visual impairment, but also about acquiring tools to meet their needs in different situations of daily life.

How did they make it happen?

Fundação Raquel e Martin Sain and all partners involved in the project made it possible through the organization of several transnational meetings, where everyone shared expertise and experience in a peer reviewed setting in order to promote the development of services and the accompanying best practices. Several intellectual outputs were developed and used for the creation of materials, such as: coursers and manuals that are available in pdf format and in audio files (mp3) in 7 languages: Portuguese, Bulgarian, French, German, Icelandic, Italian and Spanish.



The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

The goals of the project were possible to achieve thanks to the involvement of a great team of partners specialized in rehabilitation, education, and vocational training of people with visual impairment of all ages, with the exception of the partner providing the Learning Management System – the system supporting the online training. The creation of manuals and the "Virtual Academy for Professional in Education and Training of Visually Impaired People" had a strong impact both in the short and in the long run. During the project, a website and a blog were created to share all the results of the project. Thanks to this, participants can try this new learning tool, all of them being professionals working in rehabilitation and vocational training centers for Visual Impaired People. Besides, everyone can consult the manuals and Increase the Knowledge about Orientation and Mobility



What were the strengths and weaknesses of this mobility project/experience?

One of the weaknesses we identified during this project was the lack of human resources. As a result, it was a challenge to manage our time and priorities effectively and efficiently, but with organization and with the motivation that we are creating something bigger and useful, we made it happen.





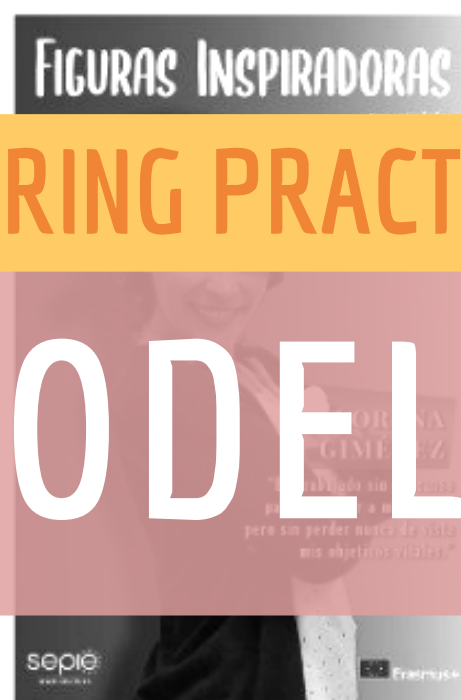
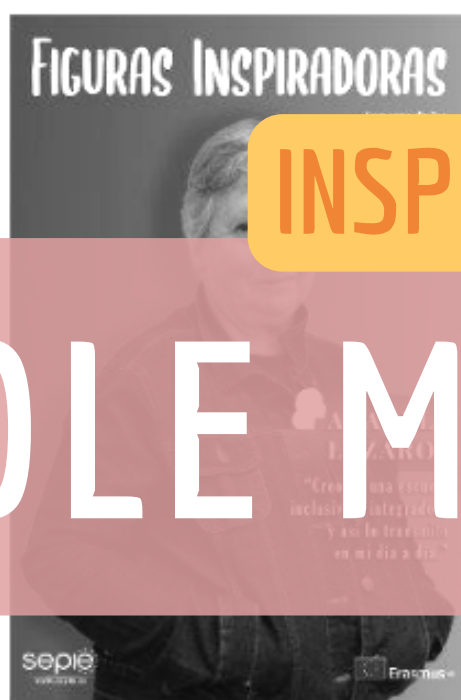
Design and implementation of the Methodology:

It provides valuable material to manage the sending and hosting of a learner with visual impairment.

The Make It Happen Network:

The Raquel and Martin Sain Foundation is a pioneer in the management of mobilities of people with disabilities (2014 first project "Dado Project-Desenvolver Aprendizagens, Descobrir Oportunidades) and as such, can be a source of inspiration for the project and a strong contact for its network.





INSPIRING PRACTICE 10:

ROLE MODELS





MAKE IT HAPPEN!

CATALOGUE OF INSPIRING PRACTICES

INSPIRING PRACTICE 10: "ROLE MODELS"



Co-funded by
the European Union

GENERAL DATA

Name of the organization

The Spanish Erasmus+ National Agency (SEPIE)

Address

General Oraa, 55. 28006 Madrid - Spain

Email

xxx

Link to the organization's website

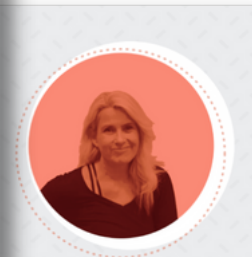
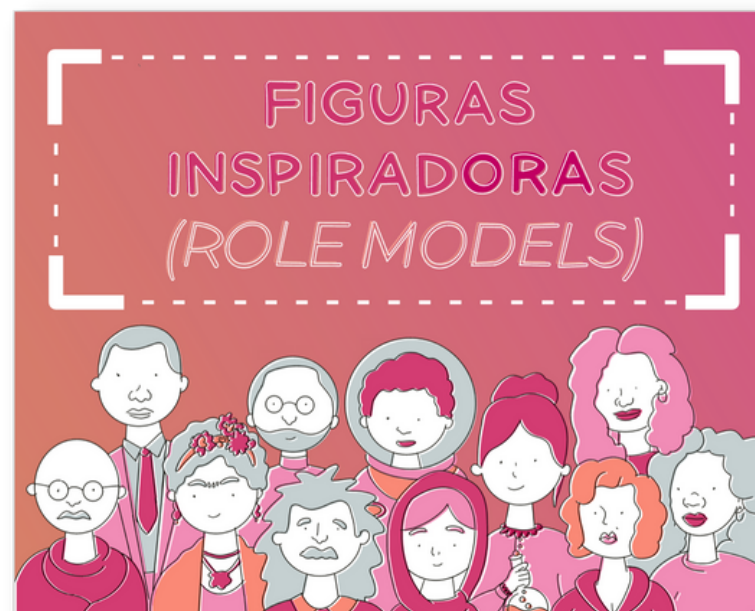
[Servicio Español para la Internacionalización de la Educación \(erasmusplus.gob.es\)](http://servicio.espanolpara.la.internacionalizacion.de.la.educacion.erasmusplus.gob.es)

Logo



SERVICIO ESPAÑOL PARA LA
INTERNACIONALIZACIÓN DE LA EDUCACIÓN

Pictures of the organization and/or the implementation of the inspiring practice



ANTONIO FERNÁNDEZ

"Cuando íbamos de excursión a la universidad, la veía como la NASA, como algo inimaginable, pero ya estoy en segundo de Trabajo Social".

 CARTEL

 VÍDEO



DESCRIPTION OF THE MOBILITY EXPERIENCE OF PEOPLE WITH DISABILITIES

Project name and brief description

Iniciativa Figuras inspiradoras (Role Models)
The aim of this initiative is to promote European values among young Spaniards through interventions by people with inspiring life experience. The objective is to develop actions that promote social inclusion, encourage active citizenship and strengthen the commitment to European values of respect for human dignity, freedom, democracy, equality and human rights. This action is part of the European Commission's "Role Models" initiative as part of the Member States' support measures to combat radicalisation and social discrimination, in line with the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (COM 2016, 379).

Period of implementation

2019 – ongoing

Actors involved

The Spanish Erasmus+ National Agency (SEPIE), as coordinator, the Spanish National Agency for Youth (ANE), the inspirational persons, the educational centres.



Activities carried out

In 2019 the Spanish National Agency launched the project by publishing it on its website and social media.

- 1)** The first phase was an open application to all those committed to European values and who accept the challenge of defending them through a personal testimony of their life experience.
- 2)** Once the candidates had been selected, a training day for inspirational figures was held in Madrid on 27 May 2019 to present the project, the planned actions, the selected candidates and record the video testimonies of their experiences.
- 3)** Once the panel of inspirational figures had been set up, the educational centres have been able to request the intervention of the inspirational and most relevant figure for the pupils at their school. This intervention can take different formats (conference, talk, workshop,...). The procedure to request an intervention is to contact the National Agency by filling in a form detailing the work proposal and the expected results.

Approach

Role Models come from all walks of life and professional backgrounds. They have sometimes taken an unusual path to discover their true vocation. Oftentimes, they have overcome major obstacles, helping them grow and become resilient. Their experiences can serve as examples to young people struggling to find a place in society or tempted by easy shortcuts. By speaking to others, role models inspire people to grow, take control of their lives, and help shape those of people around them. They encourage others to become engaged in society, and to think differently about themselves and their place in their communities.

Links to references of the project/experience on a website/social network

- [Figuras inspiradoras Erasmus+ - Iniciativas - Servicio Español para la Internacionalización de la Educación \(erasmusplus.gob.es\)](https://erasmusplus.gob.es)
- [Facebook SEPIE](#)
- [infografia.pdf \(sepie.es\)](#)



WE LOVED...

The testimony of people who share their experience and demonstrate that they have succeeded in making it happen is inspiring and comes straight to the listener. The best way to make the decision to get involved is to start with the certainty that others before us have succeeded in overcoming difficulties and to make such an opportunity an incentive to face obstacles and enjoy the experience.

What we loved about this project is that it aims to get straight to people's ears and hearts, sharing personal experiences of challenge and growth. Furthermore, we loved the fact that it empowers not only the listener, but also the storyteller, becoming an inspiring role model for others. Self-confidence in oneself and one's skills and abilities is an essential factor of success and personal fulfilment.



One of the inspirational figures is Carmen, a girl from Alcobendas, near Madrid, who in 2019, when she was 23 years old, was studying a training course in Pharmacy and Personal Care Technician at the inclusive school Tres Olivos in Madrid. Carmen was the first Spanish student with Down's syndrome to go on an international mobility for an internship abroad with an Erasmus+ grant.

How did they make it happen?

Carmen says that the decision to do this experience came from the fact that her sister and cousins had done it. From this, with the support of her family and her teachers, she was encouraged and decided to spend six weeks doing an internship at Farmácia Do Calendário in Vila Nova de Famalicão (Portugal). In Portugal she had a support person, who provided the programme for students with special needs, but she lived in a residence like the other students and developed autonomy.





The impact of this project/experience on the organization, the trainees, the company that hosted the learner, the community, etc.

Eramsus experience had an important impact on Carmen's life, who, in an interview with inclusion-europe, said: *"I discovered that I can rely on my abilities, have confidence and security. I can really say that it was life-changing. It has been a long, very beautiful and special process. I think it is an example of all that we can be, not depending on our different abilities or needs"*.

In 2019, on the eve of 8 March, the City Council of her city, Alcobendas, presented her with the Atenea 2019 award for giving visibility to people with functional diversity and for being, according to the jury, *"an example of a woman who, with effort and the desire to overcome, has achieved her goals"*.

Her participation in the Role Models project has contributed to extend the impact of her experience at national level, inspiring with her testimony thousands of young people to get involved, because disability is not a limit to this opportunity.





Video:



Carmen Jiménez Recena.
Role Models Figuras Inspiradoras
Erasmus+ - YouTube

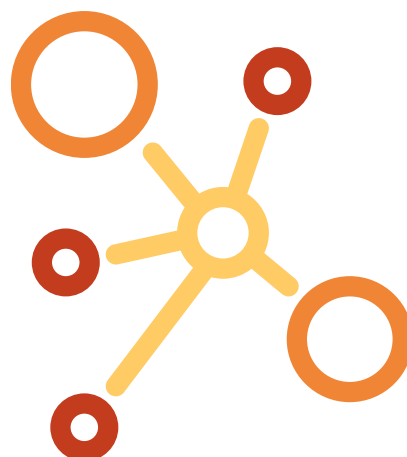
Interviews:

- "¡Me ha cambiado la vida!" - Inclusion Europe (inclusion-europe.eu)
- La primera española con síndrome de Down en hacer un Erasmus: "Me enseñaron a ser independiente" (europapress.es)
- La primera 'erasmus' con síndrome de Down: "Salir fuera me ha hecho valiente" | España (elmundo.es)



The Make It Happen Network & Promotional Toolbox:

This example of good practice can be an inspiration for the sustainability of the project. If the participants of the **MIH** mobilities, both learners and staff, share their experience with their peers, in their schools and communities, they will promote the opportunity of international mobility among other people with disabilities, encouraging other learners to participate and expanding the **MIH** Network.





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MAKE IT HAPPEN!

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CATALOGUE OF INSPIRING PRACTICES ON INCLUSIVE MOBILITIES

INFO@CAPULYSSE.FR

