



INTERNATIONAL MOBILITY

WITH DISABILITIES

Recommendations for
sending, hosting &
coordinating organisations



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About

International Mobility with Disabilities (IMD) is an European project funded by the French Erasmus + Youth and Sports Agency. It aims at providing accessible information for youth with disabilities about all stages of the mobility path through a unique website:

<https://mobility-with-disabilities.org>

Another aim of the project is to develop helpful tools for organisations working in the field of international mobility and youth work so that they can best support young people with disabilities during all steps of their experience abroad. This booklet was specially developed for this purpose. It is addressed to sending, hosting and coordinating organisations and contains many useful and practical recommendations to ensure that young people with disabilities are aware of and benefit from international mobility opportunities and that the framework conditions for their mobility are as inclusive as possible and adapted to their needs. In short: the booklet contains recommendations for all phases of an (inclusive) international mobility: Public relations, preparation, on-site and return. The content of the booklet was gathered in three different ways:

- ✓ Findings of a study on good practices to welcome, host and support youth with disabilities in a new country, which was carried out by the project partners in summer 2020.
- ✓ Findings from focus groups, which were conducted in France, Germany and Austria.
- ✓ Findings from an extensive literature review

How to use this booklet?

The booklet is structured chronologically following the different phases of an (inclusive) international mobility and starting with the public relations work on inclusive mobilities, but you do not have to go through it 'from front to back'; it is also ideal for selective use depending on the phase of international mobility for which you are currently looking for recommendations.

In practice, some recommendations may be more relevant for sending organisations than for hosting organisations. In general, however, all recommendations apply to all organisations and roles: sending, hosting & coordinating. And since the coordinating function in particular can also be performed by both the sending and the hosting organisation, it makes sense to categorise the recommendations not according to the role of the organisation but according to the phases of mobility or according to the activities and measures that one wants to improve in terms of inclusivity.

The tables on the next page give an overview of the phases and areas for improvement.

Furthermore, the recommendations were compiled in the form of checklists in order to make the booklet as practical as possible and so that it can also be used directly in 'customer contact' - there are boxes to tick, fields for the young person's name, the organisations involved and the type of experience abroad, as well as space for notes.



INCLUSIVE INTERNATIONAL MOBILITY: PHASES OF ACTION

1

INCLUSIVE PR &
COMMUNICATION

2

CONSULTATION

3

FINDING A
SUITABLE
PLACE/PARTNER

4

ORGANISATIONAL
PREPARATIONS

BEFORE THE MOBILITY



BEFORE THE
MOBILITY/
ON-SITE

5

TRAININGS,
WELCOMING
DAYS, ...



I WANT TO

COMMUNICATE INCLUSIVELY • PHASE 1, PAGE 6

ADVISE YOUNG PEOPLE WITH DISABILITIES THE BEST WAY POSSIBLE • PHASE 2, PAGE 7

FIND A SUITABLE PLACE/PARTNER • PHASE 3, PAGE 8

KNOW EVERYTHING THAT NEEDS TO BE ORGANISED BEFORE THE MOBILITY • PHASE 4, PAGE 9

KNOW WHAT TO CONSIDER IN PREPARATORY TRAININGS, WELCOME EVENTS, ETC. • PHASE 5, PAGE 10

KNOW EVERYTHING THAT NEEDS TO BE PREPARED ON SITE • PHASE 6, PAGE 11

KNOW HOW I CAN BEST SUPPORT YOUNG PEOPLE WITH DISABILITIES ON-SITE • PHASE 7, PAGE 12

HOW TO SUPPORT AND ACTIVELY INVOLVE RETURNEES • PHASE 8, PAGE 13

6

ON-SITE
PREPARATIONS

7

ON-SITE SUPPORT



ON-SITE

RETURN

8

SUPPORT &
ACTIVE
INVOLVEMENT
OF RETURNEES



but above all
recommendations are the

5 GOLDEN RULES

of an international
inclusive mobility



**PREPARATION
IS KEY**

**DEVELOP
INCLUSIVE
PRACTICES**



**GOOD
PARTNERS ARE
WORTH THEIR
WEIGHT IN GOLD**

**INCLUSIVE CULTURE AS A
COMMON GUIDING
PRINCIPLE**

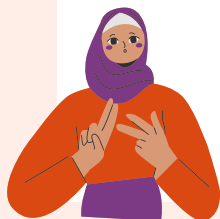
**ESTABLISH INCLUSIVE
STRUCTURES TO ANCHOR
INCLUSION AT ALL LEVELS**



BEFORE THE MOBILITY

PHASE 1

INCLUSIVE PUBLIC RELATIONS & COMMUNICATION



TYPE OF INTERNATIONAL MOBILITY:

TARGET GROUP(S):

RELEVANT SELF-ADVOCACY ORGANISATIONS/SELF-HELP GROUPS:

POTENTIAL TESTIMONIALS/AMBASSADORS:

POTENTIAL MULTIPLIER:

- ☐ Address people with disabilities explicitly and directly.
- ☐ Put people first, not their disability & show people with disabilities as active members of society.
- ☐ Respect the diversity within people with disabilities - people with disabilities do not constitute a homogeneous group with the same needs and expectations.
- ☐ Strengthen the confidence of young people with a disability to travel - work, for example, with testimonials/ambassadors.
- ☐ Provide as much information and visual material as possible about the mobility/partner organisation/site/etc. - communicate thereby openly about the specific measures offered.
- ☐ Mainstream information from/about support structures (financial support, ...).
- ☐ Involve representatives of self-advocacy organisations as well as multipliers.
- ☐ Ensure barrier-free communication.

Notes

Tip

Accessibility is not the same as Inclusion - spaces/places, also digital ones, that are accessible are not necessarily prepared for an inclusive, non-discriminatory encounter that enables participation for everyone.



BEFORE THE MOBILITY

PHASE 2

CONSULTATION



NAME OF THE YOUNG PERSON:

CONTACT DETAILS :

TYPE OF INTERNATIONAL MOBILITY :

SENDING/HOSTING/COORDINATION ORGANISATION NO. 1:

SENDING/HOSTING/COORDINATION ORGANISATION NO. 2:

Clarify which conditions are important for the counselling interview.

Use everyday terms as much as possible and normal language.

Define the mobility project with the young person and identify potential constraints together.

Focus on skills and interests of the young person.

Do not limit the options in advance.

Clarify support needs as precisely as possible & discuss the framework in detail.

If possible, involve family, carers and accompanying services and institutions for identifying needs and shaping an adapted experience, but don't forget that the main person concerned is the young person himself/herself.

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Tip

The key words for a successful inclusive mobility are anticipation and co-construction. For example, a young person who does not usually need a note taker in his or her native tongue may need one abroad to follow the lessons more easily; this need is new and must be established well in advance in order to organise the arrangements on site.



BEFORE THE MOBILITY

PHASE 3

FINDING A SUITABLE
PLACE/PARTNER



NAME OF THE YOUNG PERSON:

CONTACT DETAILS :

TYPE OF INTERNATIONAL MOBILITY :

SENDING/HOSTING/COORDINATION ORGANISATION NO. 1:

SENDING/HOSTING/COORDINATION ORGANISATION NO. 2:

Generally check whether partners have the structures, flexibility, experience and/or openness in dealing with people with diverse support needs.

The potential partners should give you detailed information about which support can be provided and their facilities. Moreover, they should also inform you about their limitations in providing assistance for people with disabilities in order to prepare them for possible obstacles or forward them to helpful partner organisations.

Make sure that there is a shared understanding of inclusion between the project partners.

Especially for volunteer activities: use resources and potentials of the young person & as with all other volunteers: not everyone can complete every assignment.

Higher education institutions would benefit from specifying in their inter-institutional agreements what measures their institution is implementing to create an inclusive environment and what infrastructure (e.g. where steps or stairs are in an accessible route, provision of complementary ramps, and whether lifts or escalators are on-site) and support services they provide to students with disabilities.

What kind of on-site support can be organised?

Contact the structures in place in the host country to get as much information as possible. What structures exist in the host country or city to enable better integration? Local self-advocacy organisations have the knowledge about the possibilities and the key contacts on site and should therefore be involved in this process. Also some local authorities have disability services and can also provide information.

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Tip

If the young person is already a member of an association in his or her country, find out if the association does not already have partnerships in the host country.



BEFORE THE MOBILITY

PHASE 4

ORGANISATIONAL
PREPARATION

NAME OF THE YOUNG PERSON:

CONTACT DETAILS :

TYPE OF INTERNATIONAL MOBILITY :

SENDING/HOSTING/COORDINATION ORGANISATION NO. 1:

SENDING/HOSTING/COORDINATION ORGANISATION NO. 2:

- ☐ A thorough check-list for identifying the needs of the young person who is going abroad should be designed and used as preparation.
- ☐ Help him or her plan everything so that he or she is reassured and confident, particularly with regard to all the administrative procedures relating to his or her mobility.
- ☐ **Plan entire trip in detail** (large time slots, request assistance at airports/train stations)
- ☐ **Try to clarify/assess the degree of accessibility:** the location of the accommodation, its accessibility standards, the public transport network in the country/city, the state of traffic in the streets... all these elements must be taken into account.
- ☐ **Clarify whether and to what extent possible claims are covered by the insurance.**
- ☐ **Help him/her prepare customs documents or special certificates for medicines or aids such as wheelchairs.**
- ☐ **Clarify in advance whether the repair of aids such as special glasses is possible.**

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Tip

Do not hesitate to contact the travel companies. They are required to provide a service accessible to all their passengers, subject to prior request. If the young person requires adapted transportation on site, you should also inquire well in advance to ensure the reservation of a vehicle.



BEFORE THE MOBILITY/ ON-SITE

PHASE 5

TRAINING, WELCOMING DAYS, ...



NAME OF THE YOUNG PERSON:

CONTACT DETAILS :

TYPE OF INTERNATIONAL MOBILITY :

SENDING/HOSTING/COORDINATION ORGANISATION NO. 1:

SENDING/HOSTING/COORDINATION ORGANISATION NO. 2:

- ☐ Send as detailed as possible a schedule and activity plan 4 to 6 weeks prior to training.
- ☐ When choosing the location, make sure that the premises are adapted to the support needs.
- ☐ When selecting trainers, preference should be given to persons who themselves have a disability/impairment.
- ☐ Ideally, the seminar group is a mixed ability group.
- ☐ Adapt seminar methods to group.
- ☐ Plan sufficient breaks and set up time-out zones.

Tips

The way disability is perceived in the country is an important factor, the young person should know what to expect in order to facilitate his/her integration. Whether it is the other students, the administrative or medical staff, all parties have a different way of doing things and this can, in some cases, destabilise the young person. Questions of interculturality and disability should be discussed with him or her beforehand.

For facilitators it is important to maintain an open mind when working with diverse, mixed-ability groups. This includes being patient with different group dynamics and accessibility needs and, perhaps more importantly, to recognise and challenge your own maybe unconscious stereotypes about disability and concerns or fears about possible difficulties in the implementation of the training/event/etc.

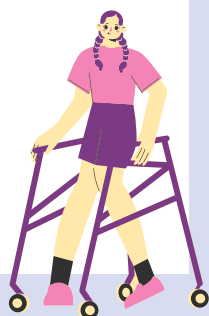
Notes



ON-SITE

PHASE 6

ON-SITE PREPARATIONS



NAME OF THE YOUNG PERSON:

CONTACT DETAILS :

TYPE OF INTERNATIONAL MOBILITY :

SENDING/HOSTING/COORDINATION ORGANISATION NO. 1:

SENDING/HOSTING/COORDINATION ORGANISATION NO. 2:

Ensure/create an inclusive environment.

This may require training and capacity building for your staff and the environment involved and establishing communities of practice. Often there is a lack of awareness of the challenges faced by international students/volunteers/etc. with disabilities and the support infrastructure needed. Also, create awareness for violence against people with disabilities which can have many different forms.

Start communicating with the young person already well before the mobility.

Keep close contact with the sending organisation.

Clarify the specific needs that the young person will require well before and determine the measures to ensure individual accessibility and on-site support.

Ensure conditions of the accommodation are coherent and support needs have been taken into account.

Avoid positive discrimination.

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Tips

It can be rewarding to get in touch with national or local associations in order to work on partnerships or tools that facilitate the arrival and immersion of young people with disabilities in your city.

ON-SITE

PHASE 7

ON-SITE SUPPORT



NAME OF THE YOUNG PERSON:

CONTACT DETAILS :

TYPE OF INTERNATIONAL MOBILITY :

SENDING/HOSTING/COORDINATION ORGANISATION NO. 1:

SENDING/HOSTING/COORDINATION ORGANISATION NO. 2:

- ☐ **Support the daily management of the young people during their mobility.**
- ☐ **Contact person in the sending organisation should also be still available.**
- ☐ **Include the young person in the social and cultural activities of your structure.**
It is therefore necessary to ensure that certain activities are accessible and to offer alternatives if necessary.
- ☐ **Integrate the young person into social and cultural life.**
Integration into for example university and community life is very important for the young person to be part of social networks and to get to know the structures around and thus to make the most of his or her mobility.
- ☐ **Involve self-advocacy organisations and peers and develop a buddy or mentoring system.**
- ☐ **Actively involve other volunteers, students, ...**
- ☐ **Especially for volunteer activities: Select mentors carefully, giving preference to peers, and establish peer-to-peer counselling by former volunteers.**

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Tips

To facilitate the arrival of the young person it is recommended to prepare a welcome guide which includes all the necessary information regarding the stay. It should also include the contact details of the designated main contact person within your team and emergency numbers and contacts for practitioners and doctors according to the needs of the participants. Also attach a map of the city with indications of accessible transport lines, accessible public toilets... do not forget options of entertainment.

RETURN

PHASE 8

SUPPORT AND ACTIVE
INVOLVEMENT OF RETURNEES

NAME OF THE YOUNG PERSON:

CONTACT DETAILS :

TYPE OF INTERNATIONAL MOBILITY :

SENDING/HOSTING/COORDINATION ORGANISATION NO. 1:

SENDING/HOSTING/COORDINATION ORGANISATION NO. 2:

- ☐ **Thorough feedback with everybody involved should be mandatory to improve mobility offers for future students.** This should be conducted both anonymously and in person to acknowledge and appraise all aspects of the program and its deficits.
- ☐ **Support the reintegration of outgoing students, volunteers, ... after their return (reflection).**
- ☐ **Returnees are important multipliers and can motivate other to go abroad, use their experience for public relations (testimonials)**
- ☐ **Returnees can also become future mentors, peer-to-peer counselors, ... but als co-creators of the program**

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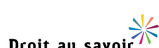
Tips

Create an alumni network which is involved both in the development of the program as well as into the preparation of students/volunteers/etc. and facilitators prior to the mobility.

Project partners (Consortium)



Ahead (Ireland) is the national centre for Inclusive Education. It works with the higher education sector to improve the transition for students with disabilities into education and employment.



Droit au Savoir (France) is an inter-associative and cross-disability collective promoting the pursuit of studies of young people with disabilities over 16 years old until their professional integration.



Erasmus Student Network France is a student association network to welcome international students and raise awareness about international mobility.



Österreichische Jugendinfos (Austria) is the National Network of Austrian Youth Information Centres coordinating national youth information projects and training youth information workers. The network is also the Austrian ERYICA member and the national coordinator for EURODESK.



SV-Bildungswerk (Germany) was founded by former student representatives. The objective is fostering skills upgrading and knowledge sharing between high school unions, thus focusing on peer-learning and democratic education.



Udruga Zamisli (Croatia) is an association promoting quality education for young people with disabilities. It is a support and information centre for young people with disabilities.



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