

VISION FOR INCLUSION TOOLKIT

Designing and Implementing Inclusive Erasmus+ Projects for Blind and Partially
Sighted Participants

A practical guide for youth workers, project coordinators, facilitators and
organisations

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This Toolkit was developed as part of the Erasmus+ project Vision for Inclusion, a youth workers' mobility focused on strengthening the capacity of organisations and youth workers to design and implement Erasmus+ projects that are inclusive of blind and partially sighted participants.

The project was implemented by the National Union of the Blind of the Republic of North Macedonia as the lead organisation, in partnership with Zveza Drustev Slepih in Slabovidnih Slovenije from Slovenia and Savez slepih Srbije from Serbia.

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Special acknowledgement goes to the blind and partially sighted youth workers and participants whose lived experience, professional insight and practical recommendations were central to this process. Their contributions helped identify real barriers, practical solutions and meaningful ways to make Erasmus+ mobilities more accessible, respectful and participatory.

This Toolkit was not created only about blind and partially sighted people, but with them. Their voices, feedback and expertise are reflected throughout the chapters, checklists, templates and practical tools included in this publication.

We also acknowledge the role of all youth workers and organisations committed to making inclusion a standard part of youth work practice, not an exception. Meaningful inclusion requires shared responsibility, openness to learning and willingness to change the way projects are designed, implemented and evaluated.

ABOUT THE PROJECT

Vision for Inclusion is an Erasmus+ KA153 Youth Workers Mobility project focused on building the capacities of youth workers to design and implement Erasmus+ projects that are fully inclusive of blind and partially sighted young people.

The project is implemented by the National Union of the Blind of the Republic of North Macedonia, together with partner organisations from Serbia and Slovenia. It brings together blind, partially sighted and sighted youth workers in an international learning environment where inclusion is discussed as a topic and practiced through the design of the programme, methods, materials, logistics and group process.

The main aim of the project is to strengthen youth workers' practical competences in inclusive Erasmus+ project design and implementation. Many youth workers and organisations are motivated to include young people with disabilities in international mobility projects, but they often lack practical tools, confidence and experience to do so effectively. This project responds to that gap by focusing on real-life strategies, accessible planning and adapted non-formal education methods.

Through the training mobility, participants explore different phases of Erasmus+ project development and implementation, including needs assessment, accessible outreach, application and selection, travel and logistics, accommodation, facilitation, catering, evaluation, Youthpass, dissemination and follow-up. The project also supports participants to reflect on their own assumptions, learn from lived experience and develop concrete tools that can be used in future youth work practice.

One of the main results of the project is this [Inclusion Toolkit](#). It was created as a practical resource for youth workers, facilitators, project coordinators and organisations that want to make their Erasmus+ projects more accessible and inclusive for blind and partially sighted participants. The Toolkit brings together the learning from the project, the experiences of participants and practical guidance for future use.

ABOUT THIS TOOLKIT

This manual is a practical, concise, and highly usable resource for navigating the realities of inclusive international youth mobilities. It provides concrete frameworks to help you design, write, prepare, implement, facilitate, evaluate, and follow up Erasmus+ projects that meaningfully involve blind and visually impaired participants.

Rather than focusing on heavy academic theory, this guide prioritizes actionable steps, adaptable non-formal education methods, and ready-to-use templates.

We designed this guide for a broad spectrum of actors within the European youth and disability sectors. It is an essential tool for youth workers, facilitators, trainers, Erasmus+ project coordinators, and group leaders. Additionally, it serves volunteers, youth organisations, disability organisations, and mainstream NGOs wanting to open their standard programs to visually impaired participants, as well as project applicants preparing Erasmus+ KA1 or KA2 youth mobility projects.

Inclusive design ensures that all young people can exercise their fundamental human right to participate fully, equally, and safely in society. True inclusion moves far beyond tokenism. It guarantees that blind and visually impaired individuals are present not as passive beneficiaries or objects of charity, but as active contributors, co-creators, experts by experience, and decision-makers.

Accessibility is not a separate activity or a final adaptation to be tacked on at the end of a project. When accessibility is planned from the very beginning, coordinators can accurately budget for essential resources, conduct barrier-free outreach, and design environments that are inherently usable by everyone. Attempting to retrofit an inaccessible project usually results in clumsy, segregated fixes that isolate participants and violate their dignity.

Youth workers and coordinators can use this manual as a practical working compass across the entire project lifecycle. Before the mobility, it provides strategies to conduct barrier-free outreach, write inclusive funding applications, and respectfully gather access needs. During the mobility, it helps teams manage safe travel logistics, ensure venue accessibility, and adapt non-formal education methods for mixed-ability groups. After the mobility, the guide supports accessible evaluations, Youthpass competence recognition, and the ethical sharing of project results.

While this guide provides a robust framework of methods and checklists to support excellent structural planning, it remains non-exhaustive. Visual impairment is an incredibly diverse spectrum, and experiences vary widely from person to person. Therefore, this guide does not replace direct communication with your participants. You

must always ask each participant what works best for them, listen closely to their answers, and respect their specific access needs and terminology preferences.

KEY TERMS

Blind person

A blind person is a person who has no vision or very limited vision and does not rely on sight as their main way of accessing information, moving through spaces or

completing tasks. Blind people may use different tools and strategies, such as screen readers, Braille, white canes, guide dogs, audio information, tactile information or support from other people, depending on their preferences and context.

Partially sighted person

A partially sighted person is a person who has some vision, but whose sight is significantly reduced or limited in ways that affect daily activities. Partially sighted people may have different visual experiences, such as blurred vision, tunnel vision, central vision loss, sensitivity to light, difficulty with contrast or difficulty seeing in low light. Some may use magnification, large print, high contrast, assistive technology or specific seating arrangements.

Visual impairment

Visual impairment is a general term that includes different levels and types of vision loss, including blindness and partial sight. The experience of visual impairment is different for each person. It may affect reading, movement, orientation, recognising faces, accessing digital content, participating in visual activities or navigating unfamiliar environments.

Accessibility

Accessibility means that information, spaces, activities, communication, services and opportunities can be used by people with different needs and abilities. In Erasmus+ projects, accessibility includes accessible calls, forms, travel information, accommodation, venues, materials, facilitation methods, meals, evaluation tools and dissemination.

Inclusion

Inclusion means creating conditions where all participants can take part meaningfully, safely and with dignity. Inclusion is more than being present. It means being able to access information, make choices, contribute, learn, socialise, express needs, influence decisions and feel a sense of belonging.

Tokenism

Tokenism happens when a person from an underrepresented or marginalised group is included only symbolically, without real participation, influence or support. In Erasmus+ projects, tokenism may happen when blind or partially sighted participants are invited only to show diversity, while the project remains inaccessible in practice.

Reasonable accommodation

Reasonable accommodation means making individual adjustments that allow a person to participate equally. In Erasmus+ projects, this may include providing materials in a preferred format, arranging support during travel, adapting an activity,

allowing extra time, providing a personal assistant, changing seating or modifying communication methods.

Universal Design

Universal Design means designing environments, materials, activities and services so that they can be used by as many people as possible from the beginning. In youth work, this means planning activities that offer different ways to access information, participate and express learning, instead of adapting everything only after barriers appear.

Non-formal education

Non-formal education is organised learning outside the formal school or university system. It is usually participatory, learner-centred, experiential and based on reflection. Erasmus+ youth projects often use non-formal education methods such as workshops, simulations, group work, role play, discussions, reflection circles, energizers and team-building activities.

Erasmus+ mobility

Erasmus+ mobility refers to an international learning activity supported by the Erasmus+ programme, where participants travel to another country or take part in an international learning experience. In youth work, this may include youth exchanges, training courses, seminars, study visits, job shadowing or youth workers' mobilities.

Access needs

Access needs are the conditions, adaptations, formats, support or arrangements that help a person participate fully and safely. Access needs may relate to communication, mobility, digital tools, travel, accommodation, meals, workshop methods, materials, support persons, personal space, health or safety.

Support person

A support person is someone who provides assistance to a participant during a project. This support may relate to travel, orientation, communication, meals, movement, participation in activities or emotional support. The role of the support person should be clearly agreed and based on the participant's preferences.

Personal assistant

A personal assistant is a person who provides individual support to a participant according to their needs and preferences. A personal assistant may support daily activities, mobility, communication or participation. Not every blind or partially sighted participant needs or wants a personal assistant, so this should never be assumed.

Youthpass

Youthpass is a European recognition tool used in Erasmus+ youth projects. It helps participants reflect on and describe what they have learned during the project. Youthpass is both a certificate and a learning process. In inclusive projects, Youthpass should be accessible and should recognise competences such as inclusive communication, accessibility awareness, adapted facilitation, teamwork, intercultural learning and project management.

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Part 1: Foundations and Planning

Introduction

Before any flights are booked, venue contracts signed, or workshops designed, the success of an inclusive Erasmus+ project is determined by the foundation laid during the planning phase. Inclusion is not a checklist to be completed at the end of a project, nor is it a single support measure added just before participants arrive. True inclusion is a continuous, intentional commitment that must be woven into the very fabric of your organizational culture and project cycle. This first part of the guide focuses entirely on the critical early stages of an Erasmus+ project, from conceptualizing the initial idea and writing the funding application to conducting outreach and preparing the participants for mobility.

To build a genuinely inclusive project, youth workers and coordinators must first adopt the right mindset. Inclusive youth work roots itself in the social model of disability. This model recognizes that a young person is not disabled by their blindness or visual

impairment, but rather by the systemic, environmental, and attitudinal barriers that society places in their way. By shifting our focus to removing these barriers, whether they are inaccessible online application forms, poorly lit venues, or reliance on highly visual non-formal education methods, we create spaces where all young people can thrive and participate equally.

The absolute cornerstone of this foundational phase is the principle of "*Nothing About Us Without Us*". Blind and visually impaired young people must never be treated as passive beneficiaries of a youth project. They are experts by experience, co-creators, and decision-makers. Involving them from the very beginning means consulting them during the needs analysis, inviting them to review application drafts, and collaborating with them to design accessible outreach materials. When you plan *with* blind and visually impaired participants rather than *for* them, you replace assumptions with practical realities, ensuring that the project's accessibility measures are genuinely effective rather than merely performative.

A strong, collaborative planning phase is the best defense against tokenism. Tokenism occurs when an organization invites a blind participant simply to tick a diversity box, uses them for inspirational photos, or claims the project is inclusive without actually removing the practical barriers to their participation. Meaningful inclusion, however, requires deliberate structuring. It means budgeting correctly for personal assistants or accessible transport, ensuring partner organizations share the same inclusive values, and creating a culture where access needs can be requested comfortably and respectfully. It is about creating an environment where blind and partially sighted young people can apply independently, travel safely, contribute fully to group work, and socialize freely during informal moments.

In the context of Erasmus+ youth mobilities (such as KA1 or KA2 projects), the application process itself is an exercise in inclusion. Evaluators look for projects that embed accessibility into their core objectives, risk management plans, and sustainability strategies. Budgeting for reasonable accommodations, from screen-reader-friendly materials to extra pre-mobility preparation meetings, is a necessary investment in the project's quality and dignity. As you navigate this part of the guide, you will find concrete strategies to transition these rights-based principles into practical youth work. Starting with a strong, accessible foundation prepares the ground for an empowering international mobility experience that allows all participants to learn, influence, and belong.

Module 1: Purpose, Audience, and Practical Navigation

Translating the ideals of inclusive youth work into everyday practice requires more than good intentions; it demands concrete tools, informed logistics, and adaptable methods. This module outlines the specific scope of this manual, detailing exactly who can benefit from it, how to navigate its sections across the project lifecycle, and the respectful terminology required to communicate effectively.

1.1 Translating Intent into Action

This manual serves as a highly functional bridge between the philosophy of inclusion and the daily realities of running an Erasmus+ youth project. Coordinators often understand that accessibility is vital, yet they struggle with the practical execution: how to structure a barrier-free application, how to set up a catering space, or how to adapt a fast-paced non-formal education energiser for a mixed-ability group. This guide delivers those specific, actionable answers. It focuses strictly on concrete decisions, real-world examples, and ready-to-use checklists.

1.2 Who Should Use This Guide?

We designed this manual for a diverse range of professionals and volunteers within the European youth sector:

- **Youth Workers, Facilitators, and Trainers:** To discover practical ways to adapt non-formal education methods, group work, and reflection spaces so that activities do not rely exclusively on sight.
- **Erasmus+ Project Coordinators and Group Leaders:** To manage the complex logistics of international mobility, including safe travel, accessible accommodation, budgeting, and risk management.
- **Mainstream NGOs and Youth Organisations:** To gain the methodological confidence needed to open their standard programs to blind and partially sighted young people.
- **Disability Organisations:** To effectively transition their local expertise into the international arena of Erasmus+ KA1 or KA2 youth mobilities.
- **Project Applicants:** To understand how to articulate accessibility needs within funding applications and accurately forecast inclusion-related budget items.

1.3 The Logistical Imperative of Early Planning

Accessibility must be integrated into the project's blueprint from the very first brainstorming session. In the context of Erasmus+ funding, waiting until a project is approved to consider accessibility is a critical logistical error.

If accessibility is not planned early, coordinators miss the opportunity to apply for essential budget items, such as funding for support persons, specialized travel, or adapted materials. Attempting to retrofit an inaccessible project usually results in clumsy, stigmatizing workarounds that isolate participants. Conversely, embedding Universal Design principles early ensures that outreach materials are readable by screen readers, venues are vetted for physical safety before contracts are signed, and facilitation teams have ample time to rethink their visual-heavy workshops. Proactive planning guarantees a seamless, dignified experience for all attendees.

1.4 Navigating the Guide Across the Project Cycle

To maximize its usability, this manual is structured to mirror the chronological phases of a standard Erasmus+ mobility project:

- **Before Mobility:** Focuses on conducting accurate needs analyses, drafting barrier-free applications, executing accessible outreach, and utilizing structured forms to gather access needs respectfully.
- **During Mobility:** Translates inclusion into daily coordination. This covers everything from managing airport arrivals and conducting venue orientation tours to the core work of inclusive facilitation, adapting ice breakers, and running sensory activities.

- **After Mobility:** Guides teams through accessible evaluation formats, inclusive Youthpass competence recognition, and the dignified dissemination of project results to trigger broader organizational change.

1.5 Language and Terminology Guidelines

Using respectful and consistent language is a critical component of inclusive youth work. The way we speak shapes the environment we create. This guide adheres to the following terminology principles, which all youth workers should adopt:

- **Preferred Terms:** Use phrases such as "blind and visually impaired participants," "participants with visual impairments," "access needs," "meaningful inclusion," "Universal Design," "reasonable accommodation," and "mixed-ability group".
- **Terms to Avoid:** Strictly avoid labels that define people by their impairment or evoke pity. Do not use terms like "the blind," "normal participants" (when referring to sighted peers), "special needs," "suffering from blindness," or "victims". Furthermore, avoid inspirational language that presents a disabled person's basic participation as "heroic."

1.6 A Practical but Non-Exhaustive Tool

While this guide provides a robust framework of methods and checklists, it remains entirely non-exhaustive. Visual impairment is an incredibly diverse spectrum. Some participants may read Braille, some utilize screen readers, others depend on magnification, and some may only require minor environmental adjustments.

Because experiences and preferences vary so widely, **this guide can never replace direct communication with your participants**. It is designed to support excellent structural planning, but the ultimate authority on accessibility is the individual participant. Always ask each person what works best for them, listen closely to their answers, and respect their specific access needs.

Module 2: Foundations of Meaningful Inclusion

Building an accessible Erasmus+ project requires more than a welcoming attitude. It requires a structural commitment to removing barriers and sharing power. This module provides the essential foundations for transforming good intentions into respectful, barrier-free practices. It contrasts genuine participation with superficial gestures and outlines the core principles that must guide your project from conception to follow-up.

2.1 Meaningful Inclusion vs. Tokenism

True inclusion goes far beyond simply inviting a blind or visually impaired young person to attend a mobility. It means actively designing an environment where they have the exact same opportunities to engage, learn, and socialize as their sighted peers. Tokenism occurs when an organization includes a marginalized person merely to create an illusion of diversity, without giving them real agency or addressing the systemic barriers they face.

Meaningful inclusion is achieved when blind and visually impaired participants can:

- Access project information and apply entirely independently.
- Travel safely and comfortably to the host country.
- Understand and navigate the training venue without constant reliance on others.
- Participate actively in all non-formal education workshops.

- Contribute their ideas and skills to group work.
- Socialize freely during coffee breaks, intercultural nights, and informal moments.
- Give feedback using accessible evaluation tools.
- Have their learning formally recognized through an accessible Youthpass process.
- Influence future youth work practices and organizational strategies.

Common Mistakes

- Using blind participants prominently in project photos and dissemination materials to prove the project is "diverse," while ignoring their actual access needs.
- Asking visually impaired participants to share personal stories of hardship during a workshop, but not involving them in any project decision-making or leadership roles.
- Failing to plan for accessibility and only adapting methods or the environment after a participant encounters a problem.
- Claiming a project is fully inclusive simply because one blind participant attended, regardless of whether they were actually able to engage in the activities.

2.2 Nothing About Us Without Us

"Nothing About Us Without Us" is a foundational principle of the disability rights movement. It emphasizes that no policy, project, or activity should be created without the full and direct participation of the people it affects. In Erasmus+ youth work, this means blind and visually impaired people must not be treated as passive beneficiaries. They are experts of their own experience and must be active co-creators.

Visually impaired young people, youth workers, and disability organizations should be directly involved in:

- Conducting the initial needs analysis before the project is written.
- Developing the core project idea and learning objectives.
- Planning accessibility budgets and logistical requirements.
- Reviewing the open call for participants and the application form for screen-reader compatibility.
- Adapting non-formal education methods and testing energisers.
- Co-facilitating workshops and leading sessions during the mobility.

- Designing and participating in the daily reflection and final evaluation processes.
- Creating accessible dissemination materials and planning follow-up activities.

2.3 Understanding Visual Impairment Without Assumptions

Visual impairment is not a single, uniform experience; it is a highly diverse spectrum. Assuming that all visually impaired participants have the same needs leads to ineffective and sometimes patronizing accommodations.

Some participants are totally blind and navigate using a white cane or a guide dog. Others are partially sighted and may have tunnel vision, lack of central vision, or extreme sensitivity to light. Regarding materials, some participants rely exclusively on screen readers, some read Braille, while others simply need large print, high-contrast digital text, or audio formats. A participant might navigate a brightly lit room perfectly but require significant support during an evening city tour.

The most important rule in inclusive youth work is to never make assumptions. Always ask each participant directly what works best for them, how they prefer to receive information, and what specific adjustments they require to thrive in the project environment.

2.4 Core Principles in Action

To anchor your Erasmus+ project in a rights-based framework, every decision should be evaluated against the following core principles:

- **Accessibility:** Ensuring that physical spaces, digital tools, communication channels, and learning methods are barrier-free from the start.
- **Dignity:** Treating participants as capable young people, youth workers, or experts. Avoid inspirational, heroic, or pity-based framing.
- **Independence:** Designing environments and processes that allow participants to do things themselves, rather than forcing them to rely on support persons for every task.
- **Participation:** Moving beyond mere physical presence to ensure active, meaningful contribution to all project phases.
- **Safety:** Proactively managing physical risks (like trailing cables in a venue) and emotional safety (like establishing clear, respectful group agreements).
- **Flexibility:** Being ready to adjust timings, workshop formats, or daily schedules if a barrier is identified during the mobility.
- **Co-creation:** Building the project collaboratively with visually impaired partners and participants.

- **Universal Design:** Designing activities and materials so they are usable by everyone, regardless of ability, reducing the need for special, segregated adaptations.
- **Reasonable Accommodation:** Providing specific, individual adjustments when Universal Design is not enough (e.g., providing materials in Braille for a specific participant).
- **Confidentiality:** Respecting the privacy of a participant's access needs. Medical diagnoses are not required to provide support, and access information should only be shared with the team members who need to know.
- **Shared Responsibility:** Making inclusion the job of the entire project team, not just a single designated "inclusion officer".

Meaningful Inclusion Checklist

Use this checklist during your initial team meetings to ensure your project is built on solid foundations:

- Are blind and visually impaired people involved in designing the project idea and objectives?
- Have we shifted our focus from "fixing" the participant to removing barriers in our environment and methods?
- Is our budget structured to accommodate access needs (e.g., support persons, accessible materials)?
- Are we committed to asking participants directly about their needs instead of making assumptions based on their visual impairment?
- Will participants have the independence to navigate the application, travel, and venue as autonomously as possible?
- Are we prepared to adapt our non-formal education methods rather than excluding participants from certain activities?
- Is the entire facilitation and coordination team briefed on these core inclusion principles?

Module 3: Inclusive Project Development and Erasmus+ Application Writing

A truly inclusive Erasmus+ project begins long before the first day of activities; it starts on the blank page of your application form. Writing a strong, barrier-free application requires youth workers to identify systemic obstacles rather than framing visual impairment as a personal deficit. This module provides practical guidance to help youth workers and project coordinators structure their Erasmus+ applications (KA1 or KA2) to secure the necessary funding and lay the groundwork for meaningful inclusion.

3.1 Needs Analysis

The needs analysis forms the core argument of your Erasmus+ application. Evaluators look for projects that address genuine, documented issues. In inclusive youth work, needs must be based on real environmental, logistical, or attitudinal barriers, never on pity or a desire to "fix" the participant. Ground your analysis in the social model of disability, highlighting what systems need to change so everyone can participate.

Common Mistake (Weak Example):

"Blind young people need help to participate because they suffer from a lack of opportunities. Our project will bring them out of isolation."

Practical Guidance (Better Example):

"Youth organisations often lack practical tools to make outreach, application forms, travel, accommodation, and non-formal education methods accessible to blind and visually impaired participants. This project addresses the systemic barriers in international youth mobilities."

3.2 Objectives

Project objectives must translate your needs analysis into actionable, measurable goals. Rather than writing vague statements about "increasing diversity," formulate practical objectives connected directly to youth work competences and organizational capacity building.

Example Objective:

"To strengthen the competences of youth workers to design accessible Erasmus+ projects, including inclusive outreach, accessible application forms, safe travel planning, adapted facilitation methods, and accessible dissemination."

3.3 Target Group

Describing your target group respectfully is critical. Avoid medicalizing your participants or defining them solely by their visual impairment. Use person-first or identity-first language according to community preferences, and present the target group as active contributors.

3.4 Activities and Results

Every activity in your project must respond directly to the barriers identified in your needs analysis. The results should be tangible outputs that improve future youth work practices.

Practical Example:

- **Need:** Inaccessible application forms prevent visually impaired youth from applying to international mobilities.
- **Activity:** A barrier-free application workshop where sighted and visually impaired youth workers co-design an inclusive digital registration process.
- **Result:** A published, screen-reader-friendly accessible application form template made available to the wider Erasmus+ network.

3.5 Budgeting for Accessibility

Meaningful inclusion requires dedicated resources. Accessibility must be reflected in your Erasmus+ budget. The Erasmus+ programme provides specific funding categories (such as Inclusion Support or Exceptional Costs) to cover these requirements. Failing to budget for inclusion early on leads to severely compromised experiences later.

Possible Budget Items to Include:

- Travel, accommodation, and daily allowances for support persons or personal assistants.
- Accessible transport (e.g., specific airport transfers or adapted local transit).

- Advance Planning Visits (APV) or additional preparation meetings.
- Accessible materials (e.g., Braille printing, tactile tools, high-contrast markers).
- Assistive technology needs or software licenses.
- Accommodation considerations (e.g., single rooms for guide dogs or personal assistants).
- Adapted facilitation preparation time for trainers.
- Accessible dissemination (e.g., hiring professionals to create transcripts or alt-text for final reports).
- Multiplier workshops to share inclusive practices locally.

3.6 Risk Management

Traditional risk assessments often overlook accessibility. An inclusive risk assessment anticipates physical, emotional, and logistical barriers, ensuring that proactive measures are in place. It balances safety with the right to independence, avoiding overprotection.

Key Risk Management Areas:

- **Travel risks:** Delays, lost luggage, or inaccessible airport transfers.
- **Accommodation risks:** Unexpected steps, poor lighting, or confusing venue layouts.
- **Communication risks:** Failure of assistive technologies or incompatible screen-reader files.
- **Emergency procedures:** Evacuation plans tailored for blind participants (e.g., buddy systems instead of relying solely on visual exit signs).
- **Emotional safety:** Managing group dynamics and preventing tokenism or pity-based interactions.
- **Meals and free time:** Navigating buffets safely or moving through crowded city spaces.
- **Confidentiality and data protection:** Securing sensitive access needs forms securely and sharing information only with relevant staff.

3.7 Sustainability and Impact

Erasmus+ evaluators prioritize projects that leave a lasting legacy. Explain how your project will create longer-term organizational change rather than just a one-off accessible event.

Areas for Long-Term Change:

- Updating permanent organizational procedures and youth work policies.
- Publishing accessible templates for future Erasmus+ projects.
- Conducting multiplier workshops to train other NGOs.
- Fostering peer learning among youth workers across Europe.
- Establishing permanent partnerships between mainstream youth organisations and disability organisations.

Project Development Checklist

Use this checklist before submitting your Erasmus+ application:

- Does the needs analysis focus on environmental and societal barriers instead of medical deficits?
- Are the project objectives practical and connected to youth work competences?
- Is the target group described respectfully, treating blind and visually impaired people as active contributors?
- Do the planned activities correspond directly to removing identified barriers?
- Have we explicitly budgeted for support persons, Advance Planning Visits, and accessible materials?
- Does the risk management plan cover venue navigation, travel, and emergency evacuation for visually impaired participants?
- Is there a clear plan for sustaining inclusive practices and sharing results after the project ends?

Sample Erasmus+ Application Paragraph

Section: Project Relevance and Needs

"Mainstream youth organisations frequently lack the methodological confidence and structural tools to include blind and visually impaired young people in international mobilities. Currently, systemic barriers, such as image-heavy digital outreach, inaccessible application forms, and facilitation methods relying heavily on visual cues

(e.g., flipcharts and sticky notes), inadvertently exclude these participants. Our project addresses this gap directly. We will unite blind, partially sighted, and sighted youth workers to collaboratively develop and test modified non-formal education methods. The ultimate result will be a sustainable shift in organizational procedures, equipping our consortium with the accessible templates, barrier-free logistical frameworks, and inclusive facilitation skills required to host truly mixed-ability Erasmus+ projects in the future."

Module 4: Inclusive Preparation Before Mobility

This module focuses on the crucial phase after your Erasmus+ project is approved and before participants arrive. Preparation is where inclusive intentions are put to the test. If outreach materials, application forms, and information packs are inaccessible, blind and visually impaired young people will face barriers before the project even begins.

4.1 Accessible Outreach

Outreach is the first point of contact between your project and potential participants. If a call for participants is only published as a highly designed image flyer on social media, screen readers cannot read it, effectively excluding blind and visually impaired youth immediately.

Practical Guidance:

- Always provide all key information in plain, screen-reader-friendly text alongside any promotional graphics.
- Avoid publishing image-only posters without accompanying text.
- Provide clear alt text or image descriptions for all visual elements used in your outreach.
- Clearly state the application deadline, eligibility criteria, and costs covered.
- Include an explicit accessibility statement welcoming blind and visually impaired applicants and explaining that reasonable accommodations will be provided.

- Provide the name and contact details of a specific contact person who can assist with the application process.
- Ensure the link to the application form is accessible and clearly labeled.

4.2 Accessible Application and Selection

The application form must not become a barrier. Complex formatting, locked documents, and inaccessible online platforms prevent independent applications. Furthermore, the selection process must be fair and equitable.

Practical Guidance:

- Keep application forms clear, concise, and logically structured.
- Avoid locked PDF documents that screen readers cannot process; use accessible Word documents or online forms instead.
- Avoid using unnecessary or complex tables, as they are difficult for screen readers to navigate.
- Ask about access needs respectfully within the form, making it clear that this information is solely for logistical planning.
- Never use a participant's access needs or disability as a reason for exclusion during the selection process.

4.3 Access Needs Form

Once participants are selected, you must gather specific logistical requirements to prepare adequately. An access needs form collects this information safely and respectfully.

Make it absolutely clear that participants do not need to share a medical diagnosis. You only need to know what practical support they require to participate fully. Include questions regarding:

- Preferred communication formats (e.g., standard print, large print, accessible digital text, Braille).
- Assistive technology used (e.g., screen readers, magnification software).
- Travel support requirements (e.g., airport assistance, traveling with a guide dog).
- Accommodation preferences (e.g., single room for a personal assistant, specific lighting needs).
- Workshop participation adaptations.
- Dietary needs and severe allergies.
- Preferences regarding personal support or guidance.

- Emergency contact information and specific emergency evacuation needs.

4.4 Info Pack

The Info Pack contains all essential mobility details. If it is visually cluttered or saved as an inaccessible PDF, visually impaired participants will lack critical preparation information.

Ensure the Info Pack is screen-reader friendly and includes:

- A clear project overview and daily agenda.
- Accessible travel instructions and meeting points.
- Detailed accommodation information and a description of the venue layout.
- A summary of the accessibility measures in place.
- Reimbursement rules and procedures.
- Emergency contacts and primary communication channels.
- A comprehensive packing list.
- Information introducing the Youthpass process early.

4.5 Preparation Meetings

Preparation meetings align the expectations of the team, the venue staff, and the participants. This prevents logistical failures and ensures everyone understands how to interact respectfully.

Practical Guidance:

- Hold a group preparation meeting to build early connections and discuss the project agenda.
- Conduct an individual access needs conversation with blind and visually impaired participants to finalize specific logistical details in a confidential setting.
- Brief the facilitators on activity adaptations and the necessity of verbalizing all visual content.
- Brief group leaders on their responsibilities and emergency protocols.
- Brief the hotel and catering staff on buffets, dietary needs, and respectful interaction.
- Prepare sighted participants on how to interact respectfully, such as introducing themselves by name when speaking and offering support without being patronizing or overly protective.

Compact Tools and Templates

Info Pack Checklist

- Is the document saved in a screen-reader accessible format (e.g., Word or accessible PDF)?
- Are all images accompanied by descriptive alt text?
- Is the venue layout described textually, rather than relying solely on a map?
- Are emergency contacts and meeting points explicitly clear?
- Does it include a plain-language explanation of the reimbursement process?

Sample Access Needs Question

"To ensure you can participate fully and comfortably in all project activities, please let us know about any specific access needs you have. You do not need to disclose any medical conditions. We only need to know what practical adjustments or support you prefer (e.g., accessible digital formats for materials, orientation support at the venue, space for a guide dog, or specific dietary requirements). How can we best support your participation?"

Sample Preparation Email

"Dear Participants, We are very excited to welcome you to our upcoming mobility! Attached to this email, you will find the Project Info Pack in an accessible Word format. It contains the daily agenda, travel instructions, and details about our venue layout. Next week, we will host an online group preparation meeting to get to know each other and discuss the schedule. Following that, our coordination team is available for brief, individual calls to discuss any specific access needs, dietary requirements, or travel assistance you might prefer. If you have any immediate questions or need this information in a different format, please reply directly to this email."

Part 2: Implementation and Facilitation

Introduction

The arrival of participants marks the moment where strategic planning meets the dynamic, living reality of an international mobility. Comprehensive preparation and accessible digital forms establish the groundwork, yet the true test of inclusion unfolds in the daily rhythm of shared living, group discussions, meal times, and collaborative workshops. International youth mobilities gather diverse young people in an unfamiliar environment, creating immense opportunities for intercultural learning, peer connection, and personal empowerment. For blind and visually impaired participants, entering a new physical and social space requires intentional coordination, mutual trust, and immediate structural clarity.

Inclusion during a mobility is an active, continuous practice. It demands consistent awareness from coordinators, facilitators, and sighted peers alike. Moving from conceptual accessibility to practical execution requires transforming physical environments and facilitation methodologies so that every participant exercises full autonomy. Inclusion cannot depend on spontaneous good intentions or isolated improvisations. It requires a systematic commitment to removing barriers in real time, ensuring that every logistical arrangement and educational exercise provides equal access to information, spatial navigation, and social participation.

Dismantling Visual Dominance in Non-Formal Education

Non-formal education methods in the European youth field traditionally rely heavily on visual communication tools. Standard youth work practices frequently center on flipcharts, colorful sticky notes, diagrammatic mapping, visual ranking exercises, silent gallery walks, and non-verbal body language cues. While these visual techniques are widespread in mainstream facilitation, they create immediate exclusionary barriers for blind and partially sighted participants when used without adaptation.

True educational inclusion requires dismantling this visual dominance. Facilitators must rethink the fundamental connection between the medium of instruction and the

actual learning outcome. A flipchart is merely a tool for recording ideas; a sticky note is just one vehicle for brainstorming; a silent gallery walk is simply a mechanism for peer review. The learning goals behind these activities, such as exchanging perspectives, categorizing collective thoughts, or evaluating project ideas, remain fully achievable through spoken dialogue, structured audio recordings, tactile representations, and collaborative digital documents.

This second part of the manual provides the tools to decouple learning objectives from visual dependency. Mixed-ability groups can engage in rigorous, creative, and intellectually stimulating non-formal education without leaving anyone on the sidelines.

Spatial Independence, Environmental Design, and Daily Logistics

Physical and spatial environments play a decisive role in determining a participant's degree of independence throughout the mobility. When a venue is poorly mapped, cluttered with obstacles, or dimly lit, visually impaired participants are forced into unwanted reliance on others. Such environments undermine self-confidence and restrict spontaneous participation. Conversely, an environment structured according to Universal Design principles enables blind and partially sighted youth to move freely, orient themselves safely, and participate on equal terms.

Logistical coordination extends far beyond booking an accessible room. It encompasses a holistic approach to daily life:

- Clear, systematic venue orientation tours that build mental maps of the training venue and accommodation spaces.
- Hazard-free training spaces that eliminate loose cables, low-hanging fixtures, and unexpected furniture rearrangements.
- Optimized acoustic conditions that allow participants to track spoken discussions without competing with excessive background echo or ambient noise.
- Lighting adjustments that minimize glare while providing sufficient illumination for participants with residual vision.
- Inclusive dining environments where food options, buffet layouts, and plate compositions are described clearly and respectfully using standardized orientation methods, such as the clock-face technique.
- Balanced schedules that incorporate adequate transition times between sessions and recognize the cognitive energy required to process continuous auditory information.

The Logic of Adaptive Facilitation: Preserving the Learning Goal

Adapting non-formal education methods does not mean simplifying the content, reducing educational standards, or replacing dynamic group work with passive

lectures. Effective adaptation preserves the depth, excitement, and challenge of experiential learning while altering the format to guarantee full accessibility.

Facilitators working with mixed-ability groups must cultivate a proactive habit of methodological analysis. Before introducing any activity, the facilitation team evaluates which elements depend on visual perception, speed, or physical sight. The team then identifies sensory alternatives, such as tactile markers, verbal descriptions, acoustic signals, or structured small-group dialogue, that achieve the exact same educational purpose.

When group work outputs are presented, facilitators actively welcome spoken summaries, live dramatizations, audio podcasts, and shared accessible text files rather than demanding standard visual posters. This multi-sensory approach enriches the educational experience for the entire group, fostering creative problem-solving and deeper intercultural collaboration among all participants.

Autonomy, Dignity, and Balanced Social Dynamics

A successful mixed-ability youth mobility cultivates a group culture rooted in genuine peer solidarity rather than paternalistic charity. Sighted participants and youth workers frequently feel uncertain when interacting with blind peers for the first time. This uncertainty often manifests as either extreme hesitation to interact or excessive, patronizing overprotection. Neither approach respects the dignity of the visually impaired individual.

Blind and visually impaired youth are fully fledged young people, leaders, and contributors. They are not patients requiring constant care, nor are they symbols of heroic resilience. Facilitators and group leaders set the standard for healthy group dynamics by modeling clear, natural communication:

- Introducing oneself by name before speaking in group discussions to establish clear auditory identification.
- Providing precise verbal descriptions instead of pointing or using visual gestures.
- Asking before providing physical assistance, listening carefully to the response, and respecting the individual's choice.
- Creating an emotionally safe room agreement that values diverse communication preferences and establishes mutual respect.

Structure and Content of Part 2

This second part of the manual delivers practical, step-by-step instructions for every stage of mobility implementation:

- Module 5: Inclusive Logistics During Mobility provides concrete frameworks for managing international travel, accessible airport transfers, venue safety audits,

arrival orientation tours, catering arrangements, and inclusive free-time activities.

- Module 6: Inclusive Facilitation and Non-Formal Methods details the step-by-step logic of activity adaptation, offering an extensive collection of fully accessible ice breakers, energisers, sensory exercises, ethical awareness simulations, reflection techniques, and group work formats designed specifically for mixed-ability youth activities.

Module 5: Inclusive Logistics During Mobility

Translating inclusive principles into daily coordination ensures physical and emotional safety throughout the mobility. When participants arrive in a new country, they navigate unfamiliar environments, transport systems, and social dynamics. Seamless logistics empower blind and visually impaired participants to focus their energy on learning and socializing rather than worrying about physical obstacles or basic navigation. This module details how to structure travel, manage the physical venue, and coordinate meals and free time to guarantee spatial independence and dignity.

5.1 Travel and Transport

This section covers the journey from the participant's home to the training venue, encompassing airport assistance, local transit, and reimbursement procedures.

International travel frequently presents significant stress and unpredictable barriers. A well-planned travel strategy eliminates the anxiety of navigating chaotic transit hubs and guarantees that participants arrive at the venue safely and confidently.

Practical Guidance:

- Book airport, train, or bus station assistance well in advance, as transport companies require prior notice to provide dedicated support staff.
- Establish explicit, easy-to-find meeting points at arrival terminals, providing clear contact numbers for the receiving team.
- Implement a voluntary buddy system linking visually impaired participants with sighted peers from the same country for the journey.
- Ensure personal assistants receive all necessary travel itineraries in accessible digital formats.
- Provide accessible, plain-text reimbursement instructions prior to departure to avoid confusion over financial procedures.
- Develop clear backup plans for flight delays, missed connections, or failed airport assistance.

Example:

Instead of sending a PDF map of the airport meeting point, send an accessible Word document stating: "Upon exiting the baggage claim through the sliding doors, walk straight forward. Our team member, Anna, will be standing immediately next to the main information desk. Her phone number is +123456789."

Common Mistakes:

Assuming airport assistance staff will manage everything perfectly. Transport staff sometimes misunderstand the specific needs of blind individuals, leading to inappropriate guidance or uncomfortable situations. Project coordinators must provide clear guidance to participants on how to self-advocate during transit.

5.2 Accommodation and Venue

This section addresses the physical setup of the hotel, hostel, and training rooms, focusing on hazard reduction and spatial orientation.

The venue serves as the home base for the project. When a building is cluttered, poorly lit, or subject to constant furniture rearrangements, visually impaired participants lose their autonomy and must rely heavily on others. A predictable, barrier-free environment fosters confidence and independent movement.

Practical Guidance:

- Check accessibility thoroughly before booking, verifying physical layouts instead of trusting a generic "accessible" label on a website.
- Ensure training rooms and corridors have consistent, even lighting without excessive glare, which severely impacts participants with low vision.
- Allocate accommodation rooms close to the main training spaces or elevators to simplify daily navigation.
- Maintain a completely stable room layout throughout the mobility. If furniture must be moved for a workshop, announce the changes clearly to the entire group.
- Secure all loose cables, extension cords, and equipment securely to the floor using heavy tape to eliminate tripping hazards.
- Conduct a comprehensive orientation tour upon arrival, physically walking through the routes between bedrooms, bathrooms, training rooms, and dining areas.
- Establish specific emergency evacuation procedures tailored for blind participants, such as pairing them with a designated buddy in case of fire alarms.

Example:

During the orientation tour, the coordinator walks with the participant from their bedroom to the training room, noting acoustic and tactile landmarks. The coordinator explains: "When you exit your room, the wall is on your right. After ten paces, the carpet changes to hard tile, indicating the entrance to the main dining hall."

5.3 Meals, Coffee Breaks, and Free Time

This section covers the management of catering, informal socialization periods, and off-site excursions.

Meals and coffee breaks represent critical networking moments in Erasmus+ projects. If a buffet is inaccessible or a coffee station is chaotic, visually impaired participants face exclusion from these essential social interactions.

Practical Guidance:

- Collect all dietary needs and severe allergies during the preparation phase through accessible digital forms.
- Provide dedicated support during buffet meals. Offer to walk alongside the participant and describe the available dishes verbally.
- Use the clock-face method to describe food placement on a plate. For instance, state that the chicken is at 6 o'clock and the vegetables are at 2 o'clock.
- Set up coffee breaks predictably. Place hot water urns, cups, and spoons in a logical, linear order and inform participants of the layout.
- Organize evening activities and city tours that do not rely solely on visual sightseeing. Incorporate audio descriptions, tactile experiences, and rich verbal narratives.
- Respect the need for rest. Navigating unfamiliar environments and processing continuous auditory information requires intense cognitive energy.

Example:

During a coffee break, a youth worker approaches a blind participant and says, "Hello, this is David. I am standing next to the coffee table. The cups are stacked on the far left, the hot water is in the center, and the tea bags are in a small bowl on the right. Would you like to explore the table, or would you prefer I pour a tea for you?"

Common Mistakes:

Serving meals without describing the contents of the plate, or silently removing empty plates without informing the participant. This lack of communication violates dignity and creates unnecessary confusion.

Compact Logistics Tools

Travel Checklist

- Are airport or train station assistance services booked for all relevant transit hubs?
- Are meeting points defined using specific, non-visual landmarks?
- Do personal assistants have full access to itineraries and emergency contacts?
- Are reimbursement instructions provided in plain-text, screen-reader-friendly formats?
- Is there a clear communication protocol for flight delays or missed connections?

Accommodation and Venue Checklist

- Has the venue been vetted for physical safety, clear pathways, and even lighting?
- Are cables and temporary equipment taped securely to the floor?
- Is a comprehensive, tactile orientation tour scheduled immediately upon arrival?
- Are the allocated bedrooms situated conveniently near training spaces and elevators?
- Is an explicit emergency evacuation buddy system established and communicated?

Catering and Free-Time Checklist

- Have all dietary requirements been gathered through accessible forms?
- Are catering staff briefed on respectful interaction and verbal description of food?
- Is the clock-face method understood by facilitators assisting with plated meals?
- Are coffee break stations organized logically and safely to prevent spills?
- Do city tours and evening activities include rich verbal descriptions and tactile engagement?

Module 6: Inclusive Facilitation and Non-Formal Methods

Inclusive facilitation does not mean making activities boring or passive. It means retaining the core educational goal of an exercise while altering the delivery format so everyone can participate equally. This module is the practical engine of the guide, offering the logic, templates, and specific methods required to run dynamic, barrier-free workshops.

6.1 Facilitation Principles

Inclusive facilitators cultivate an environment of clarity and respect. To ensure all participants can follow the flow of non-formal education:

- Give clear, step-by-step verbal instructions.
- Provide written instructions in accessible digital formats (e.g., accessible Word documents) prior to the activity.
- Describe all visual content out loud. Never rely solely on posters, sticky notes, slides, or gestures.
- Use names explicitly during group discussions to clarify who is speaking and who is being addressed.
- Explain the room layout before any movement-based activities.
- Keep movement safe and entirely optional.
- Offer different ways to contribute, such as speaking, using a shared digital document, or working in pairs.

6.2 Activity Adaptation Logic

The foundation of accessible facilitation is the "Adaptation Logic." Before executing any method, a facilitator must ask themselves a specific set of questions to decouple the learning objective from visual reliance:

1. What is the learning goal? (e.g., Team building, brainstorming, decision-making).
2. Which parts rely on sight? (e.g., Reading a flipchart, catching a ball).
3. Which parts rely on movement? (e.g., Running across the room).

4. What barriers may appear? (e.g., A blind participant cannot read the sticky notes).
5. Can the same goal be reached differently? (e.g., Through speech, sound, touch, accessible digital text, or structured dialogue).
6. How can the output be shared accessibly? (e.g., An oral pitch instead of a visual poster).

6.3 Adapting Common Non-Formal Techniques

Here are practical adaptations for 13 common non-formal education methods. Each adaptation preserves the original learning goal while eliminating the visual barrier.

Original Method	Possible Barrier	Inclusive Adaptation	Learning Goal Preserved
1. Poster-making	Requires drawing and reading physical paper.	Spoken campaign pitch: Groups prepare a structured oral presentation or radio ad.	Synthesizing group ideas into a cohesive output.
2. Sticky-note brainstorming	Relies on handwriting and visual clustering.	Shared digital document: Participants type ideas into a live, screen-reader-friendly document, or use an oral circle where a facilitator types.	Generating and organizing multiple ideas quickly.
3. Gallery walk	Requires walking around to read silent posters.	Spoken carousel: Group representatives stay at their stations and verbally present their findings to rotating groups.	Peer review and sharing knowledge.
4. Silent debate	Depends on writing arguments on a shared paper.	Structured verbal debate: Participants pass a "talking object" and build on each other's spoken arguments.	Critical thinking and responding to opposing views.
5. Flipchart mind map	Visual linking of concepts using markers.	Oral mapping or digital outline: Build a structured list using accessible software, or verbally categorize ideas into distinct "buckets."	Connecting related concepts.

Original Method	Possible Barrier	Inclusive Adaptation	Learning Goal Preserved
6. Image-based discussion	Uses photos as conversation starters.	Vivid verbal description: The facilitator or sighted peers describe the images thoroughly before asking for interpretations.	Metaphorical thinking and sharing perspectives.
7. Visual ranking	Placing dots or stickers on a continuum line.	Spoken numbering: Participants state their rank out loud, or use tactile objects (e.g., sorting heavy vs. light items).	Prioritizing ideas democratically.
8. Colour voting	Using red/green cards to show agreement.	Audio voting: Participants clap to agree, snap to disagree, or use distinctive sound-makers.	Quick consensus checking.
9. Moving to corners	Running to a corner based on an opinion.	Acoustic zones: Facilitators play different sounds in corners, or participants simply raise their hands to vote from their seats.	Taking a stance on a statement.
10. Fast movement energiser	Running or avoiding being tagged.	Pass the Sound: A rhythmic, seated circle game relying on auditory focus.	Boosting group energy.
11. Map-based activity	Drawing or placing pins on a world map.	Tactile maps or verbal geography: Using textured maps, or having participants state their location and describe it verbally.	Spatial awareness and cultural sharing.
12. Video-based activity	Watching a video without dialogue.	Audio-described videos: Select videos with professional audio description, or pause frequently to narrate the action.	Media analysis and reflection.
13. Group presentation	Presenting slides.	Role-play or storytelling: Groups act out a scenario or deliver a dynamic spoken narrative.	Public speaking and group cohesion.

6.4 Inclusive Ice Breakers

Ice breakers must foster connection without causing anxiety over physical or visual limitations.

1. **Voice and Name Circle:** Participants sit in a circle. Each person says their name, their organization, and one word describing how they feel today. This helps visually impaired participants learn everyone's voice and location.
2. **Object Story:** Participants bring an object connected to their personality. They describe the object's texture, shape, and meaning to the group.
3. **Common Ground by Voice:** The facilitator reads statements (e.g., "I love coffee"). Participants who agree respond verbally with a unified sound, such as "Yes!" or by clapping.
4. **Two Truths and One Lie:** Participants share two true facts about themselves and one lie. The group guesses the lie.
5. **Accessible Human Bingo:** Instead of checking off visual bingo grids, participants mingle and ask specific questions verbally. Once they find someone who matches a prompt, they memorize the name.
6. **The Onion of Identity:** Participants verbally reflect on the different layers of their identity (hobbies, profession, nationality). This ensures disability is not treated as their single defining characteristic.

6.5 Inclusive Energisers

Energisers should avoid relying on sight, speed, or unsafe physical movements.

1. **Clap Rhythm Chain:** One person starts a clapping rhythm. The person to their left mimics it, passing it around the circle until it returns to the start.
2. **Weather Report Check-In:** Participants use their bodies to create a "rainstorm" sound (rubbing hands, snapping fingers, clapping, stomping feet) guided by the facilitator's verbal cues.
3. **Category Circle:** The facilitator announces a category (e.g., "Cities in Europe"). Going around the circle, each person must name an item in the category within three seconds.
4. **Human Memory (Sound Version):** Participants pair up and secretly decide on a shared sound (e.g., a whistle, a hum). The group mixes up. A "guesser" calls out two names. Those two people make their sound. The guesser tries to find matching pairs.

6.6 Inclusive Sensory and Tactile Methods

Activating non-visual senses provides an excellent equalizer for mixed-ability groups. These activities must be framed respectfully.

- Identifying objects by touch: Place unique items in a bag. Participants feel the object and deduce its function.
- Recognizing materials by sound: Tap different materials (wood, glass, metal). Participants guess the material based entirely on its acoustic resonance.
- Smell-based market activity: Use spices, coffee, or herbs. Participants use olfactory cues to identify the items or navigate a space.
- Tactile storytelling: Participants use textured materials (clay, fabric, sandpaper) to build a tactile representation of a concept or emotion, then explain it to the group.

6.7 Simulations and Awareness Activities

Simulations (like asking sighted participants to wear blindfolds) require extreme caution. They must never frame visual impairment as a tragedy or a pity-inducing experience. Simulations are only useful if they are voluntary, entirely safe, heavily debriefed, and focused strictly on systemic barriers rather than "what it is like to be blind".

- Audio-only navigation: Participants navigate a safe space using only verbal cues from a partner, highlighting the importance of precise communication.
- Low-vision simulation: Using simulation goggles to attempt reading a low-contrast document, illustrating the necessity of accessible fonts and high contrast.

6.8 Inclusive Reflection Techniques

Evaluation and reflection must be barrier-free to ensure honest feedback.

1. One Word Check-Out: Each person speaks a single word summarizing their day.
2. Learning Harvest Circle: A structured oral circle where participants share one key takeaway.
3. Voice Note Reflection: Participants record a 1-minute audio reflection on their phones and send it to the facilitator instead of writing a diary entry.
4. Small Group Reflection: Breaking into groups of three for intimate, spoken dialogue.
5. Accessibility Stoplight: Instead of sticking dots on a red/yellow/green poster, participants state "Green" (worked well), "Yellow" (needs adjustment), or "Red" (barrier encountered) followed by their comment.

6.9 Inclusive Group Work

To prevent visually impaired participants from being marginalized during group tasks:

- Appoint an accessibility checker role within each group to ensure materials are being read aloud and everyone is included.
- Utilize shared digital documents so participants with screen readers can follow the brainstorming in real-time.
- Encourage role-based group work where tasks are divided based on strengths (e.g., timekeeper, spokesperson, synthesizer) rather than visual abilities.

Compact Facilitation Tools

Facilitator Checklist

- Have I converted all visual materials into accessible digital formats?
- Did I explicitly explain the room layout and seating arrangements?
- Does this activity rely on catching, running, or reading? If yes, have I applied the adaptation logic?
- Are we using names consistently during discussions?
- Is there a non-visual way for participants to provide immediate feedback?

Sample Facilitator Phrases

Use these phrases to build an inclusive atmosphere naturally:

- *"I am changing the slide now. The new slide shows a diagram of the project cycle, which includes four stages..."*
- *"The instructions are printed on the tables, but they are also available in the shared digital document I emailed this morning."*
- *"Please say your name before speaking so everyone knows who is sharing."*
- *"Before we break into groups, I will explain the room layout. Group 1 will be by the windows on the left..."*
- *"Your group output does not need to be visual. You can present a spoken pitch, a skit, or an audio recording."*
- *"Would you like support, and if yes, how would you prefer it?"*

Part 3: Evaluation, Dissemination and Tools

Introduction

The conclusion of the mobility phase, when the final workshop wraps up, bags are packed, and participants return to their home countries, does not mark the end of an inclusive Erasmus+ project. In many ways, the post-mobility phase is the most critical period for ensuring that the project's impact reverberates long into the future. True inclusion operates cyclically. The insights gained, the logistical barriers dismantled, and the collaborative relationships formed during the mobility must be captured, evaluated, and shared to transform the individual participants alongside the sending and hosting organizations themselves. Part 3 of this guide focuses entirely on these vital concluding stages: inclusive evaluation, accessible competence recognition, dignified dissemination, organizational follow-up, and the consolidation of learning into practical, reusable tools.

Evaluation as an Inclusive Practice

Evaluation is frequently treated as a mere administrative requirement, a box to tick for the final report to the National Agency or funding body. However, within the framework of inclusive youth work, evaluation forms a fundamental component of the inclusion process itself. If evaluation methods are inaccessible, such as relying exclusively on printed feedback forms, complex online surveys without screen-reader compatibility, or visual "target" charts with sticky dots, facilitators effectively silence the voices of blind and visually impaired participants. Failing to capture their feedback means losing the exact lived expertise necessary to improve future mobilities and correct systemic flaws.

An inclusive evaluation strategy recognizes that feedback must be gathered continuously, through multiple accessible channels. This means integrating daily reflections during the mobility to catch and correct logistical or pedagogical barriers in real time before they compound into larger issues. It requires offering diverse reporting mechanisms, such as oral reflection circles, audio-recorded voice notes, one-on-one structured conversations, and anonymously accessible digital formats. Providing these varied channels guarantees that every participant can reflect on their learning journey, assess the project's accessibility, and express their feelings with dignity and independence.

Accessible Recognition of Learning (Youthpass)

Parallel to project evaluation is the formal recognition of individual learning outcomes. In the Erasmus+ youth sector, the Youthpass certificate serves as the primary educational instrument for validating the non-formal and informal learning acquired

during a mobility. For blind and visually impaired participants, the Youthpass process must be just as accessible as the workshops themselves.

Connecting the Youthpass framework to daily reflection ensures that participants are not overwhelmed at the end of the project. Facilitators must introduce the eight key competences early, explaining them in clear, accessible language, and offering diverse ways for participants to document their progress. Importantly, supporting a visually impaired participant through the Youthpass process does not mean writing the certificate for them, which strips them of their agency. It means providing screen-reader-friendly digital templates, facilitating structured dialogue, and creating peer-to-peer reflection spaces so they can articulate their own growth, skill development, and newly acquired inclusive youth work competences autonomously.

The Ethics of Representation and Dissemination

Once the mobility concludes, organizations share the project's results, stories, and outcomes with the wider community. Accessible dissemination is twofold: the format of the dissemination must be technically accessible, and the content must be ethically and respectfully framed. Technical accessibility requires using alt text for all images, providing transcripts or captions for videos, and designing screen-reader-friendly digital toolkits or reports.

Ethical representation is equally paramount. Historically, disabled individuals have frequently been represented through the harmful lenses of pity or charity. Inclusive dissemination portrays blind and partially sighted participants accurately as equal contributors, skilled facilitators, and experts by experience. Ethical framing focuses on the co-creation of accessible tools, the systemic barriers that the project actively dismantled, and the collaborative learning that took place, ensuring that public representation remains rooted in dignity and respect.

Driving Organizational and Sectoral Change

The ultimate objective of any inclusive Erasmus+ project is to catalyze long-term, sustainable change. The lessons learned regarding accessible logistics, adapted non-formal methods, and inclusive communication must not evaporate when the project cycle officially closes. Instead, these insights must be integrated directly into the organizational DNA. This involves updating future open calls for participants, standardizing accessible Info Packs, adopting inclusive venue selection criteria, and forging permanent partnerships with disability organizations.

Multiplier workshops play a critical role in this structural shift. Hosting local events where sighted and visually impaired youth workers can share the project's accessible toolkits and practice non-formal method adaptations expands the project's impact exponentially. Through these dissemination activities, organizations transition from hosting a single "special" accessible project to becoming permanently inclusive institutions capable of welcoming all youth seamlessly.

Overview of Part 3 Modules

To facilitate this lasting transformation, Part 3 is divided into three highly actionable modules designed to close the project cycle responsibly:

- Module 7: Evaluation, Youthpass, and Continuous Improvement breaks down the exact methods for conducting accessible daily reflections, running final evaluations, and managing competence recognition without relying on visual metrics or inaccessible written formats.
- Module 8: Accessible Dissemination and Follow-Up provides strict guidance on dignified representation, consent procedures, accessible social media practices, and structuring effective multiplier workshops to share project results.
- Module 9: Compact Tools and Templates serves as the operational core of the entire manual. It compiles ready-to-use, accessible checklists, application templates, consent forms, and organizational action plans, ensuring that coordinators have the exact tools needed to replicate inclusive practices effortlessly in all future projects.

Module 7: Evaluation and Youthpass

Evaluation is not merely an administrative task to be rushed through on the final afternoon of your mobility. In an inclusive Erasmus+ project, evaluation is a fundamental tool for continuous improvement and a core component of the inclusion process itself. If your evaluation methods are inaccessible, you silence the voices of your blind and visually impaired participants, losing the exact feedback you need to improve your youth work. This module details how to capture, process, and formally recognize learning accessibly and respectfully.

7.1 Daily Reflection

Daily reflection is a structured time set aside at the end of each mobility day for participants to evaluate their learning, the group dynamics, and the accessibility of the environment.

Inclusion requires immediate responsiveness. If a blind participant struggles to hear the facilitator over background noise, or if the catering staff repeatedly forgets to describe the buffet, waiting until the final evaluation to learn about this is a failure of facilitation. Daily reflections act as an early-warning system, allowing the team to identify and dismantle barriers immediately before they ruin the participant's experience.

Practical Guidance:

- Set aside 15 to 20 minutes at the close of every day.
- Avoid visual evaluation gimmicks. Do not ask participants to draw their feelings, stick colored dots on a mood board, or throw a ball of yarn to indicate who speaks next.
- Ask direct, specific questions about accessibility, dignity, and safety, not just about the educational content.
- Ensure the reflection space is quiet and acoustically comfortable so everyone can hear each other clearly.

Common Mistake:

Assuming that silence means everything is perfect. A participant may feel too intimidated to interrupt a workshop to complain about an accessibility barrier. Daily reflection creates a safe, dedicated space to voice these concerns.

7.2 Multiple Feedback Methods

Providing diverse, barrier-free channels for participants to share their thoughts, feelings, and critiques.

A standard printed evaluation form is entirely inaccessible to a completely blind participant. A complex, poorly coded online survey might trap a screen-reader user. Offering only one format for feedback forces participants into uncomfortable dependency or excludes them entirely.

Practical Guidance:

Offer a menu of feedback options so participants can choose what gives them the most independence and comfort:

- Spoken reflection circles: Facilitated group discussions where participants take turns speaking.
- Accessible online forms: Simple, uncluttered digital forms (like properly formatted Google or Microsoft Forms) that are thoroughly tested with screen readers.
- Word templates: Clean, un-locked Word documents sent via email for participants to type into and return.
- Audio reflections: Allowing participants to record a 2-minute voice note on their phone and send it to the facilitator.
- One-to-one conversations: Offering a private chat with a youth worker for those who prefer verbal, confidential feedback.
- Anonymous feedback: Ensure that anonymous channels are also accessible (e.g., an anonymous online form rather than a physical "suggestion box" that requires handwriting).

7.3 Responding to Feedback

The daily practice of reviewing participant feedback and making immediate, tangible adjustments to the project schedule, environment, or facilitation style.

Collecting feedback without acting on it is a form of tokenism. It signals to participants that their voices are heard but not valued. True inclusion requires agility and a willingness to change the plan.

Practical Guidance:

- The facilitation and coordination team must hold a brief meeting every evening to review the day's feedback.
- If a barrier is identified, adapt the programme for the very next day.
- Communicate changes transparently to the group the following morning.

Example:

"Yesterday, several of you mentioned that the acoustics in the main hall made it difficult to follow the group work, and that the instructions for the afternoon activity were given too quickly. We have heard you. Today, we will move the small group work to the quieter lounge area, and I will ensure all instructions are read twice and emailed to you beforehand."

7.4 Youthpass and Competence Recognition

Youthpass is the official European tool to recognize non-formal and informal learning in Erasmus+ projects.

Blind and visually impaired young people have the exact same right to formal recognition of their skill development as their sighted peers. The Youthpass process must be accessible to ensure they can reflect on their growth autonomously.

Practical Guidance:

- Introduce it early: Do not leave Youthpass until the last day. Connect it to your daily reflections so participants are continuously tracking their learning.
- Explain competences clearly: Translate the 8 Key Competences into plain, jargon-free language.
- Offer diverse documentation formats: Allow participants to draft their Youthpass descriptions using writing, audio recordings, or peer-interview techniques.
- Recognize inclusive youth work: Explicitly validate practical competences, such as learning how to adapt an energiser or how to guide a peer safely.
- Support, do not write: You must support participants in the technical generation of the certificate, but do not write the certificate descriptions for them. Doing so strips them of their agency.

Compact Evaluation Tools

Daily Reflection Questions

Use these prompts in spoken circles or daily digital check-ins:

1. What was your most valuable learning moment today?
2. Did you encounter any physical, communicative, or social barriers today?
3. Were the materials, instructions, and group work accessible to you?
4. Did you feel safe, respected, and supported by the team and the group?
5. What is one thing the facilitators should change for tomorrow?

Final Evaluation Questions

Provide these via accessible Word document or screen-reader-friendly online form:

1. To what extent did the project meet your initial learning expectations?
2. Please evaluate the accessibility of the logistics (travel, accommodation, venue navigation, meals). What worked well, and what failed?
3. Please evaluate the facilitation. Were the non-formal methods adequately adapted? Did the facilitators communicate clearly and inclusively?

4. Did you feel you had equal opportunity to contribute, influence decisions, and socialize?
5. What specific advice would you give to the organizers for their next inclusive project?

Youthpass Reflection Template

(Provide as an accessible, un-locked Word document)

- Competence Area: (e.g., Personal, Social and Learning to Learn Competence)
- What I did: (Briefly describe the activity or task you participated in or led).
- What I learned: (Describe the new skill, attitude, or knowledge you gained).
- How I will use this: (Explain how this new competence will help you in your youth work, daily life, or future career).

Note: You may submit your reflections by typing in this document, recording a voice memo, or completing a one-on-one interview with a facilitator.

Module 8: Accessible Dissemination and Follow-Up

The conclusion of the physical mobility phase does not signal the end of an inclusive Erasmus+ project. The final phase, dissemination and follow-up, is essential for maximizing the project's impact and ensuring that temporary successes translate into permanent systemic change. How an organization shares its results publicly communicates its true values. This module provides comprehensive guidance on sharing project outcomes accessibly, representing participants ethically, and embedding inclusive practices into your organization's core operations.

8.1 Accessible Dissemination

Dissemination involves sharing project results, intellectual outputs, toolkits, and multimedia content with the wider public and the Erasmus+ network. Accessible dissemination guarantees that blind and visually impaired individuals can fully consume, understand, and engage with these materials.

Practical Guidance:

- **Alt Text and Image Descriptions:** Every photograph, graph, or chart published on a website, social media platform, or document must include alternative text (alt text). Alt text should concisely describe the visual content and function of the image so screen readers can process it.
- **Accessible Documents:** When publishing reports or toolkits, avoid utilizing scanned PDFs that screen readers cannot parse. Always provide materials in accessible Word documents or properly tagged PDFs that utilize logical heading structures and avoid complex, nested tables.
- **Video Transcripts and Captions:** If your project releases a video, provide an audio description track or a full-text transcript. The transcript must describe both the spoken dialogue and any critical visual actions happening on screen.
- **Avoiding Image-Only Posts:** Never post a promotional flyer or infographic on social media without placing all the essential text directly into the main caption.
- **Clear Language:** Write all public reports and dissemination materials using clear, straightforward language (plain text) to ensure broad comprehension and easy screen-reader navigation.

8.2 Consent and Representation

The way youth organizations frame the stories of visually impaired participants carries profound ethical weight. Media representation frequently falls into harmful traps, either portraying disabled individuals as objects of pity or elevating them to "superheroes" simply for participating in everyday activities. Inclusive representation requires strict adherence to dignity, autonomy, and participant consent.

Practical Guidance:

- **Accessible Consent Forms:** Photo, video, and quote consent forms must be provided in accessible digital formats prior to the mobility. Participants must be able to read and sign these documents independently.
- **Avoid Pity and Inspiration Clichés:** Do not represent participants through narratives of suffering or heroism.
 - *Avoid messages like:* "Despite being blind, they participated in the workshop."
 - *Use messages like:* "Blind, partially sighted, and sighted youth workers co-created practical tools for accessible Erasmus+ projects."

- Focus on Co-Creation and Expertise: Frame blind and visually impaired participants accurately as youth workers, facilitators, and experts by experience. Focus the public narrative on the successful removal of systemic barriers and the strength of diverse teamwork.

8.3 Multiplier Workshops

A multiplier event is a standard Erasmus+ follow-up activity designed to share the project's intellectual outputs with local NGOs, youth workers, and municipalities. To be genuinely effective, these workshops must actively embody the inclusive principles developed during the mobility.

Practical Guidance:

- Co-Facilitation: Invite blind and visually impaired participants to co-lead and facilitate these local workshops, empowering them to share their direct experiences and methodological expertise.
- Interactive Method Sharing: Guide local youth workers through a practical, hands-on exercise. Ask attendees to adapt a standard visual energiser into a sound-based or tactile activity.
- Distribute Accessible Resources: Provide the project's accessible toolkits and checklists to attendees in digital formats so they can immediately apply the learnings to their own NGOs.

8.4 Organisational Change

The ultimate goal of an inclusive project is to trigger lasting institutional transformation. If an organization reverts to inaccessible practices immediately after the Erasmus+ funding ends, the inclusion was merely a temporary illusion. Inclusion must become embedded into the organization's core values and standard operating procedures.

Practical Guidance:

- Update Standard Procedures: Integrate accessible templates (such as the access needs form and screen-reader-friendly Info Packs) into the standard workflow for all future project calls.
- Venue Selection Policies: Make physical accessibility, stable room layouts, and good acoustics non-negotiable requirements in all future accommodation and venue contracts.
- Staff Training: Implement continuous disability awareness and inclusive facilitation training for all current and future staff members and volunteers.
- Long-term Partnerships: Maintain collaborative partnerships with local and international disability-led organizations to ensure ongoing guidance in future project designs.

Module 9: Compact Tools and Templates

This final module serves as the operational core of the guide. It compiles all the practical checklists, sample wordings, and templates discussed in the previous sections. Youth workers, facilitators, and project coordinators can pull these tools directly from the manual and adapt them for their specific Erasmus+ mobilities.

To ensure maximum accessibility, always provide these tools to participants as unlocked, plain-text documents (like Microsoft Word) rather than complex, image-heavy PDFs.

1. Accessible Call for Participants (Template)

[Project Title]

Dates: [Start Date] to [End Date]

Location: [City, Country]

About the Project: [Provide a 2-3 sentence description in plain language].

Who Can Apply: [Age range, profile of participants, e.g., youth workers, young people].

Costs Covered: [Clearly state travel reimbursement limits, accommodation, and food coverage].

Accessibility Statement: We warmly welcome applications from blind and visually impaired participants, as well as participants with other access needs. Our venue has been vetted for physical accessibility, and reasonable accommodations (including support for personal assistants, accessible digital materials, and orientation support) will be provided. You will not be asked to provide a medical diagnosis at any point.

How to Apply: Please complete the application form at [Accessible Link] by [Date]. If you encounter any barriers with this form or prefer to apply in a different format, please contact [Name] directly at [Email/Phone Number].

2. Application Form Questions

Keep the form simple, linear, and avoid complex nested tables.

- Full Name:
- Email Address:
- Phone Number:
- Organization (if applicable):
- Motivation: Why do you want to participate in this Erasmus+ project? (Max 200 words)
- Experience: What is your previous experience with this topic? (Max 200 words)
- Follow-up: How will you share what you learn with your local community? (*Note: Do not ask for specific access needs in the selection form to avoid unconscious bias. Gather this information after selection*).

3. Access Needs Form

Send this to all selected participants as a simple, accessible digital document.

"To ensure you can participate fully and comfortably in all activities, please let us know about your access needs. You do not need to share a medical diagnosis. We only need to know what practical support or adjustments work best for you."

- Communication Format: How do you prefer to receive written materials? (e.g., standard print, large print, screen-reader accessible Word document, Braille).
- Assistive Technology: Will you be using any specific assistive technology during the workshops?

- Travel Support: Do you require specific travel assistance? (e.g., airport mobility assistance, traveling with a guide dog, or traveling with a personal assistant).
- Accommodation Preferences: Do you have specific room requirements? (e.g., single room for a personal assistant, specific lighting needs, ground-floor room).
- Dietary Needs: Do you have any allergies or specific dietary requirements?
- Emergency Information: Is there specific support you would need during a building evacuation?
- Other: Is there anything else the facilitation team should know to support your dignity, safety, and learning?

4. Info Pack Checklist

- ☐ The Info Pack is saved as a screen-reader-friendly Word document (not a locked PDF).
- ☐ All images, logos, and maps have descriptive Alt Text.
- ☐ The project overview and daily agenda are written in plain language.
- ☐ Travel instructions from the airport/station to the venue are clearly detailed using text, not just a visual map.
- ☐ The layout of the venue is described verbally (e.g., "The dining hall is located on the ground floor, immediately to the right of the reception").
- ☐ Emergency contacts and primary communication channels (e.g., WhatsApp group link) are explicit.
- ☐ Reimbursement rules are explained simply and clearly.

5. Travel Checklist

- ☐ Individual travel itineraries have been checked for layover safety and logical connections.
- ☐ Airport, bus, or train station assistance has been formally requested through the transport providers.
- ☐ A clear, non-visual meeting point has been established at the arrival terminal.
- ☐ Emergency contact numbers for the arrival team have been provided to all participants.
- ☐ A voluntary buddy system for travel has been established if requested.
- ☐ A backup plan is in place for flight delays or if airport assistance fails to arrive.

6. Accommodation and Venue Checklist

- ☐ The venue's accessibility was physically verified prior to booking (not just relying on the website's "accessible" tag).
- ☐ Routes from bedrooms to training rooms are clear of obstacles.
- ☐ Lighting is consistent, and areas of high glare are minimized.
- ☐ Stairs have clear handrails and, if possible, tactile indicators at the top and bottom.
- ☐ The training room layout will remain stable; furniture will not be randomly moved without informing the group.
- ☐ All extension cords and cables are securely taped to the floor.
- ☐ Emergency exits are clear and an evacuation plan is tailored for visually impaired participants.

7. Orientation Tour Checklist

To be completed immediately upon the participant's arrival.

- ☐ Walk the route from the reception to the participant's bedroom.
- ☐ Walk the route from the bedroom to the main training room.
- ☐ Walk the route from the training room to the dining area and restrooms.
- ☐ Point out distinct acoustic and tactile landmarks (e.g., "The floor changes from carpet to tile here," or "You will hear the coffee machine on your left").
- ☐ Familiarize the participant with their bedroom layout (bed, bathroom, thermostat, phone).

8. Catering Checklist

- ☐ Catering staff are briefed on dietary needs and allergies.
- ☐ Staff are trained to verbally describe the food at the buffet clearly and respectfully.
- ☐ Facilitators know how to use the "clock-face method" to describe plate layouts (e.g., "Chicken is at 6 o'clock, rice is at 3 o'clock").
- ☐ Hot drink stations (coffee/tea) are organized logically and safely to prevent burns and spills.

9. Facilitator Checklist

- ☐ All printed instructions and handouts are also available in accessible digital formats.
- ☐ I am prepared to explicitly verbalize everything I write on a flipchart or show on a slide.

- ☐ I have explained the layout of the room before starting any movement-based activities.
- ☐ I will enforce a rule where participants state their name before speaking in group discussions.
- ☐ I have reviewed the "Activity Adaptation Checklist" for every method I plan to use today.

10. Activity Adaptation Checklist

For each planned non-formal education method, ask:

- ☐ What is the learning goal? (Identify the core objective).
- ☐ Which parts rely on sight? (e.g., Reading posters, looking at images).
- ☐ Which parts rely on movement? (e.g., Running to corners).
- ☐ Which parts require reading or writing? (e.g., Sticky-note brainstorming).
- ☐ Can the same goal be reached through speech, sound, touch, accessible digital text, or group roles?
- ☐ How can the output be shared accessibly? (e.g., An oral pitch instead of a flipchart drawing).

11. Daily Reflection Form

Can be conducted orally in a circle or via a simple digital form.

1. What was your most valuable learning moment today?
2. Did you encounter any accessibility barriers (with materials, instructions, or group work) today?
3. Did you feel safe, respected, and included during meals and free time?
4. What is one thing the facilitation team should change for tomorrow?

12. Final Evaluation Form

Provide via an accessible Word document or screen-reader-tested online form.

1. Did the project meet your initial learning expectations?
2. Please evaluate the accessibility of the logistics (travel, venue navigation, accommodation, catering). What worked well, and what could be improved?
3. Were the non-formal methods adequately adapted? Did facilitators communicate clearly and inclusively?
4. Did you feel you had equal opportunity to contribute, learn, and socialise?

5. What specific advice would you give to the organizers to improve their next inclusive project?

13. Youthpass Reflection Template

Provide as an accessible, unlocked digital document.

- Competence Area: [e.g., Multilingual competence, or Personal, social and learning to learn competence].
- What I did: [Briefly describe the task, workshop, or role you took on].
- What I learned: [Describe the new skill, knowledge, or attitude you gained].
- How I will use this: [Explain how this competence will help you in your youth work, career, or daily life]. *(Note: Participants can complete this by typing, recording an audio file, or through a peer-interview process).*

14. Photo, Video and Quote Consent Form

- Project Name:
- Participant Name:
- Consent to capture: I grant permission for the organizers to take photographs, audio recordings, and video footage of me during the mobility. [Yes / No]
- Consent to publish: I grant permission for these materials to be used for Erasmus+ reporting, social media, and project toolkits. [Yes / No]
- Representation Agreement: The organizers commit to portraying all participants with dignity, avoiding pity-based or inspirational clichés.
- Right to withdraw: I understand that I can withdraw my consent at any time without penalty by contacting the project coordinator.
- Signature / Typed Name: _____ Date: _____

15. Accessible Dissemination Checklist

- [] All images, photos, and graphs on social media and websites include descriptive Alt Text.
- [] Video materials include closed captions and/or audio descriptions.
- [] Final reports and toolkits are published in accessible digital formats (Word or properly tagged PDF), avoiding locked, scanned documents.
- [] Social media posts do not rely solely on text embedded in images; all critical information is written in the caption.
- [] The language used frames blind and visually impaired participants respectfully as co-creators and experts, avoiding "heroism" or "pity" narratives.

16. Organisational Action Plan

To ensure learning from the project leads to permanent structural change.

- **Future Calls:** All future calls for participants will be published in plain-text, screen-reader-friendly formats with an explicit accessibility statement.
- **Application Forms:** We will permanently transition away from locked PDFs to accessible online forms for all projects.
- **Venue Selection:** We will incorporate a strict physical and sensory accessibility audit into our standard venue booking procedures.
- **Staff Training:** We will host annual briefings for all new staff and volunteers on inclusive facilitation and respectful interaction.
- **Partnerships:** We will maintain an ongoing advisory relationship with a disability organisation to review future Erasmus+ funding applications.

CONCLUSION

As you reach the end of this guide, it is crucial to recognize that building an accessible Erasmus+ project is a continuous, evolving journey rather than a finite destination. Translating the ideals of inclusive youth work into lived reality requires more than simply maintaining good intentions or adding a last-minute accessibility checklist. It demands a fundamental shift in how we perceive disability, how we share power, and how we structure our educational spaces.

Throughout this manual, we have dismantled the outdated notion that visual impairment is a personal deficit to be "fixed" or accommodated as an afterthought. Instead, we have embraced a rights-based, barrier-focused approach. True inclusion asks youth workers to look critically at their own environments, logistics, and methodologies to identify the systemic obstacles that prevent equal participation.

The Four Shifts of Meaningful Inclusion

To ensure your future Erasmus+ projects are genuinely barrier-free, you must commit to four critical shifts in your youth work practice:

- **The Shift in Mindset:** We must abandon the medical and moral models of disability, which rely on pity, charity. A participant is not a superhero simply for attending a youth exchange, nor are they a patient in need of constant care. They are young people, facilitators, and experts by experience who deserve dignity and respect.
- **The Shift in Power:** The principle of "Nothing About Us Without Us" must be the beating heart of your project. Blind and visually impaired individuals must be involved from the very beginning, co-designing the needs analysis,

reviewing the funding application, adapting the non-formal methods, and co-facilitating the workshops. Inclusion is impossible without shared decision-making.

- **The Shift in Methodology:** The European youth field's heavy reliance on visual tools, like flipcharts, sticky notes, and silent gallery walks, must be challenged. As we have seen, preserving a learning goal does not require depending on sight. By incorporating acoustic, tactile, and structured spoken methods, facilitators can create rich, multi-sensory learning environments that leave no one behind.
- **The Shift in Legacy:** A single inclusive mobility is a wonderful achievement, but it is not enough. The ultimate goal is permanent organizational change. The accessible application forms, the rigorous venue audits, and the inclusive evaluation techniques you have developed must become the new standard operating procedure for all future projects your NGO undertakes.

A Commitment to Continuous Learning

Even with the most meticulous planning, you will inevitably encounter unexpected barriers or make mistakes. That is a natural part of the learning process. What matters is your agility and your willingness to listen. You must cultivate a project culture where access needs can be requested comfortably, where daily reflections are used to correct logistical flaws in real time, and where feedback is met with immediate action rather than defensiveness.

Never assume you know what a participant needs based solely on their visual impairment. Always ask, always listen, and always respect their individual preferences. Inclusion is a collaborative partnership built on mutual trust.

When you invest the time to budget accurately, design accessible outreach, brief your catering staff, and adapt your energisers, you do more than run a successful Erasmus+ project. You contribute to a broader cultural shift within the European youth sector, one that proves that accessibility and high-quality non-formal education are not mutually exclusive, but rather deeply complementary.

Inclusive Erasmus+ projects are created through many connected decisions across the whole project cycle. Blind and visually impaired participants should not be included as symbols or exceptions. They should be able to access, choose, contribute, influence, learn, socialise, reflect and belong.