



# I&D training for assessors

Mock application -  
**Mobility of young people**

**Erasmus+ Key Action 1**

This mock application is developed for the training session on supportive assessments for Inclusion & Diversity in Erasmus+ Youth and the European Solidarity Corps (2022). It goes hand in hand with the I&D tool for assessors 'Let ID blossom' that you can find at:

[WWW.SALTO-YOUTH.NET/IDTOOLASSESSORS](http://WWW.SALTO-YOUTH.NET/IDTOOLASSESSORS)

ANY SIMILARITY TO EXISTING PROJECTS AND ORGANISATIONS IS PURELY COINCIDENTAL.

# Mock application - Mobility of young people

## **NO LIMITS!**

### APPLICATION

Programme: Erasmus+  
Action Type: KA152-YOU-Mobility of young people  
Call: 2021  
Round: Round 1

### CONTEXT

Project title: No Limits!  
Project Acronym: NOL  
Project start- & enddate: xx/xx/xxx - xx/xx/xxx  
Project total duration: 12  
NA of applicant organisation: NA  
Language used: ENG

### APPLICANT ORGANISATION

Legal Name: Hoflowers  
Country: A  
City: City

### PARTNER ORGANISATIONS

Legal Name: Foundation Make a Change  
Country: B  
City: City

## Participating organisations

Legal Name **HOFLOWERS**  
Is the organisation a public body? **V**  
Is the organisation a non-profit? **V**  
Type of Organisation **YOUTH ORGANISATION**

## BACKGROUND AND EXPERIENCE

### PLEASE BRIEFLY PRESENT YOUR ORGANISATION/THE GROUP.

Hoflowers supports and empowers employable young people with a mental disability through a professional and open training offer, adapted to their living environment and intellectual possibilities. In a powerful learning environment, where learning from and with each other is central, we challenge the young people to further develop themselves and to take steps towards greater autonomy in various areas of life. With our operation we increase the chances of participation of the target group in society and we contribute to the inclusion of young people with a mental disability.

**WHAT ARE THE ACTIVITIES AND EXPERIENCE OF THE ORGANISATION IN YOUTH WORK? PLEASE PROVIDE INFORMATION ON YOUR ORGANISATION'S / GROUP'S REGULAR YOUTH WORK ACTIVITIES.**

Since 2001, Hoflowers has been organizing tailor-made training projects for young people with a light to moderate mental handicap. These projects are always supervised by professional training workers. The themes of the projects correspond to the daily world of the young people. In this way we support them in various areas of life: living, leisure, society and social life, culture, relationships and social interaction, work, etc. We attach great value to the group experience within the project. We attach a great deal of value to group activities within the learning process. Young people learn in interaction with each other. They get to know new people with different backgrounds and from different regions. This enriches their learning experience and expands their world and network. We deliberately offer the majority of our training offerings in formulas with overnight stays. This means that, in addition to formal learning opportunities, there are also many informal learning and meeting opportunities between young people. They learn and live together.

**PLEASE GIVE INFORMATION ON THE KEY STAFF/PERSONS INVOLVED IN THIS APPLICATION AND ON THE COMPETENCES AND PREVIOUS EXPERIENCE THAT THEY WILL BRING TO THE PROJECT.**

This project is organized and supervised by 2 professionals of Hoflowers and 2 professionals of Make a Changes. It is the first time that we, from Hoflowers, help to set up an international project. The 2 professionals from our organization have experience in guiding training projects for young people with a light to moderate mental handicap.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
No past participation has been found for Organisation ID				



## PARTNER ORGANISATIONS

### PARTNER ORGANISATION DETAILS

Legal Name	<b>FOUNDATION MAKE A CHANGE</b>
Is the organisation a public body?	<b>NO</b>
Is the organisation a non-profit?	<b>NO</b>
Type of Organisation	<b>FOUNDATION</b>
Main sector of activity Other (specify)	<b>OTHER</b>

### PLEASE SPECIFY THE MAIN SECTOR

Organizing leisure activities for people with intellectual disabilities of all ages; with Make You Change for young people with mild intellectual disabilities.

## BACKGROUND AND EXPERIENCE

### PLEASE BRIEFLY PRESENT THE ORGANISATION / THE GROUP

Foundation Make a Change is a professional volunteer organization that provides leisure activities for people with an intellectual disability: of all levels and ages, from all backgrounds. We advise, support and relieve parents and carers. We realize leisure activities in all shapes and sizes for our visitors. Our core objectives are: spending free time in the company of others whether or not in a long-term club context, aimed at enjoying the beautiful things in life; developing possibilities; enriching life. We help our participants to be as self-reliant as possible, just like any other citizen, and to be in the middle of society. Make You Change is the youth community of the Foundation Make a Change, specifically aimed at young people with a mild intellectual disability. Make You Change is separate from the Foundation in its profiling, because a part of the young people with a mild mental disabilities do not associate themselves with the other visitors of the Foundation. Make You Change has its own, name, logo, website, social media and also other locations than The Foundation. In this way we want to make participation in the activities as accessible as possible.

### WHAT ARE THE ACTIVITIES AND EXPERIENCE OF THE PARTNER ORGANISATION IN YOUTH WORK? PLEASE PROVIDE INFORMATION ON YOUR ORGANISATION'S / GROUP'S REGULAR YOUTH WORK ACTIVITIES.

Make You Change provides leisure activities for young people with mild intellectual disabilities, mostly in the evenings and weekends. We fill a large gap in the supply for these young people. What others take for granted - such as sports, hobbies or going out - often goes just a little too fast for them, the travel to it causes problems or the explanation is too complicated. Meeting new people is also difficult and this can lead to social isolation. At Make You Change they can be active with peers and be themselves. The activities of Make You Change are contemporary and challenging, but also take into account the tempo of the participants. Examples: Supping, kickboxing, cooking workshops, Virtual reality gaming, dancing, paintballing, archery, creative workshops. Young people can buy a separate ticket or a subscription for more activities. This gives them a lot of freedom to decide for themselves which activities to participate in. There is also plenty of room for them to contribute ideas for future activities..

**PLEASE GIVE INFORMATION ON THE KEY STAFF/PERSONS INVOLVED IN THIS APPLICATION AND ON THE COMPETENCES AND PREVIOUS EXPERIENCE THAT THEY WILL BRING TO THE PROJECT.**

Maureen is Social cultural worker and participation officer at the Foundation for 4 years. Very much involved in community building and engaging in external partnerships to strengthen each other's offerings. Much experience in guiding people with people with intellectual disabilities, from young to old, of all levels. A lot of experience in organizing and developing leisure activities and vacations for this target group, fitting in with their world of experience. In a small we shaped the setting up of the youth community Make You Change. In addition, years of experience in recruiting and training of volunteers.

Sarah is cultural worker at the Foundation for 12 years. Much experience in guiding people with mental & intellectual disabilities, from young to old, of all levels. A lot of experience in organizing and developing leisure activities for this target group, fitting in with their world of experience. Years of experience in recruiting, training and retaining volunteers. Also experience in various communicative tasks: maintaining website, compiling newsletters, writing protocols and press releases.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
No past participation has been found for Organisation ID				

# Project Rationale

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## NEEDS AND OBJECTIVES

### WHY DO YOU WANT TO CARRY OUT THIS PROJECT? PLEASE DESCRIBE THE ISSUES AND NEEDS YOU WANT TO ADDRESS AND YOUR PROJECT'S OBJECTIVES.

With two exchange weeks in Country A and Country B we want to let young adults with a mild mental handicap literally and figuratively push their boundaries. Through various activities, we want them to experience that, despite their limitations, they have many qualities and possibilities. We want to challenge them to a realistic and positive view of their own situation and person. In this way we try to increase their self-confidence and we want to stimulate them to further develop their talents. With this project we want to contribute to the inclusion of young people with a mental disability. This way they get the opportunity to get acquainted with young people from another country and gain an international experience. By spreading the experiences of the young people after the project, we are an example for others.

Young people with intellectual disabilities often have limited social networks and difficulties in establishing and maintaining contacts. Through this project, we want to offer the participants a positive stimulus to make contacts and increase and expand their social network, across national borders.

Because the network and the living environment of young people with intellectual disabilities is often small, we find it important with this project to broaden their view of the world. We want to achieve this by 'breaking through' national borders, by country borders, by getting to know other people and a different culture, but also by looking wider, e.g. to Europe.

Finally, we also want to give this project a sustainable angle. We want to increase the environmental awareness of young people, so that they can do their bit.

#### PROJECT OBJECTIVES:

- ✓ Participants get to know the A and B culture (history, buildings, typical dishes and delicacies, customs and traditions,...).
- ✓ Participants reflect on similarities and differences between the two cultures.
- ✓ Participants train their social skills.
- ✓ Promote participants' self-reliance.
- ✓ Participants practice cooperation and consultation.
- ✓ To encourage participants to push their limits.
- ✓ Participants can orient themselves in a city.
- ✓ To stimulate creativity in participants.
- ✓ Participants reflect on their own talents and capabilities.
- ✓ Participants reflect on inclusion and participation in society.
- ✓ Giving participants the opportunity to participate in cultural activities.
- ✓ Participants reflect on the impact of humans on nature and the environment.
- ✓ Increase participants' environmental awareness in different areas.
- ✓ To introduce participants to Europe and European politics.
- ✓ To increase participants' world view.

## HOW DOES YOUR PROJECT LINK TO THE OBJECTIVES OF THE ERASMUS+ PROGRAMME AND THOSE OF YOUTH EXCHANGES?

The exchange project fits within the objectives of Erasmus+ and these of group exchanges. Young people with mild mental intellectual disability from country A and B will meet and get to know each other better during the exchange. In this setting they will be stimulated in developing their social skills and their courage to make contact with others. Because functioning at a lower intellectual level often goes hand in hand with difficulties in adapting socially, this exchange is an excellent learning opportunity for the young people on a social level.

The young people were actively involved in the application process and prepared together to help determine the content of the exchange. They look forward to meeting young people from another country and learning together in an accessible way to learn, to gain new experiences and to exchange ideas and experiences with each other.

In this way, the group exchange promotes the lifelong learning of the participants. The exchange will broaden their view and create an openness towards another culture. We deliberately choose to have the exchange consist of two parts. The first time, the youngsters from Country A go to Country B. Almost six months later the youngsters from Country B to Country A. In this way the young people literally end up in another country and culture, which makes the similarities and differences between the two cultures even more obvious to them.

Moreover, the learning experience is intensified by splitting the group exchange into two parts. After the first exchange, the young people can let all the impressions and experiences they have gained sink in. The second time, they have these experiences and already know the other group members. This makes it easier for them to stand up for new experiences and thus promotes the learning process.

Furthermore, the emphasis of the exchange will be on providing positive learning stimuli. For some young people, 'learning' from their school has a negative connotation because of their disability. Through the use of accessible non-formal learning methods, we will make sure during the exchange that the young people experiences of success during the exchange and thus have fun learning.

Finally, with this exchange we contribute to inclusion and the creation of equal opportunities for all. Young people with intellectual disabilities are often more limited in their leisure activities than people without disabilities.

Through this grant, participants will receive the financial framework and personal support they need to become intensively acquainted with people from another culture. In addition we stay with our group at locations where other groups will also stay. This provides opportunities for inclusive contacts and the emergence of tolerance and understanding towards our target group.

## IMPACT

### HOW WILL YOUR PROJECT BENEFIT THE YOUNG PARTICIPANTS INVOLVED IN THE PROJECT, DURING AND AFTER THE PROJECT LIFETIME?

Through the group exchange, participants are given the opportunity to push their limits through non-formal learning activities and gain success experiences in the process. This strengthens their self-confidence and makes them experience that they are perfectly capable of participating in society.

Furthermore, they get to know new people and are part of a small group that becomes close and shares a lot in a short period of time. The feeling of belonging is of great value, especially for people who regularly experience in their lives that they are different and excluded from society.

Getting to know another culture intensively enlarges their world. The social network of young people with a mental disability is often small. Through this group exchange they get the chance to meet new people from another country and share experiences. The young people are stimulated by the exchange to practice their social skills. After the exchange, they can keep in touch with each other, for example through social media.

After all, an international group exchange is a special experience for the young people that will stay with them for a long time. Participating in this exchange will have a positive effect on their self-image and self-confidence, their self-reliance, self-development and openness/tolerance towards other cultures.

## HOW WILL YOUR PROJECT BENEFIT THE ORGANISATIONS OR THE GROUPS OF YOUNG PEOPLE IMPLEMENTING THE PROJECT, DURING AND AFTER THE PROJECT LIFETIME?

The organizations Hoflower and Make You Change are taking the step to organize a first international group exchange. Perhaps this experience can be the beginning of more international exchanges and acquaintanceships for both organizations with even more other cultures. This group exchange is also a unique opportunity to learn from each other professionally. We are both organizations that work with and for young people with mild mental disabilities. Where Make You Change focuses on leisure activities for this target group, Hoflower offers training in its daily operations tailored to young people with intellectual disabilities. In guiding and supporting the young people, we can learn from each other and gain new insights. We also discover our countries deal with people with intellectual disabilities. We get to know some inclusive and empowering projects for the target group, which can then inspire us for our daily work.

## WHAT WOULD BE THE IMPACT OF YOUR PROJECT BEYOND THE PARTICIPANTS AND PARTICIPATING ORGANISATIONS, AT LOCAL, REGIONAL, NATIONAL, EUROPEAN LEVEL?

Getting to know people from other countries and cultures creates more understanding and tolerance for each other, which contributes to a more tolerant Europe. By staying overnight in youth residences, we create opportunities for inclusive contacts between our participants and other young people without disabilities. This contributes to the creation of an inclusive society. By sharing the participants' experiences after the exchange with other young people and organizations, we inspire them to embark on an international adventure as well.

## TOPIC

### PLEASE SELECT UP TO THREE TOPICS ADDRESSED BY YOUR PROJECT

- ✓ Disabilities
- ✓ Environment and climate change
- ✓ Inclusion of marginalised young people
- During the exchange, the young people stay in a youth hostel and in a training center where other groups also stay. Here they also meet other young people without disabilities in the common rooms. This promotes mutual tolerance.
- The young people visit companies and catering establishments where people with a disability or distance to the labour market are employed. In this way they experience that everyone can make a positive contribution to society and that a nice job or day out is possible. They experience that everyone can make a positive contribution to society and that a nice job or daytime activity is also a real possibility for them.
- The young people are offered challenges during the exchange, which are nevertheless approachable. They can experience that they can achieve anything despite their limitations and learn to work together.
- Many young people with a mild intellectual disability have difficulty making and maintaining social contacts.
- The exchange stimulates this and allows young people to experience that doing things together is very pleasant.
- Young people who are autistic or have epilepsy are also welcome.
- During the exchange, the young people visit several organizations that focus on caring for nature and environmental awareness.
- Young people with mild intellectual disabilities often have a limited budget to undertake leisure activities, get to know culture and the environment. A grant makes it possible for them, too, to learn about another. A subsidy makes it possible for them to get to know another country, culture and people.



## Project Details

ID	Activity type	Activity Title	Number of participants	Total Grant (EUR)
1	Youth Exchanges – Programme Countries	No Limits! Country B	16	EUR
2	Youth Exchanges – Programme Countries	No Limits! Country A	16	EUR
3	Preparatory visits	Preparatory Visit Country B	6	EUR
4	Preparatory visits	Preparatory Visit Country A	6	EUR

### ACTIVITY 1

Country of destination	Country B
Travel days	2
Duration excluding travel days	6
Number of groups	2
Total n° of participants	16
Out of which N° of Participants with Fewer Opportunities	12
N° of Accompanying Persons	0
N° of Group Leaders	4
N° of Facilitators	0
Total grant (EUR)	11000

**PLEASE DESCRIBE THE BACKGROUND OF THE PARTICIPANTS IN EACH PARTICIPATING GROUP AND HOW EACH GROUP WAS FORMED. PLEASE ALSO PROVIDE INFORMATION ON THE GROUP LEADERS, THE AGE OF THE PARTICIPANTS AND HOW GENDER AND COUNTRY BALANCE IS ENSURED.**

There are a total of 12 participants. These are all young people with mild intellectual disabilities. The group consists of 6 youngsters from Country A and 6 youngsters from Country B. The young people were specifically approached after which they on their own initiative have registered for a participation in this project.

- The group of Country A consists of 3 men and 3 women. Four of these young people do supervised living and get limited housing support. The other two young people live in a residential home and receive somewhat more intensive guidance. The daily activities of the young people vary. Three of them do voluntary work, one of them works in a company, two others are currently unemployed. The current age of these young people varies from 22 to 29 years. There are two group leaders (professionals of Hoflowers).
- The group of Country B consists of 3 men and 3 women. Five young people do assisted living and 1 is living at home with parents. Three of the young people have autism or a related disorder. One of the youth regularly has epileptic seizures during the night. All young people are in supported employment or day care and one of them does voluntary work. The current age varies from 21 to 29 years. There are two group leaders of Make You Change.

## PLEASE DESCRIBE THE ROLE AND INVOLVEMENT OF THE PARTICIPANTS FROM EACH PARTICIPATING GROUP IN ALL PHASES (PLANNING, PREPARATION, IMPLEMENTATION OF ACTIVITIES AND FOLLOW-UP).

The participants were involved in the process from the beginning. In each country the group of participants each prepared the project application separately through meetings. During these meetings, the participants brainstormed together about themes and activities they would like to do during the group exchange. They looked up information about the other country and the location where we will be staying. The two groups each made an introductory video. These videos were then delivered to the other organization. In this way, the youngsters got an idea of who would be participating in the exchange. This was very well received by the young people, which inspired them to start preparing for the exchange. Some young people also chose to vlog during the preparatory meetings. In this way they wanted to show the young people from the other organization as much as possible about the preparation process in the separate groups. After the application process, the participants will make a kind of 'survival guide'. In this booklet they will show the other group where they will be staying in Country A/B. They tell something about their own culture, the language other characteristics of their own country.

For this exchange week we foresee an 'advanced planning visit'. With this preparatory work visit, in addition to the Group leaders, one participant from each organization will also accompany the group. These participants will take a look at the location of the and help to prepare the practical elaboration of the activities of the exchange week.

After the second exchange week we will organize a digital reunion. We are going to involve the young people in the preparation of this reunion, so they can help determine the program. We also want to make a booklet after the group exchange in which we collect the experiences of the participants in order to then publish them.

## WHAT WILL THE PARTICIPANTS LEARN ABOUT THE CHOSEN TOPIC OF THE ACTIVITY? WHICH LEARNING OUTCOMES OR COMPETENCES (I.E. KNOWLEDGE, SKILLS AND ATTITUDES/BEHAVIOURS) ARE TO BE ACQUIRED/IMPROVED BY PARTICIPANTS IN THE ACTIVITY?

In order to set up successful learning activities tailored to young people with mild intellectual disabilities, it is important to work with socio-cultural methods that take into account the uniqueness of the target group and their mental capabilities. By using playful, accessible working methods, we connect to the experiences of the young people and their mental abilities. A few characteristics of the target group that we have to take into account in our activities and working methods are the following:

- ✓ things that seem very simple at first sight, are often very complex for young people with an intellectual disability.
- ✓ complex. We support them by offering the themes of the activities in a simple and structured way.
- ✓ a shorter concentration span

During this group exchange we will work on these learning goals:

- ✓ Participants get to know new people.
- ✓ Participants practice making contact and increase their social skills.
- ✓ Participants get to know a different culture.
- ✓ Participants learn how to work together and consult with each other
- ✓ Participants reflect on their contribution to a partnership
- ✓ Participants push their limits and overcome their fears.
- ✓ Participants discover (inclusive) work and leisure opportunities for people with disabilities.
- ✓ Participants reflect on their own place in society as young people with mild intellectual disabilities.
- ✓ Participants reflect on their abilities, limitations, fears and dreams.
- ✓ Participants learn that it is okay to fail or to ask for help.
- ✓ Participants discover that pushing your limits can help you grow as a person.
- ✓ Participants get to know the functioning of some environmental organizations.

- ✓ Participants reflect on the environmental crisis as a major challenge for mankind.
- ✓ Participants discover how they themselves can contribute to the environment.
- ✓ Participants reflect on the importance of local and organic products.
- ✓ Participants reflect on how the day went and what they learned.
- ✓ Participants learn how to look for and use public transportation in an unfamiliar city.
- ✓ Participants can use a city plan and learn to orient themselves in an unfamiliar city.
- ✓ Promote participants' self-sufficiency.
- ✓ Participants reflect on their talents and express them in a talent show.
- ✓ Participants are introduced to martial arts and discover how it can have a positive influence on their self-confidence.

### WHAT ARE THE BASIC ELEMENTS OF THE ACTIVITY? PLEASE DESCRIBE AT THE VERY LEAST THE VENUE(S), NON FORMAL LEARNING METHODS USED, AIMS OF THE SESSION ETC.

We will stay with the group in a youth hostel. The purpose of the exchange is to let participants expand their boundaries in various areas. On the one hand, it is about pushing their personal boundaries; accepting a challenge that, at first glance, they might find exciting. On the other hand, it is literally about 'crossing of national borders' and learning together interculturally. Participants get to know each other's cultures and discover that there are both similarities as well as differences. The goal is to broaden their worldview and also to reflect on social issues such as inclusion, diversity and the environment. To achieve this, the group exchange activities will focus on getting to know each other, involve cooperation games, as well as cultural and sports activities. We will also visit initiatives that work around or introduce participants to inclusion, diversity and the environment.

### HOW WILL THE GROUPS OF PARTICIPANTS COOPERATE AND COMMUNICATE BETWEEN THEM TO PREPARE AND FOLLOW-UP ON THE YOUTH EXCHANGE?

The participants of each group make an introductory video prior to the group exchange in which each participant and facilitator briefly introduces themselves. Each group prepares a kind of 'survival guide' for the other young people, containing useful information about their own culture and typical country.

### DO YOU FORESEE TO INCLUDE ANY VIRTUAL COMPONENT, BEFORE, DURING OR AFTER THE ACTIVITY?

Yes, after the group exchange, we will organize a digital reunion with the participants from each country.

#### INCLUSION SUPPORT

Number of participants in the mobility flow	12
Number of participants for the inclusion support	12
Inclusion support for organisations	1200
Inclusion support for participants	0

Description and justification of expenses 4 companions needed due to the following reasons:

- ✓ Possibly supporting in case of epilepsy in 1 participant.
- ✓ To support 1 participant who has difficulty speaking, so that he can participate in group discussions.
- ✓ Because of autism a very clear structure is essential and it is important that supervisors have enough time and attention to respond to this.
- ✓ Individual attention is important in a week full of impressions and stimuli, away from familiar stimuli, away from familiar home situations. Each young person can experience with which supervisor he/she feels most comfortable to discuss something.
- ✓ Back-up: in case of an incident/difficult moment with 1 participant, it is important that the other young people can fall back on the other trusted supervisor.

## PLEASE DESCRIBE WHY YOU WANT TO CARRY OUT A PREPARATORY VISIT. WHAT ARE ITS OBJECTIVES AND EXPECTED OUTCOMES?

Before the group exchange takes place in Country B, we would like to plan a preparatory visit to work out the concrete practical matters down to the last detail. This is how we ensure that the exchange itself will be a success. By bringing a young person from each organization on this preparatory visit, we increase the involvement of young people and guarantee the participation of the participants. We want to achieve the following goals and results during this preparation:

- ✔ look at the location of the stay and make practical arrangements (layout of bedrooms, course rooms, possibilities of meals and self-cooking possibilities)
- ✔ Discuss and make concrete agreements with the organizations we want to visit during the exchange
- ✔ Agreeing on and working out the practicalities of the learning activities
- ✔ Making agreements about the guidance and support of the young people during the project

## PLEASE DESCRIBE WHO WILL TAKE PART IN THE PREPARATORY VISIT.

From each organization two professionals (social-cultural workers) will participate in the preparatory visit. In addition, a young person from both organisations will go along to prepare the exchange together with the group leaders. In this way we guarantee the participation of the group of participants.

## Project Design

### PREPARATION, SUPPORT AND FOLLOW-UP

#### HOW WILL YOU PREPARE THE PARTICIPANTS BEFORE THE START OF THE ACTIVITY (E.G. INTERCULTURAL, LINGUISTIC, RISK-PREVENTION ETC.) AND HOW WILL YOU SUPPORT THEM DURING AND AFTER THE ACTIVITIES?

Through get-togethers, the young people from the same country get to know each other and the facilitators. This makes it possible to start the exchange with a familiar feeling. The young people introduce themselves to the young people from the other country via short films and will also have digital contact with each other. Both organizations have two professionals who guide the young people in shaping the exchange together and who give a lot of space to form their own opinions. Before each exchange week, the group leaders go on an advanced planning visit together with a participant from each organization.

#### WHAT MEASURES WILL YOU PUT IN PLACE TO ENSURE THE SAFETY AND PROTECTION OF PARTICIPANTS?

We choose activities with certified instructors, to minimize the risk of injury and to ensure proper treatment of the youth. At least 1 professional trained in first aid.

#### WHAT ACTIVITIES ARE FORESEEN AFTER THE END OF THE YOUTH EXCHANGE? HOW WILL THE PARTICIPANTS FOLLOW-UP ON THE ACTIVITY?

We organize a digital reunion with the participants and supervisors. This strengthens the group bonding and makes it more likely that the youth will continue to stay in touch with each other afterwards. The youth are encouraged to participate in online activities after the digital reunion, such as a digital Kahoot quiz. During the exchange, it is also assessed whether participating young people have a good click and might want to continue maintaining 1 on 1 contact through social media.

### RECOGNITION OF LEARNING OUTCOMES

#### HOW WILL YOU SUPPORT PARTICIPANTS TO BE AWARE OF WHAT THEY HAVE LEARNED AND WHICH COMPETENCES THEY HAVE DEVELOPED OR IMPROVED? PLEASE REMEMBER TO INCLUDE THE METHODS THAT SUPPORT REFLECTION AND DOCUMENTATION OF THE LEARNING OUTCOMES IN THE DAILY TIMETABLE OF EACH ACTIVITY.

- Each evening there will be an evening program, where we will, among other things, look back on the day and discuss what was learned that day.
- In addition, at the end of the exchange, each young person receives a folder with certificates of participation in the activities and what was learned. This way everyone has some concrete support to show and tell at home about the exchange.
- All young people receive a Youth Pass certificate

#### THE ERASMUS PROGRAMME PROMOTES THE USE OF INSTRUMENTS/CERTIFICATES LIKE YOUTHPASS OR EUROPASS , TO VALIDATE THE COMPETENCES ACQUIRED BY THE PARTICIPANTS DURING THEIR EXPERIENCES ABROAD. WILL YOUR PROJECT MAKE USE OF SUCH EUROPEAN INSTRUMENTS/CERTIFICATES?

Yes

#### WHICH ONE(S)?

Youthpass

Others

**ARE YOU PLANNING TO USE ANY NATIONAL INSTRUMENT/CERTIFICATE? IF SO, PLEASE DESCRIBE WHICH ONE.**

No

## **PARTICIPANTS WITH FEWER OPPORTUNITIES**

**ARE THERE PARTICIPANTS INVOLVED IN THE ACTIVITIES WHO FACE SITUATIONS THAT MAKE THEIR PARTICIPATION IN THE ACTIVITIES MORE DIFFICULT?**

Yes

**WHICH TYPES OF SITUATIONS ARE THESE PARTICIPANTS FACING?**

Social obstacles

Disabilities

**IF ANY, PLEASE EXPLAIN THE PARTICULAR MEASURES (ACCOMPANYING PERSON, REINFORCED PREPARATION ETC.) YOU WILL PUT IN PLACE TO CATER FOR THE SPECIFIC NEEDS OF THESE PARTICIPANTS AND/OR TO SUPPORT THEIR PARTICIPATION.**

For the smooth running of this group exchange, we deploy 4 group leaders because of the following reasons:

- ✓ Possibly supporting in case of epilepsy in 1 participant.
- ✓ To support 1 very difficult speaking participant, so that he can participate in group discussions.
- ✓ Because of autism a very clear structure is essential and it is important that supervisors have enough time and attention to respond to this.
- ✓ Individual attention is important in a week full of impressions and stimuli, away from the familiar home situation. Each young person can experience with which supervisor he/she feels most comfortable to discuss something.
- ✓ Back-up: in case of an incident/difficult moment with 1 participant, it is important that the other youngsters can fall back on the other trusted supervisor.

## **ENVIRONMENTAL PRACTICES**

**WILL YOU INCLUDE SUSTAINABLE AND ENVIRONMENTAL-FRIENDLY PRACTICES IN YOUR ACTIVITIES?**

Yes

**PLEASE DESCRIBE THEM AND MENTION HOW WILL YOU RAISE THE AWARENESS OF PARTICIPANTS ON THESE SUSTAINABLE PRACTICES.**

- One of the activities involves beachcombing together for litter. After collecting plastic, the youngsters go to a workshop where beautiful gift items are made from this waste. They also to reinforce the feeling that it makes sense to have less plastic in the environment.
- We will take the group to a museum where participants learn about the water cycle. They also discover what they can do themselves in daily life to limit their water consumption and what impact this has.

# Project Management

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## HOW WILL YOU MANAGE THE PROJECT (AGREEMENTS WITH PARTNERS ETC.) AND MAKE SURE THAT IT IS DONE IN LINE WITH THE ERASMUS+ YOUTH QUALITY STANDARDS?

Both organisations sign a cooperation agreement agreeing on the commitment and responsibilities to make the exchange a success. When the young people signed up, it was made clear that the intention was that they would be involved for the duration of the exchange. At each activity with other organizations, the young people record by means of a short film how the activity went and how the organization managed it.

## HOW WILL YOU ORGANISE THE PRACTICAL AND LOGISTICAL PART OF THE PROJECT (E.G. TRAVEL, ACCOMMODATION, INSURANCE, VISA, SOCIAL SECURITY, MENTORING AND SUPPORT, PREPARATORY MEETINGS WITH PARTNERS ETC.)?

Hoflower has vans that will be used to transport the youth. At the exchange in Country A the youngsters and their group leaders from country B come by train. Group travel and cancellation insurance will be provided for both exchanges. Both come together for a day prior to the exchange on a working visit to see the accommodation and to meet / consult each other.

## PARTNERSHIPS

### HOW AND WHY DID YOU CHOOSE YOUR PROJECT PARTNERS? WHAT EXPERIENCES AND COMPETENCES WILL THEY BRING TO THE PROJECT?

Both organizations serve the same target group: young people with mild intellectual disabilities. Hoflower brings a lot of experience in organizing training activities of several days and in guiding group processes. Make You Change, on the other hand, has a lot of experience in putting together as varied a program as possible of separate activities for a broad group of young people and focuses a lot on pushing boundaries and strengthening self-confidence.

### HOW WILL YOU COMMUNICATE WITH THEM?

Because of the Corona crisis, there has been digital consultation between the organisations. Both organizations did meet physically with their own youth to get acquainted and think about the program together. The youth introduced themselves to each other through videos. Both organisations will meet for a day prior to the activity to see the accommodation and meet each other, among other things.

### HOW WILL YOU MONITOR AND COORDINATE THEIR CONTRIBUTION?

Both organisations have been in contact since 2019 leading up to the preparation of this grant application. Through corona, these contacts have been digital to date and that has worked very well. Also in the run-up to the exchanges themselves, we will safeguard this collaboration by setting fixed dates for consultation and keeping each other informed of progress through reports. It will be good to plan a preparation for each exchange where we can see each other physically. This will further promote cooperation and facilitate the making of concrete agreements on the implementation the exchanges.

## WHICH OTHER ACTORS (ORGANISATIONS OR INDIVIDUALS) WILL BE INVOLVED AND HOW?

- Self-defence/kickboxing teacher, yoga/relaxation techniques teacher: they provide relaxation and work on self-confidence in a professional manner.
- We will eat in a social restaurant where people with disabilities are employed. The employees will talk about their work and go deeper into the theme of inclusion.
- We will hire a professional climbing instructor to ensure the safety of our participants while climbing.

## EVALUATION

### HOW WILL YOU EVALUATE YOUR PROJECT'S SUCCESS? WHICH ACTIVITIES WILL YOU CARRY OUT IN ORDER TO ASSESS WHETHER, AND TO WHAT EXTENT, YOUR PROJECT HAS REACHED ITS OBJECTIVES AND RESULTS?

- At each activity with other organizations, the young people record how the activity went and how the organization experienced it.
- At the end of the exchange, an evaluation will be written with both groups of young people, supported by visual material.
- The group leaders of both organisations will also write an evaluation afterwards, in which we will check to what extent the project goals and objectives have been achieved.

## SUSTAINABILITY OF THE RESULTS

### WHAT WILL YOU DO TO MAKE SURE THAT YOUR PROJECT CONTINUES TO HAVE EFFECTS ALSO AFTER IT ENDS?

Youth are encouraged to participate in online activities afterwards, such as a Kahoot quiz and a digital reunion. Also, during the exchange, it is explored whether participating youth have a good click and may want to continue to maintain 1 on 1 contact via social media after the exchange.

### ARE YOU PLANNING MEASURES TO MAKE SURE THAT THE RESULTS PRODUCED ARE USED AND BENEFICIAL TO OTHERS BEYOND THE PROJECT'S LIFETIME? IF YES, WHICH ONES?

Both organisations can actively reach out to advise similar organizations that are considering a youth exchange. It is also important to communicate more widely about the exchange in the partner organizations' network, to emphasize the importance of participation and education for youth with mild intellectual disabilities.

## DISSEMINATION OF PROJECT RESULTS

### HOW WILL YOU MAKE YOUR PROJECT VISIBLE OUTSIDE YOUR ORGANISATION AND PARTNER ORGANISATIONS? HOW WILL YOU SHARE ITS RESULTS AND SUCCESS? WITH WHOM WILL YOU SHARE THE RESULTS?

- We are going to make a booklet together with the participants about the experiences they had during the international exchange.
- Through our social media channels we will give attention to the exchange during and after the event, to spread it widely in our network (young people with intellectual disabilities, organizations in care and welfare, leisure, sport, assistance, education) .
- In addition, we appeal to our press contacts for an article in the local and regional newspapers.
- We have intensive contact with some colleague organizations that serve the same target group and we will give a presentation about the exchange project.



## HOW WILL YOU INVOLVE PARTICIPANTS IN SUCH ACTIVITIES?

- Some young people will be involved in developing the 'international experiences booklet'. All young people will be interviewed, so there will be at least 1 result or quote from everyone.
- When communicating about the exchange through our social media, the young people can make their own video or select pictures and come up with text. They can also use their own social media accounts to communicate about the exchange.
- In the case of a newspaper article, the young people themselves can be interviewed.

## Project Summary

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### WHAT DO YOU WANT TO ACHIEVE BY IMPLEMENTING THE PROJECT? WHAT ARE THE OBJECTIVES OF YOUR PROJECT? PLEASE SPECIFY FROM THE PERSPECTIVE OF YOUTH WORK PRACTICE.

Through the group exchange 'No limits!' we challenge young people with a mild intellectual disability from the Country A and B to literally and figuratively push boundaries. They literally cross the border to meet young people from another country and with a different culture and get to know them intensively. In this way, their view of the world is broadened, they develop their social skills and learn from each other. They figuratively push their boundaries, because during this group exchange they try new things together and undertake ground breaking activities that promote their self-reliance, self-development and self-confidence. By letting them experience low-threshold successes, they discover that they can participate in society just like everyone else. This contributes to an inclusive society and to achieving equal opportunities for everyone.

### WHAT ACTIVITIES DO YOU PLAN TO IMPLEMENT? WHAT IS THE NUMBER AND PROFILE OF THE PARTICIPANTS INVOLVED?

The activities of the group exchange will focus on getting to know each other, intercultural learning and cooperation. Cultural and sporting activities will also be implemented. In addition, during the group exchange we will visit local initiatives that work on inclusion, diversity and the environment.

There are 6 young people from country A and 6 young people from Country B who participate in the group exchange. The youngsters all have a mild intellectual disability. Two social-cultural workers from both organizations participate in the group exchange to offer the youngsters the guidance guide and support they need.

### WHAT RESULTS AND IMPACT DO YOU EXPECT YOUR PROJECT TO HAVE?

Youngsters with a mild intellectual disability are getting to know intensively another culture and new people. This broadens their world, promotes their social skills and encourages openness and tolerance towards others.

Through low-threshold group activities, the participants push their boundaries and gain experiences of success. As a result, they experience that they are perfectly capable of participating in society, which has a positive effect on their self-image and self-confidence. The participants also grow in terms of self-reliance and self-development. In short, this international group exchange is a special experience that will remain with them for a long time.

With this group exchange we also contribute to creating a more inclusive society. The overnight stay in youth centres creates opportunities for inclusive contacts with other youngsters without disabilities. In addition, through a visual report afterwards, we want to inspire other young people with intellectual disabilities and their organizations to also embark on an international adventure.