

GUIDELINES FOR PLANNING AND ORGANISING A YOUTH EXCHANGE WITH YOUNG PEOPLE WITH DISABILITIES



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Erasmus+



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ALL INCLUSIVE – OVERCOMING BARRIERS TO PARTICIPATION IS AN INNOVATIVE STRATEGIC PARTNERSHIP PROJECT FOR YOUTH. IT COMPRISES OF SIX PARTNERS IN THREE DIFFERENT COUNTRIES: FINLAND, ITALY AND NORTH-MACEDONIA. THE PARTNERS ALL WORK WITH MOBILITY PROJECTS AND/OR YOUNG PEOPLE WITH DISABILITIES AND ARE VERY KEEN ON DEVELOPING NEW METHODS ON HOW WE CAN ENABLE MOBILITY PROJECTS TO THE WHO ARE NOW EXCLUDED.

FOR VARIOUS REASONS YOUNG PEOPLE WITH DISABILITIES ARE OFTEN EXCLUDED FROM INTERNATIONAL CO-OPERATION, FOR EXAMPLE, FROM ERASMUS + MOBILITY PROJECTS. BY DISABLED IN THIS PROJECT WE MOSTLY MEAN PEOPLE WHO HAVE INTELLECTUAL AND DEVELOPMENTAL DISABILITIES. THIS DIVERSE GROUP OF PEOPLE WILL NEED SPECIAL SUPPORT TO BE ABLE TO ATTEND MOBILITY ACTIVITIES. FOR SOME YOUNGSTERS WITH DISABILITIES, IT IS NOT EVEN POSSIBLE TO TRAVEL AND PARTICIPATE IN THE ABOVE-MENTIONED EXPERIENCES, FOR EXAMPLE, BECAUSE OF MULTIPLE AND COMPLEX DISABILITIES. THE ORGANIZATIONS TAKING PART IN THIS PROJECT FEEL, THAT THERE IS A LACK OF KNOWLEDGE AND KNOW-HOW ABOUT HOW ONE SHOULD DESIGN AND EXECUTE MOBILITY PROJECTS WITH YOUNG PEOPLE WITH DISABILITIES.

THE PROJECT WILL DEVELOP TWO INTELLECTUAL OUTPUTS. THE FIRST ONE IS A STEP-BY-STEP GUIDELINE WHICH SUPPORTS THE PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES TO MOBILITY ACTIVITIES AND TAKE INTO CONSIDERATION THE SPECIAL NEEDS OF THE TARGET GROUP. THESE GUIDELINES WILL INCLUDE THE WHOLE PROCESS OF A MOBILITY PROJECT, FROM PLANNING TO EVALUATION. THE GUIDELINES INCLUDE METHODS OF EMPOWERING YOUNG PEOPLE WITH DISABILITIES, SUPPORTING THEIR COMMUNICATION BY USING DIFFERENT METHODS. THIS WILL INCLUDE SUPPORT NEEDED FOR THEM TO BE ABLE TO TAKE PART IN A MOBILITY PROJECT.

THE SECOND INTELLECTUAL OUTPUT IS A METHOD ON HOW YOUNG PEOPLE WITH DISABILITIES WHO ARE NOT ABLE TO TRAVEL, COULD STILL MEANINGFULLY TAKE PART IN A MOBILITY PROJECT. THERE CAN BE DIFFERENT REASONS FOR THIS. SENSORY DEFENSIVENESS CAN HINDER THE PERSON'S ABILITY TO FUNCTION IN PUBLIC PLACES, THE NEEDED SUPPORT CAN BE SO GREAT, THAT IT IS NOT FEASIBLE IN A MOBILITY PROJECT OR CHALLENGING BEHAVIOUR CAN BE SO SEVERE THAT TRAVELING IS NOT POSSIBLE. FROM OUR PERSPECTIVE THESE CHALLENGES DO NOT MEAN THAT THE PERSON IN QUESTION COULD NOT PARTICIPATE IN A MEANINGFUL WAY TO A MOBILITY PROJECT.

BOTH THE METHOD AND THE GUIDELINES WILL BE PRODUCED TOGETHER WITH THE PARTNER ORGANIZATIONS, OTHER STAKEHOLDERS AND THE YOUNG PEOPLE THEMSELVES. THE PROFESSIONALS TAKING PART IN THIS PROJECT WILL MOSTLY BE TEACHERS, YOUTH WORKERS AND OTHER INSTRUCTORS. THE YOUNG PEOPLE ARE YOUNG PEOPLE WITH DISABILITIES IN DIFFERENT SITUATIONS. SOME OF THEM LIVE IN AN RESIDENTIAL UNIT, SOME OF THEM TAKE PART IN DAILY ACTIVITIES, SOME OF THE LIVE AT HOME OR BY THEMSELVES AND SOME OF THE GO TO SCHOOL. BESIDES THE INTELLECTUAL OUTPUTS THE ORGANIZATIONS IN THIS PROJECT WILL TRAIN YOUTH WORKERS YOUNG PEOPLE TO USE THEM. DURING THE PROJECT THE ORGANIZATIONS WILL ALSO DEVELOP A MOBILITY PROJECT FOR YOUNG PEOPLE WITH DISABILITIES AND THERE WILL BE MULTIPLIER EVENTS IN EACH OF THE COUNTRIES.

OUR GOAL IN THIS PROJECT IS ALSO TO RAISE AWARENESS OF THE POSSIBILITIES FOR DISABLES YOUNG PEOPLE FOR INTERNATIONAL CO-OPERATION. YES, THERE ARE CHALLENGES, BUT IT IS NOT IMPOSSIBLE TO BUILD A TRUE PARTICIPATORY MOBILITY PROJECT FOR THE YOUNG PEOPLE IN QUESTION. ALL THE ORGANIZATIONS IN THIS PROJECT SEE THIS AS AN IMPORTANT THING AND THEY HAVE SEEN, THAT IT DOESN'T HAPPEN BY ITSELF. THERE ARE ACTIONS NEEDED TO MAKE THIS HAPPEN.



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Part 1

Process of preparing the participants for the mobility project

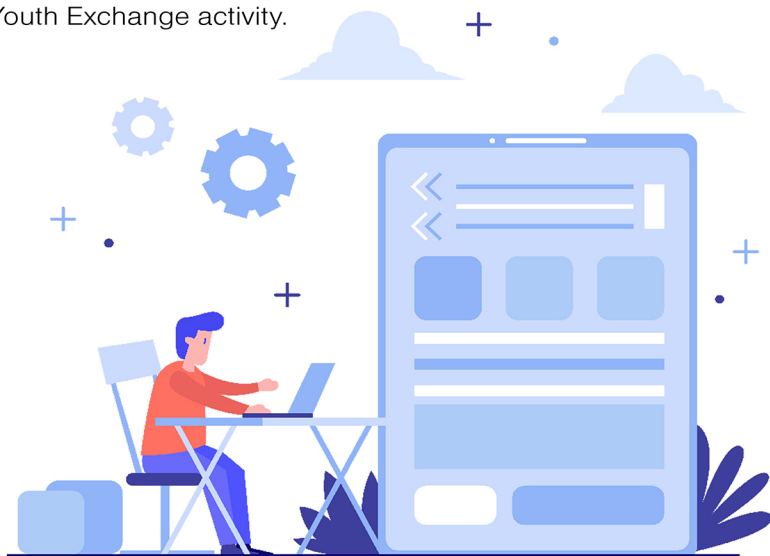
***This document is relevant for sending and hosting organization**

Preparing the application form for Youth Exchange

When planning a Youth Exchange where people with disabilities are involved, among the regular project application process always add the following:

Active involvement of young people in all phases of the project: Planning, preparation, implementation and follow up. Involving the young people in each of the phases gives the quality element of the project and support you to design a project responding the need of the young people. The project in general is implemented throughout all the phases above, not only the duration of the mobility. Having that in mind, involve the target groups in all of the phases.

Preparatory visits are recommended when involving young people with fewer opportunities. Preparatory visits aim to ensure high quality activities by facilitating and preparing administrative arrangements, building trust and understanding and setting-up a solid partnership between the organizations and people involved. In the case of Youth Exchanges activities with young people with fewer opportunities, the preparatory visit should enable to ensure that the specific needs of the participants can be catered for. Preparatory Visits take place in the country of one of the receiving organisations, before the start of the Youth Exchange activity.



You add the **Preparatory visit** as a separate activity in the activities table. The costs received for this activity are 575 euro per participant (based on the Erasmus + distance calculator for up to 2 000 km). The costs can be used for: implementation of the preparatory visit including travel and subsistence. A maximum of 1 participant per participating organization can be funded per activity. If inserting the Preparatory visit as an activity to your project have in mind that you need to justify the need for the implementation. For example, the inclusion of people with fewer opportunities is great explanation for it.



When involving young people with fewer opportunities additional funding is provided:

-Support/accompanying person

The support/accompanying person is part of the group of participants and you insert the funds for him in Individual support table, where you insert the data for the other participants. Insert the same number of days as for the other participants. The Individual costs for the Accompanying person are a bit higher than the one for the participants. For example:

Individual support (C1, DiversAbility, 7)

Please note that additional individual support for up to two travel days may be requested if the participants are required to travel on the day before or after the activity and three days in case of green travel.

Type of participant
Young people

| | | | |
|------------------------------|---|-------------------------------|------------------------------------|
| N° of Participants * | Duration per Participant (days) * | Grant per Participant | Total (for Participants) * |
| 3 | 9 | 522 | 1 566 |
| N° of Accompanying Persons * | Duration per Accompanying Person (days) * | Grant per Accompanying Person | Total (for Accompanying Persons) * |
| 1 | 9 | 954 | 954 |
| | | | Total Individual Support Grant * |
| | | | 2 520 |

-Inclusion support

General inclusion support of 100 euro per participant for the whole duration of the youth exchange is provided. You can add this cost when inserting the data for each group of participants for your activity.

| | | |
|---|-----|---|
| Inclusion Support (C1, Improving the service of ESC volunteers with fewer opportunities, 6) | | out of the number of participants in this group of participants |
| Number of participants | 4 | Number of participants for inclusion support * |
| | | 3 |
| Inclusion support for organisations | 300 | |

-Exceptional costs-special support

Among the general inclusion support, you can ask for additional Inclusion support which you can find under the part Special Costs. The costs are directly linked to participants with fewer opportunities and their accompanying persons, including group leaders and facilitators.

Here you can ask additional funding for anything needed for the implementation of the project which is not under the general inclusion support. The costs for this part are covered 100%. For example: funds for translation on sign language, additional costs for the support person or other people working directly with the target group if there is a need that person to be paid for their work, additional technical support, renting assistive technology etc. Don't be afraid to ask for this support if needed, but have in mind that you need to elaborate in details why are you requesting the funds. Asking for this fund will not affect positively or negatively to the application so feel free to add the costs if needed. At the end, the National Agency can decide to reduce the costs if they don't agree with you that they are necessary.

| | | | | | | |
|---|--------------|-----------------------------|--|-------------------------------|-----------------------|---------|
| Special Costs | | | | | | |
| Special Costs | | | | | | |
| In this section, you may request budget for types of expenses that are funded based on their actual cost. For more detailed information on what can be supported, please consult the Programme Guide or request advice from your National Agency. | | | | | | |
| Inclusion Support | | | | | | |
| ID | Organisation | Country of the Organisation | N° of Participants eligible for real costs under inclusion | Description and Justification | Requested Grant (EUR) | Actions |
| Total | | | | | 0 | |
| + Add an inclusion support | | | | | | |

Promotion of the call, searching for participants and selection

In the process of promotion of the call for participants and mapping the potential candidates, it is recommended to have in mind the following:

It is important to prepare the information for the project on understandable language to the participants and their parents and staff working in the schools/daily centers and institutions. Please, collect all the technical and logistical information connected with the partners and participants from the other countries, duration, accommodation, program and travel costs. Have in mind that you need to give information for the Erasmus + program in general since they may be not familiar with it.



It is advisable to make contact and visit the place which you think would be a possible source to find the desired participant. After that organize a meeting with representative from the institution/center/or-organization and explain them all the needed information. If you have not been in contact with the students/beneficiaries, make the selection together with the staff. Together with the staff, contact the parents, if needed. Firstly, make sure that the person has valid travel document. After that is confirmed, you can continue the process of communication. Have a meeting with the person selected for the activity and parents/guardians (if needed) together. You can support them and help them fill in the application form if needed.

Congratulations, you have selected the desired participant for the youth exchange.

Communication and collaboration with the support person and leaders of the youth exchange

In order to ensure the active participation of the participant, involve a support person. The involvement of the support person should be part of the process of preparing the application form. It is advisable to set up the funds for the support person in the application phase, as you can only receive as much funding as you have budgeted. If you did not do this in the process of preparation of the application form, involve at least 2 leaders of the group, which one will be the support person. For example, if you need to send group of 4 people and 1 group leader, send 3 participants (including the participant with disabilities) and the other 2 places dedicate it to 2 leaders one acting as leader of the group, the other acting as support person.



Remember that the The Erasmus+ Programme can cover up to 100% of the costs that are necessary to make possible the participation of a disabled person or a person with a chronic health condition.

From the beginning, organize a meeting where you will explain every detail for the needs and adjustment/procedures of the selected person. Involve the support person and the leaders to each of the meetings and communicate with them regularly. Try to obtain good communication and trust between the selected person, the support person and the leaders.

The support person can be employee from the organization that have the will and the competencies to support the participants, other person which you can find through an open call or close friend to the participant. The best way for the participation of the participant is to have support person outside from the family members. Please, explain why a family member is not an option for this activity. After you select the support person, explain the process and their involvement. Include the support person in each of the activities.

Collaboration and communication with the hosting organization

Travel costs: In communication with the hosting organization, it is crucial to make sure that you agree who will pay for the travel costs in advance. One of the main difficulties for participation of young person with disabilities in mobility activities is the costs for the travel. Many of them cannot cover the costs in advance. Make sure that you reach the agreement with the hosting organization who will book and pay for the tickets and also make sure that the tickets are suitable for the participant. Explain to the support person which are the important documents from the travel costs which the participant needs to obtain during the travel from the person in order to have the complete documentation for the travel costs.



Important step is for the hosting organization to explain to the other partners that a person(s) with disabilities participating in the activities and becomes part of the group. If needed, send additional information for the specific type of disability the person face so the other participants to know what to expect.

Preparation for the youth exchange

For the process of preparation of the participants for an YE, the people involved should be: the person working on the preparation process for Erasmus+ program in the sending organization, the support person and the participants. If needed, schedule meetings with the parents of the participant, but do not include them in the regular meetings for preparation for all of the participants. The participants who will participate at the youth exchange should be present at those meetings, not their parents.

The person with disabilities may need additional information and support than the other participants from the group. It is good to involve the person with disabilities in each of the meetings with the whole group and additionally, make sure that you will have individual meetings on the next topics:

Meeting 1 - Getting to know each other and getting to know the Erasmus + program;

Meeting 2 - Working on team building and getting to know the country where I will participate at the youth exchange;

Meeting 3 - Getting to know the organization where the youth exchange will happen and the activity which I will participate at, follow the timetable;

Meeting 4 - Working on life skills and independent living-how do I prepare for everyday life at the youth exchange;

Meeting 5 - Preparing myself for the travelling (Use the travel dairy) You can combine the topics of the meetings in 3 meetings if you covered the others in the group meetings.

During the meetings together with the participants and his/her family fill in the document Annex 2.

Congratulations, you have prepared the person with disabilities and the other participants for the youth exchange!

During the preparation process it is advisable to have active communication with the hosting organization and the working team in order to share all the needed information regarding the participation of the person with disabilities.

Together with the working team update the agenda and timetable according to the needs of the person.



Don't forget the APV!

The advanced planning visit (APV) takes place in the host country of a youth mobility activity. It lasts for a maximum of 2 days (travel days not included) and it aims at strengthening trust and mutual understanding among partners. The APV is an important part in the process of building a solid partnership between the organisations participating in the project. Young people can be part of the APV, so they can also be fully involved in the project development. The APV is the place, where you make sure that you are all on the same page and have the same understanding about the “YE?”

Risk Management and Safety

It is important that all the participants feel safe during the Youth Exchange. For the organisations to reach this goal, the hosting and sending organisations discuss the safety matters before the YE. This discussion should include information about the venues used and the profile of the participants. The topics can include the following: Are the venues suitable for the participants? What are the risks in the venue or surrounding areas? Should there be supervision also during night time? How much supporting staff is needed? How do we deal with different views on norms and regulations, for example concerning alcohol and tobacco?

During the YE there should be a clear system of support for participants. The participants should know at all times, who they contact if there are any problems. These problems can be related to the venues used by the YE or they can be related to the participants of the YE or outsiders. These problems can for example include broken equipment or other safety hazards or behavioral issues such as violence or harassment. It is important that the hosting organization has who can be always supports the Also the sending a contact person who is emergency.”



named a Safety Officer contacted. He also Leaders during the YE. organizations should have contacted in case of

Part 2

Implementation of the youth exchange Travel

The implementation of the youth exchange begins with the travel. If you follow all of the steps from the preparation phase, you already have all the needed information, documents and tickets with you. During the travel make sure that the support person is always close to the participants. Write down the phone number of the support person in the phone of the participants in case of emergencies.

Venue of the accommodation and other places visited

After you arrive at the venue, prepare an orientation tour of the different places such as the working room, the toilets, the room of the participants. When having participant with visual impairment make sure that during the tour, you support the person in the tour and let him/her touch the objects in the space in order to orient easier. Explain to the person what are the objects and the environment. During the activities announce to the whole group not to change, remove, close doors etc. without notice. Support the participant to unpack if needed.

Group dynamic

The participation of a person with disabilities is bringing added value to the experience of the other participants because they are experiencing new skills and learning by doing how to act when a person with disability is part of the group. The other participants already received the information that there will be participant/s with disabilities in the preparation phase. If needed share some additional information with them in the beginning (some behavior information, logistical etc. if applicable to the person) The person with a disability is equal to all of the other participants. The rules which are valid for the group are valid for that person also. You should include the person in each of the activities such as individual, group work etc. You can offer support when needed, but encourage independent participation as much as possible. Ask the person if needs help before providing it. Support the participation of the person in the free time with the other participants. Remember that the activities are not the only place where they will learn. If you notice strange/awkward behavior from some of the other participants, you should raise the issue with the working team and came out with a strategy how to respond to it.

Encourage active participation

The implementation of the youth exchange begins with the travel. If you follow all of the steps from the preparation phase, you already have all the needed information, documents and tickets with you. During the travel make sure that the support person is always close to the participants. Write down the phone number of the support person in the phone of the participants in case of emergencies.

Praise good behavior

Please, remember to praise good behavior always when it is happening. When the person completes a task successfully, make it valuable and recognized, share some good words for it: good job, well done, I knew you could do this etc... You should believe that the person can do and try different things. If the person is not able to complete something that they tried, put it in positive reinforcement: we can try it tomorrow, it is great that you try, sometimes can be difficult for anyone to do it, great for putting an effort etc...

Prepare for addressing the issue

If negative behavior is presented, ask support from colleagues and find a solution how to deal it. Do not ignore it and hope it will go away, speak with the person directly about the reasons for the behavior and how you can support the next time when they will feel doing it. When needed to address some issues, always speak privately with the person, not in front the group. Have in mind that respect is one of the most important relation that the both of you are forming at this journey. Before addressing the issue, prepare well and write down if needed what you want to address and what is the change you want to see. It is always great to offer a way how this change can be done and what are your expectations.



Address the issue directly to the person

For example: I notice you are using your phone during the activities. Can you tell me more why you do that?

Explore the reason deeply

After they will answer, depending on the answer make sure you explore it more.

For example: How do you feel during the activities, do you feel that you are taking active part, do you feel safe and comfortable, am I explaining the activities well enough? Is maybe some of this the reason why you are using the phone all the time?

Suggest the change you want to see and expect

After exploration, suggest the change you want to see in a positive way.

For example: Me and the other from the groups would really like to hear more from you, you are such an interesting person. We would really appreciate if you hang with us more and share your opinion when we are talking about the topics we discussed. What do you say next time, after I explain the activity or topic, you to share with me you're understanding so I can share it with the group? What do you think about this? What else can we try? You are really good in dancing. I think that the others would love to see that. What do you say to propose this for the evening activities? You can do the dance you did at that event back home.

Praise the change of negative to positive behavior when happen

That was great. You were really good doing the dance. Everybody loved it. Great job. You need to do it again.



Role of the support person and group leader

The role of the support person and the group leader is different. Make sure that you and the group leader have discussed which are the responsibilities of each of you. The group leader should behave on the same way with all of the participants and include the person with disabilities in the group work. The support person is here to support the participation of the person when needed during the whole day.



Role of the support person and group leader

Some of the participants will need support with the language. It is important to make sure that all of the logistical, technical and other information during the program and the discussions are clearly explained to the person. Ask if you explained well, not: do you understand me? Putting the words in this order is empowering the person and providing the understanding that even if I did not understand it is not because I cannot, I just need a different kind of explanation from my support person. Encourage the person to learn new words of the language of the country where you are in. Repeat the words many times. Start with short words which we all use such as Hello, How are you, Bye etc. After you repeat them, encourage the person to use them in a sentence to another participant.

Role of the reinforced mentor

When possible, in the process of applying for the project, involve the reinforced mentor in the activities. This means that you need to ask for additional funding for that person also. The role of the reinforced mentor should be to support the participation of the person with disabilities in the activities which are organized.

Supporting the YE team in
adjusting the program according
to the needs of the participant

Write report of the activities during
the evaluation process (of the
project) for the involvement of the
people with disabilities



Together with the group leader,
support active participation of the
person during the working program

Together with the
group leader, support
the participant in the
evaluation process
and filling out the
youth pass.

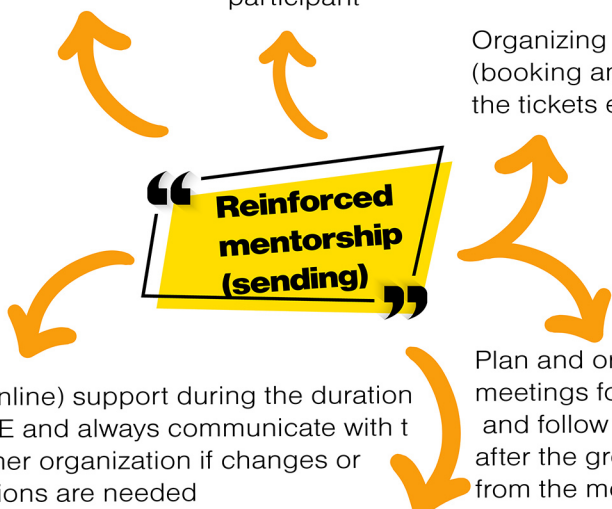
Support the person in the integration with
the local environment and everyone involved
in the project activities.



Prepare the needed information and documents for the project activity

Plan and organize the 3-5 meetings for preparation of the participant

Organizing the travel (booking and planning the tickets etc.)

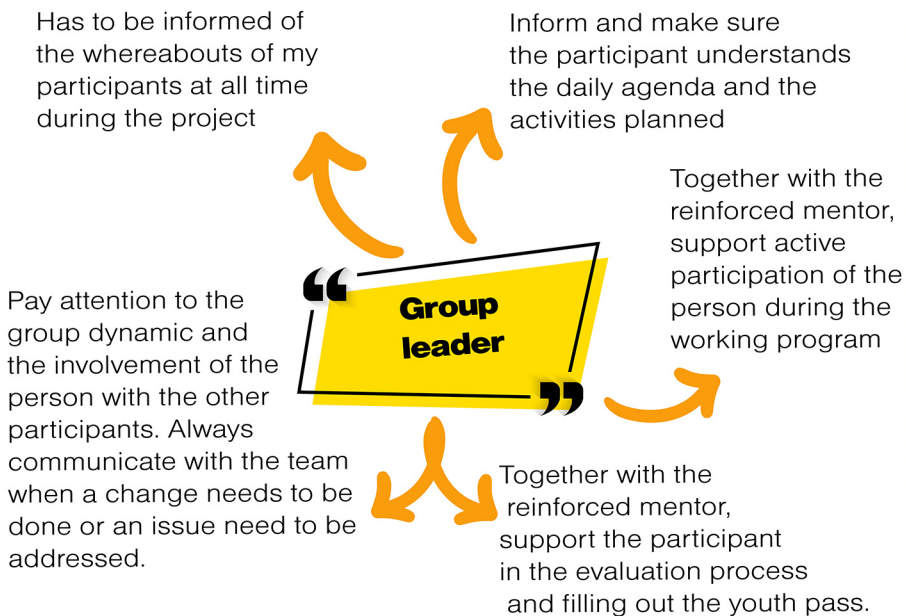
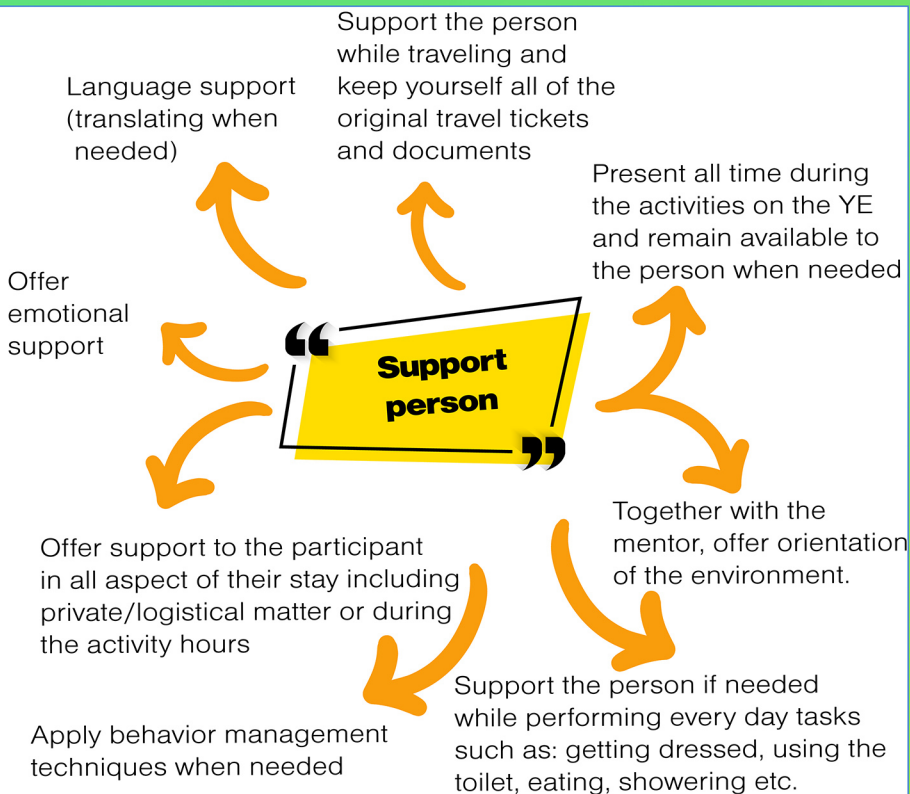


Offer (online) support during the duration of the YE and always communicate with the partner organization if changes or adaptations are needed

Plan and organize the meetings for evaluation and follow up activities after the group returns from the mobility

During all of the activities, communicate with the partners, mentor, leader and support person and make sure all of the needed steps are implemented and everyone are well coordinated and informed.





Reinforced Mentorship involves closer contact to and more meetings with the participant as well as allowing more time to implement the tasks of regular mentoring, guaranteeing a step-by-step support for the participants during project activities as well as outside of working hours. Reinforced Mentorship is targeted at successful implementation of the project and at enabling the participant to gain as much autonomy as possible.

https://ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-i/mobility-project-young-people-and-youth-workers_en

The Reinforced Mentorship is a measure to provide additional mentoring to increase individual support by the sending and hosting organizations. Be aware that it represents an additional task to the daily work so the suggestion is to find a resource totally dedicated on it. Other way you get the opposite results: The Reinforce Mentorship is even harder because you give even more tasks to the youth worker and it became something more s/he has to do.

<http://mobilitytoolkit.ie/wp-content/uploads/2017/12/EVS-Guide-to-Mentoring-and-Pre-Departure-Training-in-European-Voluntary-Service.pdf>

Reinforced mentorship might be foreseen to increase personal support of participants with fewer opportunities on the sending and/or receiving side; It is shared between the Sending and Receiving Organizations according to their responsibilities. Provision might be made for additional mentoring to increase individual support by the sending and receiving organizations. The format, duration and frequency of the reinforced mentorship support can vary depending on volunteers' needs and abilities, the tasks and the capability of the organization.

https://efm.org.pl/wp-content/uploads/2017/02/Prezentacja_Peers2Peers.pdf

Proper support to the participant(s) should be provided in all phases of the project. More precisely, each participant should receive personal, learning/ Youthpass process, task-related, linguistic and administrative support. The personal and the learning/ Youthpass process support is reinforced by a Mentor, whereas another experienced person should oversee the task-related support.

Methods used

The methods used during the youth exchange should be based on non-formal education. The methods should follow the basic principles of the non-formal education:

- There should be adequate relevance to the needs of disadvantaged groups.
- A valid concern with specific categories of persons.
- Unambiguous focus on clearly defined purposes.
- Enormous flexibility in organization and method.

The most important thing to be aware is the structure. The participants need to have free time, but at the same time provide organized free time. Much of the participants with disabilities in the previous experiences have been struggling with the exclusion during the unstructured free time and they had to deal with it themselves. So, when planning the free time, bear in mind to bring semi-structured or structured free time, that would provide fun activities, but also be free of choice. Some of the activities **may**

include:

- movie nights
- quizzes
- dancing and karaoke parties
- cultural evenings etc
- sports
- leisure activities



Resources that can support you in the adaptation of the materials.

There are many available resources online for adjusted activities for people with different disabilities. The first thing to do is to locate the needed adjustment and to find the available resource that can support you.

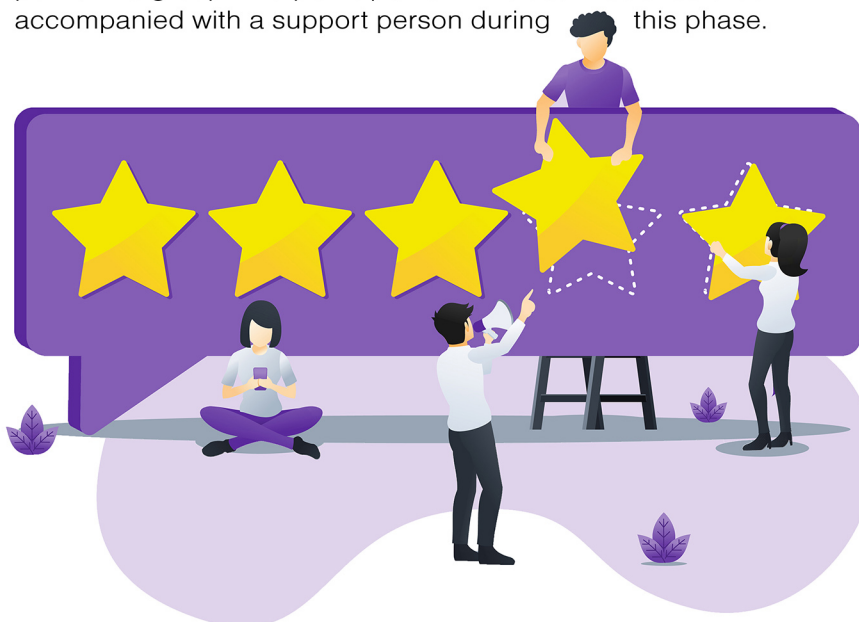
You may refer to COMPASS manual, SALTO resource center, Compendiums and tool-kits prepared by CSO's and find resources by doing a desk research.

For evaluation of the YE refer to Annex (x)

Follow up

After the activity is over, make sure to support the participants with doing follow up activities back home. Among the regular follow up meeting, include the participant in the other activities of the organization. The sending organization together with the hosting organization (or coordinating organization) should support the group in the local dissemination or other types of follow up.

The preparation process of the follow up should follow the same pattern as the preparation for the activities. Organize meetings, support the group in the planning and organizing the activities and if possible, provide space, materials and human resources for the support of the group. The participants with disabilities should be accompanied with a support person during this phase.



Annex 1

***This document is relevant for sending and hosting organization**

Check list for the organizers Hosting organization

In the application process

- There is a strong partnership between the organizations involved. ☐
- Costs for support person(s) in the application form are added. ☐
- The organizations are prepared to support the participation of participant(s) with disabilities in the activities. ☐



In the preparation process

- You informed and shared additional information to the participants for the participant with disabilities. ☐
- You established contact with the support person and the participant with disabilities. ☐
- Together with the team from the sending organization you detailed the possible needed adaptation(s) for the venue. ☐

In the preparation process

You chose and adjusted the venue according to the need of the participant(s) with disabilities ☐

You received the list with specific information of the participant with disabilities (Annex 2). ☐

The trainer/facilitator team is informed about the participation of the participant with disabilities and this is included in the preparation process. ☐

You updated the working materials according to the needs of participant(s). ☐

Together with the trainer/facilitator team you updated the working program and the planned activities to the needs of the participant(s) (team building games, energizers and other activities and methods). ☐

If the hosting organization is responsible for booking the travel tickets, make sure that the tickets booked are suitable for the participant(s) and the travel information is suitable to the needs of the participant(s). ☐

You shared information to the support person how should they document the travel costs and all the needed documents. ☐

In the implementation process

You welcomed the group and made sure they have access to the venue (pick them up with a vehicle from a certain place, if needed). ☐

You introduced the working team to the participant(s) with disabilities and the support person before the official start of the project and made sure they know where to address the certain issues and needs. ☐

You provided support for the support person(s) in the orientation which they are providing to the participant. ☐

In the implementation process

You had a meeting with the support person(s) and the group leader(s) to make sure you are all on the same page and all of you have all the needed information. ☐

The group dynamic is followed and all the negative behaviors are addressed positively. All responsible staff is consulted and the decisions are made together. ☐

The participant(s) with a disability is treated equally and with respect, same as the other participants. ☐

All the changes of the routine (place, venue, time, space, activity ect) are communicated beforehand with the support person(s) and clear instructions are given to the participant(s) with disabilities. ☐

For the evaluation session, choose activities relevant to the target group. Make sure that the support person has the needed information to support the participant for the Youth Pass. ☐

The evaluation activities are relevant and understandable to the participants. The support person is prepared to support the participant with a disability for the preparation of the Youth Pass.

In the follow up process

Communication with the hosting organization is still on-going and evaluation is done accordingly. ☐

The team provided support for the implementation of the follow up activities. ☐



Annex 1

***This document is relevant for sending and hosting organization**

Checklist for the sending organization

In the preparation process

A detailed meeting is organized with the hosting organization and they are informed about the specific information regarding the involvement of the participant(s) with disabilities (travel, venue, support etc.)

☐

***Note:** Write down all the information in a specific call for participants. You will need this information when communicating with the potential candidate, their family and the schools/institutions.

The youth workers and participants which work with people with disabilities either from your organization or from the local community are contacted.

☐

***Note:** Make a decision with them which participant will be the most suitable to offer this opportunity to. Post the call online, it will give opportunities to others to apply also.

Open call for a support person(s) is prepared and issued, if they are not already available at the sending organization.

☐

The support person is chosen and they are involved in each of the steps.

☐

All the needed information is presented to a list of participants which you want to propose the opportunity to.

☐

The participant is selected and others applicants are informed about the selection.

☐

When needed, a meeting with the parents/guardians of the participant, the participant with disabilities and the support person is organized. This meeting can also involve representatives from social services/school, if the participant so wishes. All the needed information is shared.

☐

***Note:** Make sure you explain the parents/guardians that they can contact you anytime and you will provide all the needed information. In the next steps, the participant will participate at the other preparation meetings by himself accompanied by the support person.

Checklist for the sending organization

In the preparation process

The participant (check with the parents/guardian/other relevant contact specified by the participant, if all of the information is correct) has filled the document (Annex 2)

☐

You prepared and sent the information to the other organisations for the YE about the participation of the person with disabilities

☐

You covered the topics for the preparation meetings

Meeting 1 - Getting to know each other and getting to know the Erasmus + program;

☐

Meeting 2 - Working on team building and getting to know the country where I will participate at the youth exchange;

☐

Meeting 3 - Getting to know the organization where the youth exchange will happen and the activity which I will participate at, follow the timetable;

☐

Meeting 4 - Working on life skills and independent living-how do I prepare for everyday life at the youth exchange;

☐

Meeting 5 - Preparing myself for the travelling (Use the travel dairy)

☐

If the hosting organization books the travel tickets, you sent a copy of the passport to the hosting organization and the tickets which you choose for the participant to be booked.

☐

*Note: Once received the tickets, you resend it to the participant.

Checklist for the sending organization

During the implementation

The communication with the participant(s) with disabilities and the support person(s) is on-going and you are informed about the current situation. ☐

The parents/guardians/other preferred contacts are informed about what is happening during the YE, if needed and agreed upon. ☐

You were available all the time if something needs to be addressed to the hosting organization or others ☐

During the follow up

Meetings with all of the participants from the YE including the support person(s) is organized and held. ☐

Evaluation questions and short evaluation with the participants is conducted. ☐

The participants have shared the improvements which can be made by the hosting organization and this information is sent to the hosting organization. ☐

Additional support for the plan for the implementation of the follow up activities was provided. ☐



Annex 2

Specific requirements for the participant of YE

***This document is relevant for the support person to fill it in together with the participant with disability**

| | | | |
|---|--|-----------------------|--|
| <i>Personal Information</i> | | | |
| <i>Family Name</i> | | | |
| <i>First Name(s)</i> | | | |
| <i>Address</i> | | <i>Street Number</i> | |
| <i>Postal Code</i> | | <i>Town</i> | |
| <i>Country</i> | | | |
| <i>Phone</i> | | <i>Fax</i> | |
| <i>Mobile</i> | | <i>e-mail</i> | |
| <i>Date of Birth</i> | | <i>Place of Birth</i> | |
| <i>Nationality</i> | | <i>Gender</i> | |
| <i>Identity Document and date of expiry (3 months minimum after the project ends)</i> | | | |

Do you like manual (handicrafts) activities?

Yes

No

Don't know

¹ As this form requires sensitive personal data, you will need to give notice to the participant on how you plan to use this data and a consent from the participant or the participants' family/guardian to use this data.

Annex 2

Specific requirements for the participant of YE

| | | | |
|--|-----|----|------------|
| <i>Do you like meeting other people?</i> | Yes | No | Don't know |
| <i>Do you like sports?</i> | Yes | No | Don't know |
| <i>Are you a sporty and active person?</i> | Yes | No | |

Please answer these questions about these activities:

| | | | |
|-------------------------------------|--------|------------|------------|
| <i>Work on the same location:</i> | I like | Don't mind | Don't like |
| <i>Work on different locations:</i> | I like | Don't mind | Don't like |
| <i>Travelling around a lot:</i> | I like | Don't mind | Don't like |
| <i>Lifting? heavy things:</i> | I can | Don't mind | I can't |

What languages do you speak?

| | |
|---|--|
| <i>Do you work, study...?</i> | |
| <i>Have you participated at after school activities?</i> <i>(if yes, please give some examples)</i> | |
| <i>Have you travelled abroad without your parents?</i> | |
| <i>Have you travelled outside of home, and stayed for example at hotel, without your parents for more than 1 or 2 days?</i> | |

Annex 2

Specific requirements for the participant of YE

| | | |
|---|-----|----|
| Are you a vegetarian? | yes | no |
| Do you have allergies? | yes | no |
| If yes, please specify: | | |
| Any special medical or dietary needs? | yes | no |
| If yes, please specify: Insert the exact time when your medication is taken and if the same time should be followed | | |
| Do you have any other health problems, problems with addictions (alcohol, drugs, pills, other substances)? If yes, please specify: | | |
| Tell us more about your special needs | | |

| | |
|---|--|
| Can you give three good character traits? I am good at: | |
| | |
| | |
| I have challenges with: | |
| | |
| | |

Annex 2

Specific requirements for the participant of YE

Do you prefer to be: with friends on your own either way

Are you generally well organised: yes sometimes rather not

To organise my free time, I need: a lot of support little support no support

Do you have any hobbies?

Do you have previous international experiences?

Please describe briefly your family and consider especially the following aspects: Who is a member of your family, how does your family see your plan to stay abroad for a while.

Who to contact in case of emergency during the YE?

Name: *Relationship:*

Address:

Tel.:

E-mail:

The form is completed by:

Date and place:

Signature:

Annex 3

This document is relevant for the people which will be working on the evaluation activities (either as part of the YE or the follow up process)

“THE TRAFFIC LIGHT”

DURATION:

(35 minutes in total, for a group of 10 people carrying out the complete activity)

20 minutes to color the traffic lights

15 minutes for final discussion

The duration may vary according to the difficulties of the target and the number of participants present

TARGET GROUP

- Intellectual impairment (mild, moderate or severe)
- Physical disability (which does not totally compromise the use of the hands)
- Linguistic disability.

ACTIVITY IMPLEMENTATION

1. Each player is given photocopies depicting a traffic light;

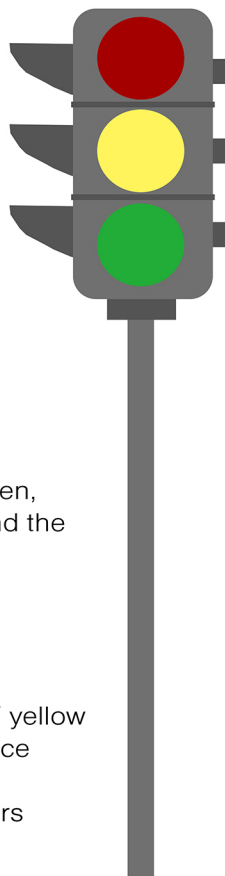
2. The facilitator asks questions (at his discretion) for the evaluation of the activities and experience carried out;

3. Each participant has to judge the difficulty, by coloring the traffic light red (if he had difficulty), yellow (if it was neither too difficult nor too easy) or green (if he had no difficulty).

4. Once all the questions have been completed, green, yellow and red traffic lights are counted together and the conclusions of the experience are drawn with the participants themselves.

5. If the target allows it, it is possible to have a brief discussion regarding:

- How can the traffic light be transformed from red / yellow to green (what could be done to make the experience easier)
- Discuss why certain things were simpler than others



Annex 3

This document is relevant for the people which will be working on the evaluation activities (either as part of the YE or the follow up process)

“ROOM WALK”

DURATION:

50 min (depending on the number of posters and number of participants)

TARGET GROUP

○Everyone (it can be easily adapted depending on the needs of the target group). This activity can be done individually or in a small group

ACTIVITY IMPLEMENTATION

- Preparation (before the activity):

The facilitator prepares posters with questions or designs on which he/she wants to focus on during the evaluation activity and hangs them on the walls of the room (depending on the type of disability this activity can be done in open spaces). If there are participants with visual impairments you can use audio questions, tablet or pc with the questions or different objects.

Examples of questions:

How would you describe the group dynamics? What was your biggest challenge? How would you describe the logistics?
Have you received all the support needed?

- Activity:

The facilitator explains the activity to the participant/s, they have posters hanging on the wall of the room (space), they should walk in the room and stop on the first poster they find, they have 5 - 10 minutes (depending on the need of the participants based on the type of disability) if to reflect on the question and respond by writing/drawing directly on the poster. After 5 - 10 min the facilitator tells the participants to move to the next poster and so on. Before answering the question, the participants should read the previous answers. The facilitator points out that the participants shouldn't comment on the answers of the others. At the end of the activity the facilitator gives space to the participants if they want to share their feedback out loud with all participants.

Annex 3

This document is relevant for the people which will be working on the evaluation activities (either as part of the YE or the follow up process)

“CIRCLE (WHEEL) OF FEELINGS”

DURATION:

50 min (depending on the number of posters and number of participants)

TARGET GROUP

○Everyone (it can be easily adapted depending on the needs of the target group). This activity can be done individually or in a small group

ACTIVITY IMPLEMENTATION

Circle of feelings is a round carpet that is done out of 12 colorful clothes (sections). Each section has a pocket for a card of feeling. There are 20 different cards of feelings. The method can be used in working with young people and adults with intellectual disabilities.

You can put in every pocket a feeling you choose and ask questions from the participants of the group, like how did you feel when you met your friend etc. By starting with nice issues, you can proceed into more difficult or traumatic issues. The other option is to ask participants to think about the feelings in the circle and after that choose a feeling that corresponds his/her feeling at that moment.



Annex 3

This document is relevant for the people which will be working on the evaluation activities (either as part of the YE or the follow up process)

”Roll the Dice ”

DURATION:

45 min (depending on the number of participants)

TARGET GROUP

Everyone, if there are participants with visual impairments, you can use adapted dices

ACTIVITY IMPLEMENTATION

All the participants are seated in a circle. The facilitator gives a 6-sided dice to each participant or puts one dice in the center of the circle. In the circle each participant takes the dice and rolls it. According to the number, the facilitator reads the question based on the number rolled and the participant has 5 minutes to answer and reflect on that question. The activity finishes when each participant rolls the dice and answers the question. If it is a smaller group, the participants can roll the dice again in order to reflect on another question.

1 - I want to remember ...

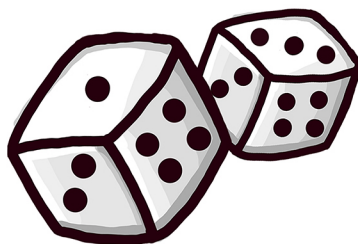
2 - Something I learned today

3 - One word to sum up what I learned (or to sum up the experience)

4 - Something I already knew

5 - I'm still confused about ...

6 - An “aha” moment that I had today



Annex 3

This document is relevant for the people which will be working on the evaluation activities (either as part of the YE or the follow up process)

“Blob Tree ”

DURATION:

40 minutes depending on the number of participants

TARGET GROUP

Everyone except for the visually impaired

ACTIVITY IMPLEMENTATION

At the beginning of the evaluation session, the facilitator will shortly explain the activity that they are evaluating, to remind the participants about it. They can sit in a circle. The facilitator will ask the from each of the participants to share what is something they really liked about the activity and something they didn't liked or would like to do it differently. The facilitator will share a printed sheet with Blob Tree.

Find here

<https://i.pinimg.com/originals/29/fd/12/29fd129f94ff8c5e53f5f675f549408f.jpg>

Each participant should choose one person on the Blob Tree, that , represents how they felt during the activity, paint it and after that everyone from the group explain why they have chosen that person.

“Model ”

DURATION:

30 minutes depending on the number of participants

TARGET GROUP

Everyone except the visually impaired

ACTIVITY IMPLEMENTATION

Each participant communicates with a drawing the feedback of the activity or the training the participant took part in.

When all participants have made a drawing, the drawings are then randomly distributed among participants.

Each participant will have a drawing that represents the perception of someone else that also took part in the training.

This drawing will be as a reminder of the training, or each participant in turn can try to imagine and explain what is represented in the drawing.

“Which drink are you”

DURATION:

20-30 minutes

TARGET GROUP

Universal

ACTIVITY IMPLEMENTATION

At the end of the activity, the facilitator will ask the participants to share which drink they felt like during the activity. The facilitator can start first by giving the participants example. She/he can say ‘I felt like Fanta, because I was energized during this activity’. After the facilitator, participants continue with sharing which drink they felt like during the activity.

“Barometer”

DURATION:

30 minutes depending on the number of participants

TARGET GROUP

Everyone

ACTIVITY IMPLEMENTATION

At the end of the session the participants are in a circle. A volunteer participant takes the position in the center of the circle and says something or expresses a feeling about the activity we concluded. The rest of the group gets closer according to the level of agreement with the expression or statement pronounced by the person in the middle. The more you agree, the closer you can go to the person in the middle of the circle. This activity normally concludes with a massive hug because everyone agrees and gets to the center at the same time.

“Find your own ball”

DURATION:

30 minutes depending on the number of participants

TARGET GROUP

Everyone except the visually impaired

ACTIVITY IMPLEMENTATION

Participants are in circle. There is one ball for each participant. Each participant cast the ball randomly with eyes closed. Each participant will take someone else's ball and look for the owner. When you find the owner of the ball you can exchange a few words about the session that was concluded.

The activity finishes when all the balls are back to their original owners.

Supporting a young person with disabilities in a mobility activity is a professional activity, a trusted relationship and a meaningful commitment. This experience can change the life of the person and you are contributing to it. You are making the world a better place!

This document is relevant for the support person. It is meant to be filled together with the participant with disabilities

4 Phases



Successful supporting relationships for a YE go through four phases: preparation, traveling, participation in the youth exchange, and evaluation and follow up activities. These sequential phases build on each other and vary in length.

In each phase, there are specific steps and strategies. This guide will provide you support for success and checklists to help guide your progress in each of the phases.

Preparation Checklist

Review the following items in preparation for the relationship:

- ☐ I have a sincere interest in helping this person or being helped by this person.
- ☐ We have mutual interest and compatibility.
- ☐ My role is clear
- ☐ I can commit adequate time for the supporting relationship.
- ☐ I am willing to use my network of contacts to help in the progress.
- ☐ I will communicate with the rest of the team and address the issues when they occur.
- ☐ I will respect the person and expect to be respected in return



Strategies for Preparing the Relationship

- Initiate contact with the participant.
- Exchange background information before you talk for the first time.
- Take time to get to know each other.
- Share past experiences.
- Talk about the learning and development goals.
- Determine the personal expectations of the relationship.
- What do you need from your support person?
- Discuss personal and learning styles.

- Strive for mutual benefits. The relationship should be defined from the beginning as mutually beneficial. Both participants have committed to the relationship by choice. Both should openly share his or her goals in this relationship and work collaboratively to help to achieve them.

- Agree on confidentiality. Maintaining an environment of confidentiality is a critical component in building trust between the participants. Without a mutually understood opportunity to speak freely as the situation warrants, the relationship is unlikely to reach its full potential.

- Commit to honesty. The participants should be willing to candidly share what they expect to gain from the relationship and their vision for getting there. They should be prepared to offer frank feedback as appropriate, even if the feedback is critical.

- Listen and learn. Mutual benefits and honesty can only be achieved when both members feel their viewpoints are heard and respected. Mentors, especially, need to remember that the relationship is not primarily about them. Participants should not be intimidated or made to feel their views are not valued.

- Build a working partnership. Consider structuring a working partnership that includes project consultation or active collaborations rooted in the common ground of shared goals. These collaborations can lead to discoveries about each participant's preferred working style, daily obligations, and aspirations.

- Lead by example. Actions create the most lasting impression.

- Be flexible. It might help for a mentoring relationship to have defined goals, but the process may be as important—or more so—than the goals



Responsibilities of the involved people working with the person with disabilities

During the process, there will be more people which will be part of the support system to the person with disabilities. In order for everyone to understand their responsibilities, take a close look at this table.

Reinforced mentorship (hosting)

Supporting the YE team in adjusting the program according to the needs of the participant

Write a report for the activities during the evaluation process (of the project) about the involvement of the people with disabilities

Together with the group leader, support active participation of the person during the working program

Support the person in the integration with the local environment and everyone involved in the project activities.

Together with the group leader, support the participant in the evaluation process and filling out the youth pass.

Reinforced mentorship (sending)

Prepare the needed information and documents for the project activity

Plan and organize the 5 meetings for preparation of the participant

Organizing the travel (booking and planning the tickets etc.)

During all of the activities, communicate with the partners, mentor, leader and support person and make sure all of the needed steps are implemented and everyone is well coordinated and informed.

Offer (online) support during the duration of the YE and always communicate with the partner organization if changes or adaptations are needed.

Plan and organize the meetings for evaluation and follow up activities after the group returns from the mobility

Support person

Language support
(translating when needed)

Support the person while traveling and keep all of the original travel tickets and documents

Present all time during the activities on the YE and remain available to the person when needed

Together with the mentor, offer environment orientation.

Offer support to the participant in all aspect of their stay including private/logistical matters during the activity hours

Support the person if needed while performing everyday tasks such as: getting dressed, using the toilet, eating, showering etc.

Offer emotional support

Apply behavior management techniques when needed

Group leader

Together with the reinforced mentor, support active participation of the person during the working program

Together with the reinforced mentor, support the participant in the evaluation process and filling out the youth pass.

Pay attention to the group dynamic and the involvement of the person with the other participants.

Always communicate with the team when a change needs to be done or an issue need to be addressed.

Be informed of the whereabouts of my participants at all time during the project
Inform and make sure the participant understands the daily agenda and the activities planned

Interview Questions for the support person to ask the participant with disabilities

Take time to discuss the following questions/arguments in the beginning of the mentoring relationship. As you are talking, write down any ideas that come up regarding short- and long-term goals. This will help in determining the goals for the mentoring relationship.

Feel free to use or not to use some of the questions, based on the type and level of disability the person has.

1. What do you expect from me? How can I support you best?
2. What do you see as your strengths?
3. What do you perceive as areas for improvement in general?
4. What areas would you like to see worked on in this relationship?
5. Are you familiar with your learning style? What are the best ways for you to learn new things? Are you comfortable with seeking new experiences in order to build confidence in areas of improvement? How do you feel about this?
6. Are you working or studying? Tell me about your current job and responsibilities.
7. What are the most challenging things about this youth exchange?
8. What are the most exciting things about this youth exchange?
9. What motivates you? What stresses you?
10. How do you relax?
11. What else do you want to tell me?

Goal notes:

Plan the travelling

Describe the journey from your home to the venue of the youth exchange. Make sure you give as much detail as you can. Take notes and go through it again when you arrive at the venue (as reflection and preparation for the way back). Do the same thing on the way back home.

Going to the youth exchange

I go from my home to the agreed meeting point by _____ . The meeting point is at the location _____

After I meet with the group, we continue the journey to _____ by _____

When we arrive in _____
(name of the city) we continue traveling to _____

_____ (name of the city) by
_____.

Use this part to describe your journey in full detail

An illustration of a travel-themed scene. In the foreground, there is a green map with a blue river and a brown path. Two red location pins are placed on the map. To the right of the map is a brown suitcase with a handle and a small tag. A white paper airplane is flying above the map. The background is a light blue sky with a few white clouds.

Going to the youth exchange

Describe the journey from the venue of the youth exchange to your home. Make sure you give as much detail as you can.

From the venue of the youth exchange we start the journey by _____. The meeting point is at the location _____

We continue the journey to _____ by _____

When we arrive in _____ (name of the city) we continue traveling to

_____ (name of the city) by _____

Use this part to describe your journey in full detail



Strategies

- Regularly check in
- Actively listen/advise
- Ask for and give feedback so that the learning experience is satisfactory and the pace is comfortable.
- Provide timely support, create appropriate challenges to facilitate learning.
- Solicit feedback from other sources.
- Use the time together productively.
- Apply behavior management techniques when needed
- Give constructive criticism and accept and reflect on it.
- Advise on what you know, don't be afraid to admit what you don't. Find other resources if you can't provide guidance.
- Don't shy away from difficult conversations. It is a safe place to talk.
- Celebrate each small success!

Participation on the YE

Questions that can support you in the discussions you will have. Based on the type and level of disability the person has, choose the one which are most relevant for you

- What did you learn from this?
- If you had to do it again, what would you do?
- What worked best?
- What concerns you?
- What are your ideas?
- What would happen if you did ?
- What scares you about this?
- Tell me three things that you would consider in making a decision on that.
- What are you most comfortable with?
- What conclusions can you draw from the experience?
- What is your reasoning?
- What did he/she do to help the most?
- Give me two alternative ways of thinking about this.
- If he/she says this, what could you say back?
- What else could you have done?
- What is most important to you?

Empowering Questions

- What outcome are you looking for?
- What will you do first?
- What you need to do in order to make that happen?
- How will you begin?
- How will you know when you have it?
- Who else needs to know this?
- What kind of support do you need?
- What is the risk of doing this? Not doing it?
- How might you get in your own way?

///

- Write down 3 things you learned today.
- Write down 2 that made you happy
- Write down 1 thing you will never forget

///

- Write down 3 things you learned today.
- Write down 2 that made you happy
- Write down 1 thing you will never forget

///

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///

- Write down 3 things you learned today.
- Write down 2 that made you happy
- Write down 1 thing you will never forget



Discussion notes:

2.

3.

4.

5.

- Write down 3 things you learned today.
- Write down 2 that made you happy
- Write down 1 thing you will never forget

///

Discussion notes:

2.

3.

4.

5.

- Write down 3 things you learned today.
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Discussion notes:

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4.

5.

- Write down 3 things you learned today.
- Write down 2 that made you happy
- Write down 1 thing you will never forget

///

- Write down 3 things you learned today.
- Write down 2 that made you happy
- Write down 1 thing you will never forget

Congratulations!

The youth exchange has come to an end.

The both of you did such a good job!

Please take your time to reflect on the whole process. Here are some questions to help you evaluate this amazing journey the both of you took together. This part is only dedicated to the support person.

1. How do you feel?

2. What is the biggest change you went through this experience?

3. Here write down the things which you want to forget from the experience. All the negative feelings or fears you may have had at some point.

4. Here write down the things which you want to take with you from this experience. Everything that you learn and all of the positive feelings.

5. What competencies do you think that you improved or gained?

6. If you had to do this once again, what would you do differently?