

Way2Go

DISABILITY INCLUSION GUIDELINE



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Rationale

Inclusion has always been one of the priorities in previous generations of EU youth programs. Still, the new Erasmus+ and European Solidarity Corps Programmes 2021-2027 have become even more inclusive. Dedicated financial support for inclusion, new formats, simplified application processes, and training and networking opportunities for organizations and youth workers, increase the program accessibility for grassroots organizations, as well as a significant number of young people who face more obstacles to participating in international projects than their peers. The Erasmus+ and ESC Inclusion and Diversity Strategy supports and strengthens the inclusion and diversity dimension in the new program generation 2021-2027. However, the target groups require further effort to know what is in it for them (equal access to information) and to be actively engaged (equal access to participation). They also need to connect with other international actors for an experience & knowledge exchange and build new partnerships to work together. There are currently several partner-finding groups and platforms online. Most of them, unfortunately, serve only as free partnership call-publishing spaces, which works well most of the time for the project organizers who look for partners or people who seek free places in projects as a participant. If you are an inclusion organization working with specific groups of young people -e.g. the ones having disabilities- and would like to reach out to other organizations to partner up for projects or look for potential participants with disabilities, it is less likely that you can find proper candidates in such groups or platforms. Because, not many inclusion organizations are there, and not many young people with disabilities follow these groups since most of these groups & platforms themselves are not indeed inclusive and accessible. That's why an alternative accessible and user-friendly platform was strongly needed to be able to talk about a meaningful inclusion strategy.

On the other hand, even though the new program promotes mainstreaming inclusion in international youth projects, there is a huge need for capacity building of the potential beneficiaries (organizations, youth workers, and young people) on the very basics such as how to reach out and include young people with disabilities, how to plan and organize inclusive youth projects, how to build fruitful and sustainable partnerships, how to actively involve young people with and without disabilities into the project development processes and how to spread the results.

With our project **Way2Go: Training and Equipping Young Accessibility Ambassadors for European Projects**, a Cooperation Partnership Project in Youth, financed by the Austrian National Agency under the Erasmus+ Programme, we aim to intervene by creating an interactive accessible platform and app serving as a dynamic and interactive open resource space in which beneficiaries would find information, experiences, training opportunities and partnership building at the same time. WAY2GO project partners recognize youth with disabilities as people of many different skills, talents, and interests who have first-hand knowledge and experience on the topics of accessibility and inclusion. The Project aims to promote such young people as an invaluable asset to civil society, future applicants of various international programs, and public and private institutions wishing to enrich their projects with these interdisciplinary experts.

However young people with disabilities still experience a range of barriers to inclusion and can be excluded from community activities, resources, and services that promote decision-making, citizenship, leadership, and influence.

Some of the barriers to the participation of young people with disabilities in youth projects, according to the results of the focus group sessions held within the Way2Go Project are.

- Lack of information about existing opportunities
- Low self-esteem, and confidence in their skills and abilities
- Lack of family and community support, discouraging approaches instead
- Having supportive but overprotective families
- Lack of information about program accessibility, or fear of inaccessibility
- Limited English language skills
- Lack of voice and visibility
- Lack of social skills and knowledge of one's rights to participate.
- Lack of facilities, access, skills, and knowledge related to working with young people with disabilities.
- The reluctance of the youth organizations to work with or for young people with disabilities, since it is considered "challenging".
- Fear of the extra efforts and costs; misconception that organizing mixed-ability projects is too expensive.
- Lack of projects by and with young people with disabilities - most projects are done for them.
- These assumptions are based on no evidence about the actual potential and capacity of young people with disabilities.
- Differing visibility of disabilities ("being a minority within a minority") – for example, the needs of young people with intellectual or psychosocial disabilities or hard-of-hearing participants are more easily overlooked.

The main motive behind Way2Go is to identify and remove these barriers and encourage young people with disabilities to take an active part in different projects Europe-wide by equipping them with online and networking tools that will help them feel prepared for their participation and confident in their talents and knowledge. Way2Go also aims at equipping youth workers and other stakeholders with necessary skills through training camps to prepare them for self-assessment before engaging youth with disabilities and/or disadvantaged backgrounds in their activities.

Way2Go uses a bottom-up approach to tackling the topics of inclusion by learning from the participants themselves. To secure capacity building, youth workers and youth of mixed abilities will be trained and equipped with new knowledge by their peers with disabilities, which will ensure a better understanding of the obstacles they are facing when planning and executing mobility activities.

The project joined forces with partners from Austria, Turkey, Slovenia, Cyprus, Italy, Sweden, and Portugal to create a useful, user- and youth-friendly, accessible, inclusive, dynamic, and

sustainable online, all-in-one platform and app, so that the target group youth can ask their questions and find relevant answers and advise on the topics of inclusive EU policies, programs, project opportunities, tools, and methodologies. The W2G platform will also have a match-making function in which organizations will be able to find suitable participants and partners for their mixed-ability group projects. The platform will offer a youth approach that is easy to reach and easy to understand.

Disability inclusion is about creating the same participation opportunities for people with and without disabilities. It is also a mutual process. While the NGOs have much to learn about how to become more inclusive, underrepresented groups need to be proactively engaged in dialogue to be heard and contribute. Learning and experiencing together can thus prompt commitment to inclusion. To facilitate this, "Accessibility Ambassadors" among youth with and without disabilities will be trained to ensure wider participation of youth without discrimination, a truly bottom-up approach to the topic by consulting youth of mixed abilities and answering their concrete needs at this age (18-30 years) when they can learn and give back to the community. This also addresses the need for positive role models to disseminate the idea of mixed-ability groups in youth projects. That is why Youth Accessibility Ambassadors, who can participate in projects independently, but also train their peers with high-quality output, will represent the most innovative asset of the Way2Go Project.

Purpose of the Disability Inclusion Guideline

The disability inclusion guideline is intended for all organizations that want to introduce the dimension of inclusion of young people with fewer opportunities in their projects and strive to improve the quality of their projects by opening them to the concepts of inclusion and diversity. With the guideline, we also want to encourage all organizations to make their projects more inclusive and follow the concepts of inclusion by being open to different groups of young people, even if their direct focus is not on groups of young people with fewer opportunities.

This document contains a general guideline on what to look out for in individual phases of the project cycle and tries to answer the most frequent questions one might ask when planning a project: where to look for information, how to connect, think, and communicate, and where to turn for further resources. At the same time, it also describes very concrete examples of the planning and implementation of inclusive projects.

This document in no way covers all sources, methods, areas, and groups of young people, nor is it intended to overly define and categorize groups of so-called young people with fewer opportunities but serves above all as a starting point for reflection, good preparation, and implementation of projects. We intend to provide useful information for beginners who are just embarking on the journey of project ideas, as well as for those who are already more experienced and would just like to expand their field of activities and include diverse groups of young people in their projects.

When reading and using the inclusion guideline, please keep in mind that this is a "living" document that encourages reflection on your experiences as well, and we would be happy if we could build on this document in the future with additional/new recommendations and resources. Inclusion practices are also changing and responding to the changed needs and characteristics of young people. The guidelines can represent an important pillar for reflecting on our activities and guide us on how we can further improve, adapt, and upgrade them.

It is simply prepared to shed a light on the concept of disability and disability inclusion from a rights-based perspective, sharing tips for youth workers, trainers, and project organizers to adapt methodologies according to the groups' needs, logistical preparations, a self-assessment tool together with a checklist for the organizations to be prepared for hosting/managing mixed ability group projects and a sample daily program elements of a training activity with some sample adapted methodologies.

We strongly hope that it will provide you with the necessary information on the diverse needs of young people with and without disabilities and how to include, inspire, and motivate them all to take part in the youth activities.

Welcome to the wonderful world of mixed-ability group youth projects and enjoy the journey!

Disability Inclusion

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) states that "*disability* is an evolving concept and results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others". UNCRPD -entered into force on 3 May 2008- also defines "*persons with disabilities*" as persons including those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others". Therefore, the notion of "disability" is not fixed and can alter, depending on the prevailing environment from society to society. Disability is not considered as a medical condition, but rather because of the interaction between negative attitudes or an unwelcoming environment with the condition of persons. Examples of these can be seen everywhere from stairs into buildings, reading materials in inaccessible formats, and prevailing negative attitudes towards persons with disabilities. The more barriers, the less likely persons with disabilities can participate in society. By removing attitudinal and environmental barriers – as opposed to treating persons with disabilities as problems to be fixed – those persons can participate as active members of society and enjoy the full range of their rights.

The Convention does not restrict coverage to persons; rather, the Convention identifies persons with long-term physical, mental, intellectual, and sensory disabilities as beneficiaries under the Convention. The reference to “includes” assures that this need not restrict the application of the Convention and States parties could also ensure protection to others, for example, persons with short-term disabilities or who are perceived to be part of such groups.

People with disabilities are considered the world’s largest minority. WHO (World Health Organization) estimates that over one billion people, about 15% of the world’s population, have some form of disability in the world today. Increasingly vocal and well-organized disability movements changed the paradigm from viewing disability as a personal tragedy to viewing disability as a human rights issue. The work of such disability movements led to a "Nothing about us, without us!" approach to the issue, and a policy shift from the medical model to the social and human rights-based models: from the "patient" to the citizen with the following key principles; inclusion, participation, accessibility, non-discrimination, respect for difference and diversity, equality of opportunities and respect for inherent dignity. Persons with disabilities are part of human diversity and being human has a broad spectrum of possibilities including many ways of walking, seeing, thinking, communicating, interacting, etc. Despite all the differences, persons with and without disabilities are part of the same society and have the same rights and obligations.

Disability types

Visual impairment

Visual impairment is defined as a decreased or lost ability to see to a degree that causes problems not fixable by usual means, such as glasses or medication. Visual impairment can be due to disease, trauma, brain and nerve disorders, or congenital or degenerative conditions. Terms mostly used to describe people with visual impairments are "partially sighted", "low vision" and "totally blind". Eye disorders that can lead to visual impairments can include retinal degeneration, albinism, cataracts, glaucoma, muscular concerns that result in visual disturbances, corneal disorders, diabetic retinopathy, congenital disorders, and infection.

Hearing impairment

Hearing loss, deafness, hard of hearing, or hearing impairment, is defined as a partial or total inability to hear. Hearing loss is caused by many factors, including genetics, age, exposure to noise, illness, chemicals, and physical trauma. People who are partially deaf can often use hearing aids to assist their hearing. Deaf people use sign language as a means of communication. There is a wide variety of hearing disabilities, ranging from people who can hear when they use assistive equipment (hearing aids, cochlear implants. etc.), to people who do not hear anything. People who were deaf at birth have learned to communicate in visual ways (e.g. sign language has its grammar, lexicon, and idioms). Speaking or writing a

verbal (foreign) language is often a second or third language for them. Some deaf or hard-of-hearing people can lip-read and some use sign language. Several deaf people have a speech impairment, but others speak fluently. Deaf does not mean mute and mute does not mean deaf.

Speech impairment

A speech disorder refers to any condition that affects a person's ability to produce sounds that create words. Speech disorders affect a person's ability to form the sounds that allow them to communicate with other people. They are not the same as language disorders. Speech disorders can affect people of all ages. Some types of speech disorders include stuttering, apraxia, and dysarthria.

Mobility/Physical disabilities

Disability in mobility can be either in-born or acquired with age. It could also be the effect of a disease. People who have a broken bone also fall into this category of disability. This category of disability includes people with varying types of physical disabilities, including upper or lower limb(s) disability, and manual dexterity impairment.

Spinal Cord Injuries

This kind of injury mostly occurs due to severe accidents. The injury can be either complete or incomplete. In an incomplete injury, the messages conveyed by the spinal cord are not completely lost. Whereas a complete injury results in a total dysfunction of the sensory organs. In some cases, spinal cord disability can be a birth defect.

Head/Brain Injuries

A disability in the brain occurs due to a head/brain injury. The magnitude of the brain injury can range from mild, to moderate and severe. There are two types of brain injuries; Acquired Brain Injury (ABI) and Traumatic Brain Injury (TBI).

Cognitive/Learning

Learning or intellectual disabilities are defined by diminished cognitive and adaptive development. Some cognitive disabilities have a base in physiological or biological processes within the individual, such as a genetic disorder or a traumatic brain injury. Other cognitive disabilities may be based on the chemistry or structure of the person's brain. Persons with more profound cognitive disabilities often require assistance with aspects of daily living. Persons with minor learning disabilities might be able to function adequately despite their disability, maybe to the point where their disability is never diagnosed or noticed. (e.g: Down Syndrome, Autism spectrum, Dyslexia, Dyscalculia, Dementia, ADHD)

Psycho-social disorders

A psychosocial disability arises when someone with a mental health condition interacts with a social environment that presents barriers to their equality with others. A psychosocial disability may restrict a person's ability to be in certain types of environments, concentrate, and have enough stamina to complete tasks. Some examples of psychosocial disabilities include mood disorders, such as depression and bipolar disorder, schizoid disorders, such as

schizophrenia and schizoaffective disorder, anxiety disorders; such as anxiety disorder, obsessive-compulsive disorder, and post-traumatic stress disorder.

Short Stature/Dwarfism

Dwarfism is short stature (abnormal skeletal growth) which can be caused by over 300 genetic or medical conditions. Children with dwarfism may experience a delay in developing motor skills, however, dwarfism does not have a link to any intellectual disability.

Persons with Tourette Syndrome

Persons with Tourette Syndrome may make vocalizations or gestures such as tics that they cannot control. A small percentage of people with Tourette Syndrome involuntarily say ethnic slurs or obscene words.

Cerebral Palsy

Cerebral palsy is an impairment that makes it difficult for the person to control their muscles, which influences their movements and sometimes speech (in varying degrees). But this doesn't mean that they have limited intellectual capacities or a cognitive disability. Therefore, it's better to start interaction assuming the highest possible level of intellectual skills and simplify if this person with cerebral palsy also has a cognitive disability.

Persons who look different

Some people may not be limited in their life activities, but they are treated as if they have a disability because of their appearance. People with facial differences, such as cleft lip or palate, craniofacial disfigurement, or a skin condition; people who are above or below the average height or weight; people who may display visible effects of medication, such as a tremor—in short, people who look different—have the frequent experience of finding people staring at them, looking away or looking through them as if they are invisible.

Invisible disabilities

Not all disabilities are visible. An invisible disability is a physical, mental, or neurological condition that is not visible from the outside, yet can limit or challenge a person's movements, senses, or activities. Unfortunately, they can lead to misunderstandings, false perceptions, and judgments. Invisible disabilities are such symptoms as debilitating fatigue, pain, cognitive dysfunctions and mental disorders, chronic illnesses, as well as some kind of hearing and eyesight impairments.

Mixed-ability group projects

Young people with disabilities do not always have an opportunity to take part in youth activities together with their peers without disabilities due to inaccessibility and/or psychosocial barriers. Therefore, a relatively smaller group of active youngsters with disabilities tend to be organized in disability networks or youth branches of DPOs (disabled people's organizations) where there is always a considerable risk of being part of a closed, disability-based community. On the other hand, some of the youth organizations are running local, national, or international "disability-themed projects" where young people with disabilities are excluded from interacting with their peers without disabilities. While most youth organizations still avoid or hesitate to involve young people with disabilities, the ones involving "only" young people with disabilities in their projects are also failing to ensure the inclusiveness of international learning mobility activities.

SALTO-YOUTH Inclusion defines "a mixed-ability group" as one that provides "*positive experiences of working, playing and simply being together when breaking down barriers and taking on challenges*". An inclusive mixed-ability group reflects diversity in society. It means creating and maintaining a space where everyone's needs are met so that all young people, not just those with disabilities, can take part. It is about making sure that all participants have a sense of belonging to the group and that they feel included in the process, respected, and valued. However, respect is not enough, action is needed as well.

A mixed-ability approach recognizes that all young people have different abilities and may need support so they can be fully included. A key aspect of inclusiveness is that not everybody has to do the same thing to contribute, it is also fine to do things in different ways to achieve the desired outcomes. Inclusion happens when we are aware of each other's needs and adapt to changing situations. Inclusion is mostly about attitude and willingness rather than expertise because there is no such thing as a single approach to inclusion.

Building an inclusive mixed-ability group requires comprehensive planning and a good deal of preparation. You simply cannot call your activity inclusive if you just invite young people with disabilities to join an existing group of young people without disabilities without acknowledging the individual needs of all participants, not only of the ones with disabilities but all.

Why is it important to provide inclusive activities?

The key reasons why are the following:

- **Relationship with the young person:** establishing and building a relationship with the young person based on trust and mutual respect is important for good cooperation and a successful project. The person must trust us, that we give them time and space, and that we

do not assume what the person needs, but rather ask and look for solutions together. We treat all participants in a respectful and equal way as possible.

- **Young people with disabilities are first and foremost young people.** Let's not forget that young people with disabilities and their needs are the same as those of other young people. With our projects and activities, we mainly address these needs.
- **We build from the strength of young people:** we focus primarily on the strengths of young people and work on them to encourage empowerment.
- **Creating a sufficiently safe space:** we create a space so that the participants dare to express their opinions, and participate actively, that they know they can ask questions and are not forced into doing things that make them feel uncomfortable, and that they know how to help each other solve difficult situations through communication, when, for example, something goes wrong.
- **We consider the specifics of working in an international and intercultural environment.**
- **We use the inclusive approach in projects:** we strive to make sure that all projects are inclusive in terms of the approach used and openness to the participation of different young people with fewer opportunities.

We point out the following as key points in the provision of inclusive activities:

- Nothing about us, without us.
- All included parties strive for inclusion at all levels.
- Nothing should be taken for granted - we always check the facts (suitable methods, specifics of target groups).
- By consistently following the inclusion guidelines, we spread the culture of inclusion among others and spread awareness.

The project cycle

The project cycle is the life cycle of the activities that are planned, implemented, and finally evaluated in a project. A well-planned project cycle is the foundation of any quality project. The young participants play an important role in all the phases of any youth-related project, this is why it is of great importance to actively include them in all phases of the project cycle that they are participating in.

The project cycle mostly takes place over a longer period (not only for the period of activity, when e.g. youth exchange takes place), therefore we should provide young people with ongoing support in motivation and learning and provide them with additional support staff if necessary.

We adapt the project cycle to the young people we work with. Thus, the level of involvement of young people can be different in different phases of the project, depending on their abilities, interests, and motivation.

When to address and fully involve young people depends a lot on their circumstances: motivation, activities, and needs. Some young people need to be actively involved from the first step forward (developing an idea). In this case, young people gain a holistic learning experience and full participation in the project cycle. But for some young people, it can be too much "load" and have the opposite effect; the activity itself is too distant, and motivation drops. That is why it is very important to develop a relationship with the young people we work with, to know them well, and to know when they can be more fully involved and what tasks youth workers should take on.

Preparation

Good preparation is the key to a successful project, especially if it involves persons with disabilities. In the project preparation phase knowing your project partners and having a good relationship with them are key elements. A reliable and experienced partner will provide us with support in terms of the organization of inclusive activities and all logistics, which must be adapted accordingly to the group of young people we (will) work with.

It is necessary to become well acquainted with the activity itself and with the way of work. In this way, partner organizations can better communicate with each other regarding various circumstances, rules, and implementation, thereby reducing risks during the project itself. Organizing an online or in-person **Partners' Meeting** is advised.

It is necessary to get to know the specific participants and their needs well, even before the start of the project. This is why it is advised to prepare a **Project Application Form** for participants, with questions regarding their personal information, needs, and preferences. The gathered information about the participants should then be used as a guide when planning and adapting the activities to be as inclusive as possible for all participants. Keep in mind that for some adaptations of the activities, additional time is needed for preparation before the actual implementation (e.g. tactile displays or models of scaled-down replicas, visual content, audio recordings...). Being well acquainted with your expected group of participants is also very important when calculating **additional costs for special needs and for the inclusion of young people with fewer opportunities**, which must be part of the project's budget.

It is also advised to organize an **Advance Planning Visit (APV)** before the implementation of the project, which allows the project partners to check if the location, accommodation, space, utilities, and materials planned to be used, correspond with the selected group of participants, while it also gives the project partners time to finish the designing of the project program together. The APV is especially important when we are expecting young people with different types of disabilities so that their profiles and needs can be discussed in more detail.

We need to start thinking about having sufficient support staff for the participants, already in the preparation phase (will we need assistants, adaptive transport, sign language interpreter, etc...)

With the so-called Info pack, we inform our future project participants about:

- the project's topic and the timetable/program of the project's activities
- their obligations within the project (e.g. implementation of a workshop and individual units of activities ...)

We also give them information about:

- location/accommodation;
- traveling options and travel budget;
- recommended personal items to bring with them;
- necessary personal (travel) documents to bring;
- emergency contacts they can contact if needed.

The Implementation of Project's Activities

After good preparation, an even better implementation phase of the project and especially the project's activities is needed.

This can be achieved by ensuring a clear structure of project activities, which we follow as much as possible, while at the same time being open and prepared to adapt the implementation of the activities to the implementation of project activities to the needs of the participants on the spot and to introduce necessary changes and adjustments. Therefore, an ongoing evaluation of the implementation of the activities is necessary (with the participants, with the youth leaders, and with us as organizers). All feedback from participants is encouraged and welcomed. It can be obtained in various ways, such as:

- regular meetings of all participants;
- meetings of participants in national groups (easier expression of distress, emotions...);
- daily youth leaders' meetings from all the participating countries (daily discussion about how the project is going, how the participants are feeling, and the need for changes and/or improvements);
- personal contact with each participant - as soon as possible let's get acquainted with their needs, expectations, fears, and contributions to the group while checking on their well-being;
- we allow each participant to have time to experience and express personal reflection on activities daily.

During the project activities we do our best to encourage all participants to participate actively, we motivate them to perform individual and group tasks. We offer them support if they feel insecure. We give them a chance to express themselves and their ideas. We pay attention to group dynamics, to which we adapt the course of the project. We keep in mind that staying flexible and adaptable is key, especially when including young people with disabilities.

The Project's Final Phase

What follows the completion of the project activities is highly dependent on the duration of the activity and the length of the project. In each case, we must offer the participants support in integrating back into their home local environment and the entire process of their personal growth. For most young people with disabilities, the experiences of participation in (international) projects represent a big step in their personal growth, strengthening their competencies and contributing to a better self-image, so it is necessary to enable additional activities that promote their development to other young people, within and outside their local communities. Let's check their lessons learned what impact our project had on them, and how it upgraded their knowledge and integrated into their daily life activities.

Project dissemination is a way to share a successful project with others - other young people, parents, mentors, organizations, and not least the public, because that's one way we design additional opportunities for young people with fewer opportunities and contribute to a more open and inclusive society.

Project partners

In youth work and the implementation of programs and projects, we encounter various stakeholders. Therefore, when we work/strive to work in the field of social inclusion, how we network and how we cooperate with partners is even more important.

Quality partnership is one of those key elements of (international) cooperation, without which a quality project is practically an illusion. Especially when it comes to the inclusion of young people with disabilities, a good relationship, trust, good communication, and a very good knowledge of project partners are very important.

When our target group is young people with disabilities, it is extremely important in the partnership:

- to have familiarity with and trust in partners (mainly due to unforeseen situations);
- knowledge of partner organizations' personnel (project managers, youth leaders, support staff...);
- to know the value system of partner organizations;
- to have common goals with partners, and build on common values;

- to have a mutual understanding of non-formal education;
- to set clear agreements and rules among all project partners.

Our organization's networking can be done through various channels:

- from the existing network of partners (well-known organizations – national and international);
- National Agency base (National Agency knows the individual actors in the youth field very well and can therefore advise individual organizations or recommend cooperation with specific organizations that work in a related field/have similar plans/have experience in similar areas);
- participation in Erasmus+ thematic events: seminars for establishing partnerships, trainings, and other international and local educational activities that enable networking;
- search in the SALTO YOUTH tool and on the European Solidarity Corps portal, in which a database of organizations with quality marks is available.

(Partner) organizations that don't have experience in working with youngsters with disabilities yet and therefore do not know the inclusion field very well:

- can still implement inclusive projects, but for this purpose, they must obtain adequate support, or they must be properly trained beforehand;
- it is highly advised that at least one partner has previous experiences in the field of disabilities and social inclusion. Partners should be organizations that already work/know the needs of the target group or have developed programs within their organization that are intended for young people with fewer opportunities;
- it is important that the less experienced partners are open to the needs and suggestions of a more experienced organization or partner and that together they look for possible solutions to potential problems;
- it is advised to get involved in various mobility projects of Erasmus+ youth workers, which allow a deeper insight into organizations (e.g. study visits, a seminar for establishing partnerships...).

The partners must be aware from the very beginning, of why they are carrying out projects and that the previously made agreements are being followed by all of them. The most inclusive projects can be carried out with the cooperation of organizations working with different groups of young people, who thus get to know each other and help build a more diverse and inclusive society.

Logistics

In case your project includes young people with disabilities, the organization, and the implementation of the logistics of the project activity turn out to be a very important factor in the success of your project. It requires precise planning, (additional) time, and (additional) resources.

Regardless of the diversity of our participants, it is necessary to ensure a sufficiently safe environment for all participants in the project activity. Participants should be accommodated in a welcoming environment that accepts different cultures, ethnic and religious affiliations, sexual orientations, external appearances, etc.

We must ensure adequate accommodation and adequate nutrition, organize adequate transport/traveling to and from the activity, provide additional support/assistance if needed, and consider how to include everyone in the planned activities.

When organizing these aspects, we address concrete questions to participants and partners already in the preparation phase for the project activity itself. It is important not to assume - let's get to know the target group (participants) and start from their needs (consider what they want and what they don't).

As already mentioned, some youth groups require more focus on this technical part of the project - logistics.

In the following lines, comprehensive guidelines are given for the appropriate inclusion of young people with disabilities. We believe that they will contribute to a greater understanding of inclusive projects and that you will find information in them that will help you in your work field, regardless of whether your work involves young people with disabilities or not.

Accommodation

-For young people with mobility impairments

accommodation must be accessible and adapted for people with disabilities who have difficulties moving around and use different aids for movement (crutches, walker, electric or manual wheelchair...). The rooms must be big enough for them to move around in them with their aids, with sufficiently wide doors, must have adapted sanitary facilities and adapted bathrooms (adequate door width, handles, accessible bathtub or shower cabin...), there must be appropriate ramps or elevators, suitable floors (that there are no carpets, for example), materials must be placed at an appropriate height, the appropriate height of the tables is also important, as well as the appropriate size of the common areas.

- **For blind and partially sighted young people** it would be most appropriate to be in a building with tactile markings and contrasting room guidelines in enlarged print and braille. In the case of elevators, an audio announcement of floors and buttons in contrasting colors and braille is desirable. But since this is mostly not the case, it is important that the space of the project activity is easy to navigate, that it is possible to remember important locations and routes, and that there are no obstacles on these routes, especially not those that are at head height of those that are not detectable with a white stick. It is also important that the room is well-lit and that there is no glare.

For the blind and partially sighted participants, it is advised to carry out an introductory orientation and mobility activity. This includes explaining the layout of the premises (where something is located). If the need arises, additional inscriptions or guides in enlarged and/or braille print can be arranged subsequently. Blind and partially sighted participants should stay in accessible rooms with secure access. It is necessary to maintain the same organization of furniture in individual rooms. If, for example, the arrangement of seats or tables is changed, this must be explained to the blind and partially sighted in advance. It is also very important to clean up after every activity and to return the session room to its original state so that there are no unexpected objects on the passages and paths.

Accessibility and adaptability mean different things to different people, so it's important to always check things with participants in advance.

Nutrition And Serving Food

We always check for participants' dietary requirements, allergies, etc. Beforehand and prepare everything accordingly, as much as possible!

Snacks and drinks at coffee breaks and meals should be served at a low enough level that the participants who are **wheelchair users** can serve themselves. The food should be placed in the room in such a way that there is enough space around the tables for movement with a wheelchair or some other aid.

For partially sighted participants, the self-service at meals is less suitable, while it is inappropriate for **blind participants**. It is better if the food is served at the table. The person who assists the visually impaired person must explain to them what is available so that they can choose what to eat.

Transport And Travelling

If we include **young people with mobility impairments** in our project, it is very important to check the availability of public transport. If it is not accessible or does not exist, during the implementation of the project activity, we provide accessible and adapted transportation.

Here, we pay attention to whether the participant can transfer to another seat if his aid can be folded, and based on all the information we arrange suitable transportation.

When travelling by plane, we advise participants with an electric wheelchair to organize the plane ticket through touristic agencies that have access to the "airline system".

If a **blind or partially sighted participant** travels alone to the project activity location by public transport, we offer them a private transport option or an assistant person to assist them with moving around. The assistant should wait for the participant in question at the agreed time at the agreed place (airport, bus, or train station) and escort the participant to the selected location.

Before that, it is necessary to send very clear instructions to the participant, where exactly the person who will provide him with transportation and assistance will be waiting for them. The person waiting must have a large enough and recognizable sign for the visually impaired participant to see, or vice versa - the person waiting is given an exact description of the blind participant to be able to recognize them and ask if they are the right one, as the blind participant will not be able to recognize the person waiting for them.

In the case of independent use of public transport, clear directions for the route must be given (indicate bus numbers, routes, entry and exit stations, and the number of stops to the destination).

Special care must be taken when travelling with a guide dog. The following must be arranged for the dog: passport, certificate of mandatory vaccinations, certificate of health status, certificate of guide dog status (required by some airlines), insurance for abroad, and appropriate vaccinations (depending on the travel destination). For this purpose, it is necessary to plan extraordinary costs.

Accessories and Tools

If necessary, we provide **participants with mobility impairment** an additional wheelchair that someone with difficulty walking can use during activities. We also borrow movable ramps for unforeseen situations of overcoming thresholds or similar obstacles.

Aids for **the blind and partially sighted**, such as a laptop, a braille bar, a screen magnifier, and the like belong in hand luggage so that they don't get damaged during the flight, so it makes sense (especially with low-cost providers) to inquire about the permitted size of hand luggage and the costs for exceeding limits. It also makes sense to insure all these accessories in case of damage or malfunction. For all the above, it is recommended to plan for extra costs.

Project partners should agree in advance whether certain equipment (e.g., braille typewriter, braille paper, magnifiers, electronic magnifiers, computer with adapted assistive technology) will be provided by the hosting organization or whether participants will be expected to bring their equipment.

It is also necessary to determine the number of aids according to the expected number of users and the estimated time of use (in case, for example, several participants share the same aid).

Examples of accessories and tools, used when we include visually impaired participants in project activities:

Tactile images/inscriptions, tactile materials (various fabrics, paper, natural and artificial materials), contrasting and contour colors, scented colors, sound games, and signals.

Additional Help And Assistance

It is recommended that we provide **at least one personal assistant (preferably 2) per national group of participants** present at the project activity, as the participant/s with disabilities may need more assistance on the location than they indicated/communicated to us beforehand.

A mutual agreement between disabled participants and their assistants is necessary, in terms of in what circumstances the participants can manage on their own and in what circumstances they anticipate needing assistance.

The number of assistants present per individual activity depends on the number and needs (independence) of the participants.

Guiding tips for youth workers, trainers, and project organizers

Preparation of the group

Preparing young people for the experience of a mixed-ability group project is very important so that their expectations are met. For some young people with disabilities, such as people with anxiety disorders or autism, having an orientation period and clarification of what will happen might be useful and prevent many possible issues from arising. An early and well-developed preparation process supports the development of ownership in the project, a sense of belonging, and quality of engagement.

In a mixed-ability group experience, some of the participants will meet their peers whom they may have not been in contact with earlier. Therefore, it's important to prepare them for the topic of disability in youth activities. There can be a lot of insecurities in the room. Young people with disabilities who experience discrimination and exclusion in everyday life may worry that this will also happen during the project. Some young people with disabilities may lack knowledge or understanding of the needs of people with disabilities different from their own. Young people without disabilities on the other hand may be afraid that they can easily do something wrong due to the images of people with disabilities they have in their minds.

It may help to think about short getting-to-know activities before the actual project in national teams that they can do together where they get to know each other, experience new things together, build trust and confidence, and slowly adjust to the group setting starting from this small and comfortable group. It's also essential to work on the right attitudes towards people with disabilities and raise awareness of exclusive and discriminatory behaviors before the project.

In mixed-ability group activities, young people with disabilities have different starting levels and different participation and learning needs. This means that to achieve inclusion within such a group, an equitable approach should be followed. When preparing and/or running an activity with a mixed-ability group, it is important to pay attention to the participants' individual access, participation, and learning needs. For example, while a visually impaired participant may need written materials in Braille printed format, another visually impaired participant may request written materials in digital and readable format and a partially sighted participant may need handouts printed with larger size. Here are three different examples of the possible needs of a disability group with "visual impairment". On the other hand, while hard-of-hearing participants may need palantypist/text-on-screen support and text handouts, Deaf participants may need sign language interpretation. Don't forget, assumptions are dangerous because needs are individual! Even within a group of people with the same "impairment", individual persons' inclusion and access needs vary a lot. Organizers should be aware of these in advance of the activity, having sensitively collected this information beforehand. For example, a participant in a wheelchair may need shorter session times and longer breaks to be able to go and lay down to rest during the day. Sitting for a long time may be too tiring and even harmful to their health. So, providing a ramp to the meeting room might not be enough for the meaningful inclusion of the wheelchair user participants.

Young people with disabilities should be seen as the experts and go-to persons when it comes to what kind of support and accessibility arrangements they need. Therefore, the facilitators/organizers should share the draft flow of the program, request their opinions, and directly ask them what kind of support and adaptations they need to become part of the group and be fully included.

When developing a new project or an activity involving a mixed-ability group, it is important to remember to create a diverse and inclusive team of youth workers/facilitators/trainers, meaning a team formed by trainers both with and without disabilities. This is a strategic decision that can lead to learning more about youth work about disability issues making participants with disabilities more comfortable during the activity offering participants positive "role models" to identify with and gaining better insights into the various accessibility and educational needs of participants with disabilities.

Adapting methodologies according to the group and individual needs

Choosing and using an appropriate methodology is the magic wand that every project idea must have to lead us to the realization of project goals. Which methods we will choose, how we will adapt them, and in what timeframe we will use them in our projects is especially important when we include young people with disabilities in our project or when they are the key creators of the project. It is important to think about inclusive activities (and consequently methods) from the very beginning of project design.

It is important to choose and plan all these activities not only according to the topic but above all according to the participant's abilities, as well as according to the abilities of the youth leaders/facilitators.

We start from the needs and interests of the project group and design activities based on the personal characteristics of the participants, their skills, wishes, etc. Imposing activities that are not close to the participants is unproductive. This doesn't mean we don't include activities that we think would make sense for the project topic and the young people involved, but we present them in a way that makes sense to everyone involved. Young people need to be offered experiences that take them outside their comfort zone but with clear support and aim.

For our project to be truly inclusive, it is very important to adapt the activities so that they are inclusive for all project participants. At the same time, let's not forget the appropriate timing of the activities, considering the diversity of the group and the needs of the participants (many support activities: personal assistance, interpretation, etc., as well as more interruptions/shorter sessions adapted to the participant's ability to concentrate take more time). The activity should be carried out with quality and in-depth than that we rush.

When implementing our project activity, it is important to present our way of working and the principles and characteristics of non-formal education/learning. When we include young people with disabilities, we use this diversity as a source of learning.

The layout in the room where we carry out activities should be inclusive; if possible, let it be a circle or work in small groups, as this way the participants are more active. We avoid the cinema setting.

We adapt the timetable/schedule to the needs of the project group: need for rest, self-care, sufficiently long breaks, etc. The schedule should be visible to everyone and made in such a way that the participants can understand it. If we are not sure whether the selected activity/method is suitable for a certain participant, we consult with him outside the group before the activity is carried out and ask the participant for advice on how best to adapt the activity for them. For the selection of methods we consider the needs of all participants and thus choose as inclusive methods as possible. There are countless methods that we can use for our activities, do not forget that we can also transform and adapt each method to suit our activity and include all our participants.

For those of you who are beginners when it comes to project design and implementation, we listed some of the most common methods used (here, we would like to emphasize, that there are many other methods and that new ideas and adaptations are always welcome): Work in (smaller) groups; discussion (personal conversation); lecture and demonstration; case study; cooperation with volunteers, experts, youth workers with experience in a similar fields; educational trips/excursions; role play expression through art (painting/drawing, dancing, music, play...) or sports; project work; experiential learning etc.

As a youth worker what we always do is to adapt our methods to new contexts, timeframes, durations, learning spaces, different group profiles, group needs, and changing situations all the time. We need to be creative and be prepared for a lot of unexpected situations when working with youth groups. We generally add or change small elements in the method to work more efficiently with the specific group. The approach is the same for developing inclusive methods. We still can keep using our favourite games and exercises with mixed ability groups only considering that we may require more creativity, adaptability, and simplifications. Here we have compiled some practical tips and tricks for when you need to adapt existing games/exercises or when you want to develop a new game for your mixed-ability group of young people. As a note, these tips are not only beneficial for mixed-ability groups but could be useful for all group activities.

- **Be aware of disabilities but focus on diverse senses & abilities within the group.**

Adapting a game for mixed-ability groups requires thinking about methods that appeal to different senses and abilities. Some people may be more visual learners, while others may be more auditory learners. Additionally, some people may need to be able to touch or manipulate objects to learn or play. Know your group well and learn as much as possible about the capabilities and limitations of your participants before the activity. Don't stick with the inabilities. Tailoring methods in a way that allows young people with disabilities to recognize their strengths and abilities, boosts self-confidence and self-appreciation rather than limitations. Additionally, it helps to increase motivation and engagement and can lead to better outcomes.

- **Don't leave anyone behind/out!**

In mixed-ability group settings, it is crucial not to leave anyone behind or out because everyone should have the opportunity to participate and have fun. Everyone should be included and respected regardless of their disabilities, and games can be adapted to ensure that everyone can join in and have a good time. Leaving someone out would be unfair and would not create a safe and welcoming environment for all.

- **There are multiple ways to achieve a goal and offer diverse possibilities.**

Offering multiple ways to achieve a goal in a game is beneficial for a variety of reasons. First, it allows all participants to have a more personalized experience, as they can choose which approach works best for them. This can lead to a greater sense of engagement and satisfaction, as they feel they have greater control over the game. Second, in inclusive

settings, everybody doesn't have to do things in the same way. By offering diverse possibilities (e.g. writing, drawing, singing), young people can reach specific goals in ways

most appropriate for themselves. Being able to choose independently how you want to reach the goal has an empowering force. If diverse activities are offered, consider giving the space to try them out instead of explaining them. This is necessary because not everybody can visualize activities. By trying them out, young people get a better impression of the activity and the rules.

- **Offer activities in smaller & bigger groups.**

There are many benefits to offering activities and games to youth with disabilities in both small and larger groups. Firstly, activities and games can help foster a sense of community and belonging among the youth, which is especially important for those with disabilities who may feel isolated or misunderstood. In larger groups, youth with special needs may be exposed to different ideas and perspectives, as well as socialize with peers who have similar experiences.

Smaller groups on the other hand can provide a more intimate and supportive setting where youth may feel more comfortable participating, while larger groups can provide more opportunities for youth to practice communication and collaboration skills.

- **Keep instructions simple, give space to try!**

Ensure that the rules of the game you selected are not complicated to play but also explain and make sure they are communicated to all participants before the start of the game. When introducing a new exercise or game, it is important to introduce it slowly and gradually increase the speed. This will give the group time to become familiar with the activity and understand the rules better. In any case, ask yourself whether the explanation of the rules needs to be simplified. If you require, use supporting visual aids to clarify the concept of the game. Don't start the game without all participants confirming they understand the purpose and the rules of the game. You can also have a practice run of the game. This helps you check if everybody is on the same page about how the game is played. If the activity is complex, break it down into smaller, simpler steps. Allow each step to be practiced at a slower pace before increasing the tempo. If necessary, repeat the instructions step by step till everybody understands the game. Don't be afraid to ask for some peers in the group to help you out in explaining the game.

- **Change the rules if needed. BUT maintain the integrity of the tasks!**

Some modifications might be necessary while adapting the games if you think some participants may not be able to participate. However, maintaining the integrity of the tasks in a game is very important because it allows everybody in the group to have an equal chance at achieving their goals. It also ensures that the game is fair and that players are not taking advantage of any loopholes or exploits. If the rules of a game are changed too obviously, and rules are made too easy, it can create an imbalance in the game and lead to frustration among participants. Additionally, it can create an environment of distrust, as

participants with disabilities may feel that they are not seen as equal to their peers. Making games too easy can also lead to boredom and disinterest in the activity. It can also prevent youth with disabilities from challenging themselves, which can be an important part of

developing their skills and confidence. Additionally, games that are too easy can limit social interaction between the person and others, which can be a valuable part of the activity.

- **Don't rely only too much on personal assistants.**

Depending on the type of disability and the specific condition of the person, personal assistants provide support to people with disabilities in their daily life activities. There might be trained professional assistants within your group or young people with disabilities might bring their family members or friends as their assistants to the activity. So relying too

heavily on them may not be the best choice. It's more convenient not to transfer all the responsibility of the tasks onto the assistants, instead try to adapt methodologies so that the young person with a disability can be involved as independently as possible.

- **Safety first!**

Under all circumstances, the safety of all your participants is always the priority! This might include ensuring that the game does not involve any dangerous physical contact or risky equipment. Adjust the methods in a way that there's no risk of anyone getting hurt during a game. To avoid the risks, try to simulate the game before you apply, double check the safety conditions considering the profile of your group.

- **Change the space and setting for variety and stimulation.**

Think about where you are playing the game or doing the activity. Do you need more space? Do participants all need to be sat on chairs or can the use of the space be more varied? By changing the environment, you can modify a game towards a new cool activity (e.g. instead of playing the game in the meeting room, move the group to the garden or a seaside close by and do the activity there, considering the accessibility conditions)

- **Don't make it too fast or too slow.**

Everybody in a mixed-ability group has a different pace of doing things. Different paces may create frustrations within the group if it is not managed well. Some participants may finish quickly while others continue. You should prevent the misconception that "fast is better". Being aware of this may help you find an optimum rhythm by observing them over a few sessions.

- **Equipment – Don't push everybody to use the same materials. Provide options.**

You can change the equipment, or the materials used in an activity. You can use bigger targets, softballs, or equipment that makes a noise. In some situations, if a participant needs different equipment for a craft or activity due to his/her disability, it may make him/her feel less self-conscious if all the others are given this equipment rather than singling him/her out.

It's better to consider the young person's physical and cognitive abilities when selecting the right equipment. If you are not sure, don't hesitate to consult with professionals (e.g. physical, occupational, and speech therapists) to get their advice on the best equipment for the individual. If the equipment needed is expensive, check out resources and available funding to cover the cost of the equipment.

- **Involve them in decision-making.**

To ensure that young people are involved in the development of a new game or adaptation of an existing one, it is important to create an open dialogue between you and the youth with whom you're going to play. This could include surveys, focus groups, and other forms of direct feedback. By involving young people in the decision-making process, you and your team can ensure that the final product is tailored to their preferences and expectations.

- **Don't forget about the needs of participants without disabilities.**

One reason why this may be happening is because the focus tends to be on making the game accessible for those with disabilities. This can often mean that the attention paid to those without disabilities is not as great as it could/should be. However, organizing mixed-ability group activities does not mean only taking the needs of the ones with disabilities into account, but the needs of all. Whether with a disability or not every young person has their own participation needs. Additionally, when adapting a game to include young people with disabilities, sometimes it can be difficult to balance the game so that everyone has an enjoyable experience. This can sometimes mean that the game is not as enjoyable for those without disabilities. The game should be inclusive but still fun for everyone. Don't forget this!

- **Always keep in mind that it's just an exercise/game. Don't be afraid to make mistakes.**

When adapting a game, we should do our best as much as possible. But that doesn't guarantee that it will be fully inclusive for everybody. Failing is quite ok. When something does not go well or any mistake happens, sit down and ask the group for their feedback on how they experienced the game and how they would modify the game from their perspectives. Use this new knowledge to adjust for the future and try again! Don't be afraid to make mistakes. Failure is natural and part of the learning process. Trust the process!

BONUS: Some examples and advice on choosing methods for blind and partially sighted participants:

- use of tactile materials;
- activities should not focus too much on visual perception, we should rather opt for games based on sound, movement, touch;
- adapted organization of space with the help of a grid of fields (orientation);
- provision of assistance (help with participation in activities related to sight);
- it is necessary to ensure sufficient time for the implementation of each activity.

We can adapt the methods for mobility impaired participants in the following ways:

- activities are carried out sitting at the table;
- the participant performs the activity with the help of assistance;
- we extend the time of the activity;
- we choose activities that do not require much movement;
- we provide a sufficiently large, wide, and accessible space for carrying out activities.

Communication

Communication is very important; you could say the basic element of all phases of each project cycle. We communicate with everyone involved in the project: with our colleagues (youth workers, trainers, facilitators support staff...), with partner organizations, and, most importantly, with young people - participants in our projects. Good communication is the key to a quality project. And let's not forget that we talk about communication when it goes in both ways.

When communicating with colleagues or partner organizations it is important above all to have and maintain a good flow of information. This means that we hand over/communicate to colleagues and partners all the necessary information related to the project: contents, topics, methodology, logistics, information about the participants, what we expect from them, and what their roles, tasks, responsibilities, and obligations are. On the other hand, we also get this kind of information from them. Together we agree on important things. Open and qualitative communication is the only way to ensure that we will lead and implement a high-quality and successful project while avoiding many (un)foreseen problems.

Of course, we cannot forget about communication with the young people - the main participants and the target group of our project. When we include young people with disabilities in our projects, inclusive and high-quality (and correct) communication is even more important.

When working (communicating) with young people, we are not only talking about expression and passing on messages/information but also about the relationship and creating a safe enough space for them. Communication with young people must be inclusive and supportive. When communicating with them, we should be authentic, respectful, sincere, and relaxed. We must consider the developmental laws of young people with disabilities and adapt to their communication needs.

We use names that the participants use, and which had been agreed on with them beforehand. We must use the names and personal pronouns used by the participants themselves.

It is important to be aware that the appropriateness of terms/words is culturally conditioned and can be interpreted differently.

In international project activities, we agree on the use of a common language (most often it is English), and we avoid using complex terms and subtle meanings. We also leave room for the use of the participant's mother tongue (reflection, evaluation) and provide interpretation (both for people who cannot hear and in another foreign language) if necessary.

We avoid exposing the participants. We invite participants to the activities and do not force them to take part in the activities if they do not want to.

It is also appropriate that when we would like to help someone, we ask first if this person needs or wants our help and how they want to be helped/assisted.

We emphasize the clarity and concreteness of our messages and check the understanding of what has been communicated. Let's be flexible when using different communication channels (verbal/language, visual/images, sound/music, non-verbal/movement, etc).

In this way, we create a sufficiently safe space that encourages participants to participate fully and actively (young people participating are not afraid to express themselves to us).

When communicating with young people with disabilities, you can use expressions such as: look, you see, have you seen the film (people who can't see, watch, but in a different manner), or you can say: did you take a walk, are you going on foot, when you are talking to wheelchair users.

When we include deaf young people, we check if they use sign language and if they need an interpreter. When interpreting, it is important in which language the interpreter can translate (native or some foreign language).

When communicating with someone in a wheelchair, make sure to position yourself so that the person can see you. We communicate with them at their eye level if possible.

Instead of taking the visually impaired person by the arm and leading them away to where we assume they are headed, we ask them first:

"Do you want me to accompany you somewhere?" and only if their answer is yes, we offer that person our elbow so that they can hold onto it and we accompany them to the selected location.

If a visually impaired person moves around with the help of a guide dog, we approach and offer help on the side where there is no dog.

In case the assistance to people with disabilities is provided by volunteers who do not have experience in working with disabled people yet, they must get some kind of training in the field and be shown the techniques of assisting specific groups of disabled persons.

Self-assessment list

<ul style="list-style-type: none"> • Have I involved and consulted young people with disabilities, youth workers, experts with disabilities to develop the activity materials/resources and training/learning methods?
<ul style="list-style-type: none"> • Am I prepared enough?
<ul style="list-style-type: none"> • Have I clarified my objectives before the activity?
<ul style="list-style-type: none"> • Am I well informed about the target group composition, profile, and their specific needs?
<ul style="list-style-type: none"> • Am I also aware of the needs of the young people without disabilities in the group?
<ul style="list-style-type: none"> • Have I chosen the proper content/methodologies for my objectives and my target group's profile?
<ul style="list-style-type: none"> • Do I have enough time, space, commitment, skills, and personal resources to ensure inclusion?
<ul style="list-style-type: none"> • Who am I including and excluding by my decisions, actions? Am I aware of this?
<ul style="list-style-type: none"> • Am I personally ready to experience and learn about inclusion?
<ul style="list-style-type: none"> • Am I aware of my own misconceptions, stereotypes, and limits? How can I work on them?
<ul style="list-style-type: none"> • Am I aware that everyone can experience barriers to learning and participation?
<ul style="list-style-type: none"> • Am I flexible enough to adapt to unexpected situations? Do I have a plan B, C, D....?
<ul style="list-style-type: none"> • Do I have a risk mitigation plan?
<ul style="list-style-type: none"> • Do I have a team to back-up and support me through this experience? Are they well prepared?
<ul style="list-style-type: none"> • Am I trusting and enjoying the process?

Checklist for logistic and practical preparations

	YES	NO
Have you designed the application process and the form in an accessible and inclusive way?		
Have you conducted the recruitment process in a transparent and fair way?		
Have you checked all possible travel options and chosen the most convenient for the participants with different needs?		
Have you checked whether accessible transportation between the airport/train-bus station and the project venue is available? If not, have you organized accessible transfers accordingly?		
Have you picked the venue that meets the accessibility needs of the participants? Have you considered going on a prospect visit before the activity, preferably with a wheelchair user young person in your team?		
Have you checked the facilities (e.g. restaurant, leisure time spaces) with regard to accessibility-including vertical and horizontal mobility- and made necessary adjustments?		
Do the entrances, accommodation and bathroom facilities meet the accessibility needs of the participants?		
Are the bedrooms of the participants with disabilities close or easy to reach the meeting room by themselves?		
Is there braille signalisation or raised signs and symbols in places where the blind participant would go?		
Is the lighting in the meeting room convenient for the needs of the participants? (e.g. should be not too dark for low sighted participants, not too bright for the persons with albinism)		
Are there enough accessible rooms for the group?		
Are there accessible toilets close to the meeting rooms and the restaurants in order to avoid going all the way to the accessible bedroom every time for the toilet?		

Are the dietary needs and preferences of the participants considered?		
Have you prepared information in an accessible format on the practicalities that participants need to consider before and during the project/activity?		
Have you searched and made a list of the companies that hire/sell/repair assistive equipment (wheelchairs, batteries, hoists, walking canes, hearing aids, etc.) in case it's needed?		
Do participants need any kind of assistance to participate? Did they request a personal assistant? Did you ask for this information in the application form?		
Have you checked whether your participants have any medical conditions that may require urgent attention during the activities such as epilepsy, diabetes or allergies? If yes, what medication do they need?		
Have you made a list of emergency contact numbers of people who are familiar with the needs of participants with disabilities and how to deal with them (parents, caregivers, doctors)		
Have you checked if any of the participants require a guided orientation tour inside and around the venue upon arrival?		
Have you checked if any of the participants require a hearing induction loop?		
Have you checked if any of the participants require sign language interpretation?		
Have you checked if any of the participants require a palantypist?		
Have you checked if any of the participants require a guide dog? If yes have you checked are guide dogs allowed in your venue?		
Have you checked if any of the participants with visual impairments require assistive software, hardware equipment?		
Have you considered planning sufficient free time needed by participants with disabilities in between sessions?		
Have you carefully planned the activity programme considering the group's needs and expectations?		
Have you adapted the methods, approaches and activities to be accessible and inclusive for everyone in the group?		
Have you placed the materials within reach (e.g. pens, markers, papers, sticky tapes) and not in inaccessible places?		

Have you placed flipcharts to write on at a lower level, within reach of people in wheelchairs?		
Have you removed materials/cables/decoration/sharp objects lying around on the floor which might create danger or obstacle for blind participants and/or wheelchair users?		
Have you placed the coffee break items (coffee machine, cups, refreshments, plates. Etc.) easy to be reached by all the participants independently?		
Have you checked/double checked safety procedures and arrangements for the location of the project/activity? Are there any adapted alarms or what could be done to adapt emergency procedures for your group's needs?		
Is there anyone in your team having first aid qualification?		
Have you considered creating a backup communication system via WhatsApp, messenger, or SMS?		

Training Program of the Youth Accessibility Ambassadors

	15 June	16 June	17 June	18 June	19 June	20 June	21 June	22 June
07:30 - 10:00	Arrivals & check-in	Breakfast						Breakfast & Departures
10:00 - 11:00		Official opening & brief introduction to the Way2Go project & Expectations, Contributions and Concerns & objectives, agenda and NFE methodologies	Discovering disability related national situations, good practices	Ambassadors Academy part-1 (Station exercise to cover the essential topics within Able2Travel Guide and DIG)	Accessibility & Universal Design Principles	Presentation of the results of the Accessibility Inspection	How to promote and disseminate the Way2Go platform smarter?	
11:00 - 11:30		Coffee-break						
11:30 - 13:00		Getting to know each other & Best friends forever & Group agreement	Concept of inclusion & diversity	Ambassadors Academy part-2	Introduction of the Accessibility checklists for mixed ability group projects	Group Work- Creating totally inaccessible events for a mixed ability group	Road mapping	
13:00 - 15:00		Lunch & Siesta						

15:00 - 16:00		Team Building Game "Mission is Possible!"	Presentation of the platform and its elements, asking for feedbacks of the participants	Inclusive communication (how not to approach & communicate with people with disabilities)-role playing exercise "Oops I did it again!"	Inspectors on mission! Accessibility check in the hotel (group work)	Presentations of the small groups	FINAL EVALUATION with the ambassadors		
16:00 - 16:30		Coffee-break							
16:30 - 18:00		Who am I as a youth worker and a Youth Accessibility Ambassador	Demonstration exercise on how to use the Platform and how to create ambassador profiles	Mythbusters exercise	Free afternoon at the accessible beach	How to convert these events into inclusive ones, introducing the guidelines	Free afternoon (Team evaluation)		
18:00 - 18:30		Reflection groups							
18:30 - 20:00		Free time							
20:00 - 21:00		Dinner							
21:00 - ...	Small orientation to familiarize with the venue	Free evening	Intercultural night	Free evening	Self-organized evening	Free evening	Farewell party		

Inclusive Activities

1st DAY

Title of the session:	Official Opening and Introduction to the Project
General theme of the session	Introduction to the training and the project + Ice-breaking & Getting to know each other
Type of the activity	Interactive Presentation Ice-breaker and name games Group Work
Objectives of the session	To officially open the training and introduce the project and partners. To set expectations, understand participants' contributions and address any concerns. To introduce the objectives, agenda, and Non-Formal Education (NFE) methodologies used throughout the training.
Timing	1-1,5 hours
Step by step description of the activity	<ul style="list-style-type: none"> ● Activity-1: Participants introduce themselves through a fun ice-breaker game Objective: To create a relaxed atmosphere and help participants get to know each other Content: Participants are asked to sit in a circle and one by one tell their name, country and pick an animal that they associate themselves with according to how they woke up this morning ● Activity-2: Official Opening and Project Overview. Objective: To provide an overview of the project, its goals, and the partnership structure Content: Welcoming by project leaders, a brief presentation about the Way2Go project, project goals, and the role of each partner organization ● Activity-3: Setting Expectations, Contributions, and Concerns Objective: To align the expectations of participants with the training goals and address any concerns early on. Content: Group discussion where participants share their expectations, potential contributions, and any concerns they have. ● Activity-4: Interactive presentation on the training objectives, detailed agenda, and Non-Formal Education (NFE) methodologies. Objective: To ensure the participants understand the structure of the training and the methodologies that will be used. Content: Detailed explanation of the session outlines, the importance of NFE, and how it will be applied in the training.

	<ul style="list-style-type: none"> Activity-5: Q&A Session and Open Discussion <p>Objective: To clarify any doubts and ensure all participants are on the same page.</p>
Materials, and equipments needed	<p>-Projector and Screen</p> <p>-Laptop</p> <p>-Flip Charts and Markers</p> <p>-Name Tags and Markers</p> <p>-Internet connection and mobile phones of the participants (A Whatsapp group needs to be formed to be able to share the written content in a digital format with the visually impaired participants)</p>
Space requirements	<p>-A large, open room with movable chairs and tables to facilitate group activities and discussions.</p> <p>-Space for the projector and screen setup.</p>

Title of the session:	Getting to Know Each Other & Best friends forever & Group agreement
General theme of the session	Enable the participants to get to know each other's names and their interests better, establishing a group dynamic, creating a safe space for the group
Type of the activity	Name games, working in pairs, interactive discussions
Objectives of the session	Enabling the participants to get to know each other better, establishing the group dynamics and a safe and inclusive space for everyone
Timing	45 min
Step by step description of the activity	<ul style="list-style-type: none"> Activity-1: Getting to know game: "My name is...and I am most likely to.." <p>Objectives: Enabling participants to familiarize with each other's names and getting to know each other better.</p> <ul style="list-style-type: none"> Activity-2: Group agreement activity: <p>Objectives: Make sure to create a space where everyone feels safe and respected.</p> <p>Content: We divide the participants into 4 mixed-national groups. Each group goes to one table. Each group has 15 minutes to discuss and design common group rules. After 15 min every group presents their suggestions for common rules. Altogether Common Rule Agreement is decided.</p>
Materials, and equipments needed	At least 4 tables, flipcharts, pencils and markers,
Space requirements	Large space, where people can stay in a circle and move around. It can be inside or outdoors.

Title of the session:	MY BFF (My Best Friend Forever)
General theme of the session	Getting to know, bonding activity
Type of the activity	Group work (in pairs)
Objectives of the session	<ul style="list-style-type: none"> -Getting to know each other better -Create bonding, solidarity, safe and friendly atmosphere from the first day (especially in mixed ability groups it helps to create instant warm connections between participants and help them feel more involved) -To practice being more aware of each other's needs
Timing	45 min (10 min instructions and pairing up + 10 min each BFF pair have private conversation + 25 min introducing each other)
Step by step description of the activity	<p>After playing a few name games, participants are asked to go around and pair up with a person that they know about least and had little or no contact with since they arrived at the project venue. A short explanation about the context of what it means being BFF throughout the project, starting from the first day, responsibilities (e.g. to be aware of the needs of all pax in the group but their BFF a bit more, and be there for them when needed, assisting them in case of need, cheering them up anytime they feel low..etc). Then the BFFs are expected to get to know some particular things about each other by mainly asking some guideline questions provided. <u>These questions could be;</u></p> <ul style="list-style-type: none"> -what's a recent achievement in your life? -which country would you like to see the most? -what's your favorite food? -find two commonalities with your BFF <p>It can alternatively be asked to create a funny hand greeting special to their newly established friendship..</p> <p>Then all pax are invited to the big group and sit in a circle, preferably next to their BFFs. They are asked to introduce their BFFs to the group.</p>
Materials, and equipments needed	None
Space requirements	Relatively large space to be able to work in pairs

Title of the session:	Mission is Possible!
General theme of the session	Team building
Type of the activity	Big group work, team building (indoor + outdoor)
Objectives of the session	<ul style="list-style-type: none"> -to energize the participants before the main activities, which requires less physical actions and more concentration -to boost team work, collaboration and effective communication among the group -to create a working and learning together environment -to boost patience and tolerance among the participants -to learn how to manage time -to realize everyone has different abilities and how to use them efficiently to accomplish any given task -to create a positive, comfortable and funny atmosphere -to break the ices within the group, engage rather shy and introvert participants with the others -to boost the attention and concentration of the participants -to prepare the participants for their upcoming learning process -to have fun while learning to work together
Timing	1,5 hours (10 min short energizer+10 min to explain the game and the rules, 50 min for the group work, 20 min for debriefing)
Step by step description of the activity	<p>The facilitator enters the room with a mysterious and suspicious attitude of a secret agent (preferably with black sunglasses) and starts to read the message letter. The letter is projected on the big screen so that the participants can follow. The letter starts with introducing a covert mission and delegates the whole group to accomplish the tasks strictly within 50 minutes. The facilitator makes sure the participants are clear with the purpose of the team building game and they understand the given instructions. This is a mission they as a whole group have to accomplish without the help of the facilitator. The list of the tasks can be printed in 3-4 copies, preferably not more than that. The participants are allowed to have these copies.</p> <p>The set of tasks given below is a sample. Facilitator is free to change the tasks, remove or add tasks according to the group profile and the venue. Each task has a particular purpose and helps participants to discover their different abilities.</p>

	<p>When the given time is up, the facilitator calls back the participants to the big circle and checks each task one by one whether they are accomplished or not.</p> <p>Team building activities are certainly entertaining and interactive, but they only become worthwhile and impactful if they are followed by debriefing questions.</p> <p>NOTE:</p> <ul style="list-style-type: none"> ● It is recommended to create an online group such as a closed Facebook or whatsapp group to share the information, the tasks in digital format and the pictures & videos produced during the activity ● It is recommended to implement the activity after providing the participants some time for getting to know each other. ● Participants may address a lot of questions to the facilitator, such as “Will only 50 minutes be enough to finish all of the tasks?”, “How are we supposed to do the tasks?”, “Are we expected to do all tasks altogether or can we delegate people and share the tasks?”, “Who will be delegating the tasks?”.etc. The facilitator should answer all questions before starting the chronometer, but it’s better not to over inform the participants and better to avoid directly leading them.
Materials, and equipments needed (including printed/electronic handouts)	Basic stationary, projector, computer, colored papers, carton-papers, flipcharts, colored pens, tape, stickers, scissors, chronometer, printed out handouts with the list of the tasks, some funny objects
Space requirements	Large space is needed
Debriefing questions	<ul style="list-style-type: none"> - How do you feel after the experience? - Describe your experience, what happened? - Why were you successful as a team (or not)? - Did you work as a team during the activity? - How well do you think the team listened to each other’s views and opinions? - Could you use your time efficiently? - What is the number one take-away from this experience? - What did you discover about yourself during the activity?

	<ul style="list-style-type: none"> - Has everyone been equally included during the activity? - Have you recognized anyone excluded? - How well do you feel you contributed to the team? - Who came up with the ideas? Who took the lead? - What does this activity suggest about our daily actions? - What would you do differently if you had a chance to play it again?
Annex	<p>Instructions and list of tasks:</p> <p><i>Good morning special agents,</i></p> <p><i>We got the super confidential information that you are composed of very skillful people full of motivation and willing to work together the whole day.</i></p> <p><i>Your secret mission today as a group – if you choose to accept it – is to accomplish all of the following tasks in 50 minutes. Some tasks should be done altogether, some not.</i></p> <p><i>Feel free to use all the space and human resources. Push your limits, be INCLUSIVE and have fun!</i></p> <p><i>PS: All the videos, documents, pictures, photos should be posted on the whatsapp group before you start presenting them to the facilitator!</i></p> <p>TASKS:</p> <ol style="list-style-type: none"> 1. <i>-Create a colorful and artistic welcome poster for our training</i> 2. <i>-Pretend to be a group of chickens for 1 minute <u>as whole group</u>, with the movements</i> 3. <i>-List 10 creative & inclusive punishments for the late comers to the sessions</i> 4. <i>-Sing any song as a whole group in front of the facilitators.</i> 5. <i>-Take at least 2 different photographs of the group, <u>including all participants</u> in your group; in one of them it should be obviously visible that you are in Italy and on the second one everybody has to put something on their head</i> 6. <i>-List 10 reasons of why it is better to be here today/this week rather than being at home</i> 7. <i>-Form a human sculpture only using your own bodies, at least with 5 people in the group. This body sculpture must represent inclusion and diversity</i>

	<p>8. -Take a nap for 3 min in front of the facilitator (at least 4 people in the group).</p> <p>9. -Bring 3 different eatable fruits from the trees in the garden to the meeting room</p> <p>10. -Learn how to write WAY2GO in Braille and put it in the welcome poster (you can draw dots)</p> <p>11. -Go find 3 hotel staff and give them free hugs - document the process - we want pictures! ;)</p> <p>12. -Go to the hotel bar and ask the prices of a local beer, tequila shot, limoncello and a glass of amaro, take a picture with the bartender.</p> <p><i>If you or any of your group members are caught on mission, C.I.A (Crazy Inclusion Agency) will deny involvement in any covert operations by its agents. This message will not self-destruct in five seconds, but you have only 50 minutes to accomplish all of these tasks to show us how to be a real team. Good luck agents;)</i></p>
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Title of the session:	Who Am I as a Youth Worker and a Youth Accessibility Ambassador?
General theme of the session (e.g. inclusion, accessibility, platform presentation..)	Self-reflection, identity as a youth worker, and understanding the role of a youth accessibility ambassador. Introducing the term “youth accessibility ambassador” and its roles, responsibilities, and possibilities
Type of the activity (e.g. group work, role-playing, simulation game, outdoor activity discussion..)	Individual Reflection Group Work Role-Playing Interactive Discussions
Objectives of the session	To explore and understand personal identity and motivation as a youth worker. To define the role and responsibilities of a youth accessibility ambassador. To identify personal strengths and areas for development in promoting accessibility. To foster a sense of commitment and responsibility towards accessibility.
Timing	1,5 hours

<p>Step by step description of the activity</p>	<p>Activity: Brief introduction to the session's theme and objectives. Objective: To set the context and prepare participants for self-reflection and group activities.</p> <p>Personal Reflection Exercise (10 minutes)</p> <p>Activity: Individual activity where participants reflect on their journey as youth workers and write down their motivations, experiences, and aspirations. Objective: To encourage self-awareness and personal insight. Content: Questions like "What motivated you to become a youth worker?" and "What experiences have shaped your journey?"</p> <p>Group Sharing and Discussion (15 minutes)</p> <p>Activity: Small groups share their reflections and discuss common themes and unique experiences. Objective: To build a sense of community and understanding among participants. Method: Divide into groups of 4-5, share reflections, and identify common themes.</p> <p>Role-Playing Exercise: The Accessibility Ambassador (15 minutes)</p> <p>Activity: Participants engage in role-playing scenarios where they act as youth accessibility ambassadors addressing various challenges. Objective: To practice and understand the role of an accessibility ambassador in real-life situations. Content: Scenarios include addressing accessibility issues in an event, advocating for inclusive policies, and working with diverse teams.</p> <p>Defining the Role of Youth Accessibility Ambassadors (15 minutes)</p> <p>Activity: Interactive presentation and group activity to define the roles, responsibilities, and impact of youth accessibility ambassadors. Objective: To clarify the expectations and duties associated with being an ambassador. Content: Brainstorming session to list responsibilities and a group discussion to finalize the role definition.</p> <p>Strengths and Development Areas (15 minutes)</p> <p>Activity: SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) for personal development as accessibility ambassadors. Objective: To identify personal strengths and areas for growth. Method: Individual SWOT analysis followed by group discussion to share insights.</p> <p>Q&A and Open Discussion (5 minutes)</p>
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	<p>Activity: Open floor for questions and discussion. Objective: To address any doubts and facilitate a deeper understanding of the session's content.</p> <p>Energizer (5 minutes)</p> <p>Activity: Quick energizer game such as "The Wind Blows" to refresh participants. Objective: To re-energize the group and maintain engagement.</p>
Materials, and equipments needed (including printed/electronic handouts)	<p>Flip Charts and Markers</p> <p>Notebooks and Pens</p> <p>Printed Handouts (Reflection Questions, SWOT Analysis Template)</p> <p>Projector and Screen for presentations</p> <p>Role-Playing Scenario Cards</p>
Space requirements	<p>A large, open room with movable chairs and tables to facilitate group activities and discussions.</p> <p>Separate breakout spaces for small group discussions and role-playing.</p>
Debriefing questions	<p>What did you learn about yourself as a youth worker and accessibility ambassador?</p> <p>How do you feel about the responsibilities of a youth accessibility ambassador?</p> <p>What personal strengths do you think will help you in this role?</p> <p>What areas do you feel you need to develop further?</p>
Energizer short description (in case of using any)	<p>"The Wind Blows"</p> <p>Description: Participants sit in a circle with one person standing in the middle. The person in the middle says, "The wind blows for anyone who..." followed by a statement (e.g., "...has worked on an accessibility project"). Everyone who fits the statement must stand up and switch seats. The last person standing is the next one in the middle.</p> <p>Objective: To energize the group, encourage movement, and learn more about each other.</p>

2nd DAY

Title of the session:	FACTSBOOK: National Situations
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General theme of the session (e.g. inclusion, accessibility, platform presentation..)	Understanding national situations, problematic areas, good practices, and facts and figures in partner countries regarding disability rights.
Type of the activity (e.g. group work, role-playing, simulation game, outdoor activity discussion..)	Group Work Interactive Presentation Discussion
Objectives of the session	To gain an in-depth understanding of disability rights and situations in each partner country. To identify main problematic areas and share good practices. To compile facts and figures to create a comprehensive FACTSBOOK. To foster collaboration and exchange of knowledge among participants from different countries.
Timing	1,5 hours
Step by step description of the activity	<p>Introduction to the Session (5 minutes)</p> <p>Activity: Brief introduction to the session's objectives and activities. Objective: To set the context and prepare participants for the group work and discussions.</p> <p>Group Formation and Country Assignments (5 minutes)</p> <p>Activity: Divide participants into groups, each representing a different partner country (Austria, Italy, Turkey, Slovenia, Cyprus, Portugal, Sweden). Objective: To ensure each group focuses on a specific country's situation regarding disability rights.</p> <p>Research and Compilation (30 minutes)</p> <p>Activity: Groups research and compile information on their assigned country, focusing on: Main problematic areas in terms of disability rights Good practices and successful initiatives Key facts and figures Objective: To gather detailed and accurate information about each country's disability rights situation. Content: Use of provided materials and internet access for additional research.</p>

	<p>Group Presentations (10 minutes)</p> <p>Activity: Each group presents their findings to the entire group. Objective: To share information and insights from each country, facilitating learning and knowledge exchange. Method: 10-minute presentation by each group followed by a brief</p> <p>Activity: Facilitated group discussion to identify common themes, challenges, and best practices across the countries. Objective: To synthesize the information and highlight shared experiences and strategies.</p> <p>Creating the FACTSBOOK (30 minutes)</p> <p>Activity: Collaborative activity where groups contribute their findings to create a comprehensive FACTSBOOK. Objective: To compile the researched information into a single document that can be used as a resource for the project. Method: Each group writes a summary of their findings, which are then collated into the FACTSBOOK.</p> <p>Q&A and Open Discussion (5 minutes)</p> <p>Activity: Open floor for questions, clarifications, and further discussion on the session's content. Objective: To ensure understanding and address any remaining questions or insights.</p> <p>Energizer (5 minutes)</p> <p>Activity: Quick energizer game like "Quick Draw" where participants draw and guess disability-related terms. Objective: To refresh participants and maintain engagement.</p>
<p>Materials, and equipments needed (including printed/electronic handouts)</p>	<p>Laptops/Tablets with internet access Flip Charts and Markers Printed/Electronic Handouts (Country Assignment Instructions, Research Guidelines) Projector and Screen for presentations FACTSBOOK Template (printed or electronic)</p>
<p>Space requirements</p>	<p>A large room with tables and chairs for group work. Separate areas or breakout spaces for each group to work without interruptions. Central space for presentations and discussions.</p>

Debriefing questions	<p>What were the most surprising findings about disability rights in the different countries?</p> <p>What common challenges did you identify across the countries?</p> <p>Which good practices or initiatives stood out to you?</p> <p>How can we use the information from the FACTSBOOK to improve accessibility in our own projects?</p>
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Title of the session:	Concept of Inclusion & Diversity in Youth Work, Disability Inclusion in E+, and Introducing Mythbusters Activity
General theme of the session (e.g. inclusion, accessibility, platform presentation..)	Inclusion and diversity in youth work, with a focus on disability inclusion in Erasmus+ (E+) projects.
Type of the activity (e.g. group work, role-playing, simulation game, outdoor activity discussion..)	<p>Interactive Presentation</p> <p>Group Work</p> <p>Discussion</p> <p>Preparation for Tomorrow's Activity</p>
Objectives of the session	<p>To understand the concepts of inclusion and diversity in general.</p> <p>To explore disability inclusion specifically within youth work and Erasmus+ projects.</p> <p>To introduce the Mythbusters activity and encourage participants to start thinking about questions and misconceptions they have.</p> <p>To foster a mindset of inclusivity and awareness among participants.</p>
Timing	1,5 hours
Step by step description of the activity	<p>Introduction to the Session (5 minutes)</p> <p>Activity: Brief overview of the session's objectives and agenda. Objective: To set the context and prepare participants for the day's activities.</p> <p>Interactive Presentation on Inclusion and Diversity (20 minutes)</p> <p>Activity: Facilitated presentation covering: Definitions and concepts of inclusion and diversity. Importance of inclusion in youth work. Overview of disability inclusion.</p>

	<p>Objective: To provide a foundational understanding of inclusion and diversity. Content: Use real-world examples, statistics, and case studies to illustrate points.</p> <p>Group Work: Inclusion in Practice (20 minutes)</p> <p>Activity: Participants are divided into small groups to discuss and brainstorm ways to implement inclusion in their youth work practices. Objective: To apply the concepts of inclusion and diversity in practical scenarios. Method: Each group presents their ideas and strategies to the larger group.</p> <p>Disability Inclusion in Youth Work and Erasmus+ (15 minutes)</p> <p>Activity: In-depth discussion on disability inclusion: Challenges and barriers faced by youth with disabilities. Successful examples of disability inclusion in Erasmus+ projects. Strategies and best practices for inclusive youth work. Objective: To deepen understanding and provide actionable strategies for disability inclusion. Content: Share examples and facilitate an open discussion.</p> <p>Introduction to Mythbusters Activity (20 minutes)</p> <p>Activity: Explain the Mythbusters activity planned for tomorrow and how it will address common misconceptions about disability and inclusion. Objective: To prepare participants for the next day's activity and encourage them to start thinking about myths and questions. Method: Distribute small papers and invite participants to anonymously write down any questions or myths they have heard about disability and inclusion, to be placed in the BOX.</p> <p>Q&A and Open Discussion (5 minutes)</p> <p>Activity: Open floor for questions and a broader discussion about the day's content. Objective: To clarify doubts and engage in deeper conversations about inclusion and diversity.</p> <p>Energizer (5 minutes)</p> <p>Activity: Quick energizer game such as "Pass the Clap" where participants stand in a circle and pass a clap around as quickly as possible. Objective: To re-energize the group and maintain engagement.</p>
<p>Materials, and equipments needed (including</p>	<p>Projector and Screen Flip Charts and Markers Printed Handouts (Definitions of Inclusion and Diversity, Best Practices)</p>

printed/electronic handouts)	Small Papers and a Box for Mythbusters questions Laptops/Tablets for group work (optional)
Space requirements	A large, open room with movable chairs and tables for group activities and discussions. Separate breakout spaces for small group work.
Debriefing questions	What new insights did you gain about inclusion and diversity today? How can you apply these concepts in your own work? What challenges do you foresee in implementing inclusive practices? What myths or misconceptions about disability inclusion surprised you the most?
Energizer short description (in case of using any)	"Pass the Clap" Description: Participants stand in a circle. One person starts by clapping once and making eye contact with someone else, who then claps and passes it on. The objective is to pass the clap around the circle as quickly and smoothly as possible. Objective: To energize participants, enhance focus, and foster a sense of teamwork.
Annex (if any)	

Title of the session:	World Cafe & Presentation of the WAY2GO platform
General theme of the session	Platform presentation Community involvement
Type of the activity	Discussion Demonstration
Objectives of the session	<ul style="list-style-type: none"> ● To present the platform ● To receive feedback from the ambassadors and partners ● To visualise the concept of an online networking space ● To promote the platform to the ambassadors for future users ● Create a community around the participants ● Learning how to involve the local community ● Understand the competences you need for community involvement ● Public speaking competences
Timing	1,5 hours
Step by step description of the activity	FIRST PART: The World Café methodology is a process of human, intimate and meaningful conversation that allows a group of people to discuss important issues, to generate creative and innovative ideas, agreements and courses of action in a cosy and friendly café-like environment.

Organise and divide the participants to tables of four to six people, who simultaneously explore the following question for 20 minutes:

1. What are some ways you can help make your neighborhood more inclusive?
2. What does an inclusive community mean to you?
3. Why is it important to include people with different abilities and backgrounds in community activities?
4. What role can social media play in promoting community inclusion?

After the participants have responded in groups to these 3 themes, they will present the results to the plenary and the group and facilitators will make additions. Workshops should be brought to an end gently, allowing participants to give feedback to the group and facilitators, and to connect again with the 'outside' and everyday life in their organisations.

After the tables have been fully turned, a participant from each group can stand up and share how the group worked and the results.

Workshop can be ended with the presentations of the discussion sessions, and give enough space and time for exchanges and comments.

SECOND PART:

Firstly, have a brief discussion with participants about the common fear of public speaking. Ask them how they feel about it when they have to speak publicly. You should point out that speaking in front of an audience often leaves one speechless. According to certain studies, the fear of public speaking is common. Nonetheless, so many professions and careers require public speaking at some point or another. For instance, politicians, businesspeople, and teachers talk in front of an audience. In some situations, it may be necessary to communicate information formally, which can be more nerve-wracking than when it is done more casually or to smaller groups. Many people who fear public speaking are unaware that we all speak in front of groups of people regularly, whether at work, at home, or at school. Remind participants that speaking in front of a crowd will come up at some point in everyone's career. Depending on our preparation, this encounter could either be terrifying or enjoyable. Ask everyone in the group to identify the one aspect of speaking in front of an audience with which she/he is most uncomfortable. Then, on a flipchart, write a quick summary of each response. Put a checkmark with the same response if it is mentioned more than once. When everyone had a chance to share their anxieties, count the number of times each response was given. Then, guide a discussion about the top three anxieties and strategies for overcoming them.

Practice speech: Give participants 15 minutes to write a brief speech with an introduction, conclusion, one story or quote, and their opinion on a particular topic. The allotted time for the speech should not exceed three minutes. Inform participants that you will stop them when they have used their allotted time. As they prepare for and deliver their speech, remind participants to remember what they have learned. This includes things like

	<p>body language, gestures, eye contact, tone of their voice, etc. Give each participant two copies of the presentation feedback form and assign the other two to whom they will give feedback. To help participants understand what to look for and listen for during the speeches, quickly go over the form with them.</p> <p>Remind participants to give feedback for improvement regarding areas that could be improved. The feedback should focus on areas that the speaker can influence and change.</p> <p>THIRD PART:</p> <ul style="list-style-type: none"> • Present the platform to the ambassadors • Exchange opinions and feedback
Materials, and equipments needed	Projector, Flipchart, markers, internet
Space requirements	Central space for presentations and discussions. Chairs and tables
Debriefing questions	<ol style="list-style-type: none"> 1. How do you feel regarding your engagement and involvement during the activities done till today? 2. How do you feel regarding your skills and competencies on the topic of this training course? 3. Was it difficult for you to be active in your group?
Energizer short description (in case of using any)	<p>One, two, three!</p> <p>Participants are in a circle and the goal is to count until the number of the participants of the group, e.g. 20, without speaking or any signal. If two people say the same number at the same time, the game begins from the beginning. To make it more difficult, participants can close their eyes.</p>

Title of the session:	Concept of Inclusion & Diversity in Youth Work, Disability Inclusion in E+, and Introducing Mythbusters Activity
General theme of the session	Inclusion and diversity in youth work, with a focus on disability inclusion in Erasmus+ (E+) projects.
Type of the activity	Interactive Presentation Group Work Discussion Preparation for Tomorrow's Activity
Objectives of the session	<p>To understand the concepts of inclusion and diversity in general.</p> <p>To explore disability inclusion specifically within youth work and Erasmus+ projects.</p> <p>To introduce the Mythbusters activity and encourage participants to start thinking about questions and misconceptions they have.</p> <p>To foster a mindset of inclusivity and awareness among participants.</p>

Timing	1,5 hours
Step by step description of the activity	<p>Introduction to the Session (5 minutes)</p> <p>Activity: Brief overview of the session's objectives and agenda. Objective: To set the context and prepare participants for the day's activities.</p> <p>Interactive Presentation on Inclusion and Diversity (20 minutes)</p> <p>Activity: Facilitated presentation covering: Definitions and concepts of inclusion and diversity. Importance of inclusion in youth work. Overview of disability inclusion. Objective: To provide a foundational understanding of inclusion and diversity. Content: Use real-world examples, statistics, and case studies to illustrate points.</p> <p>Group Work: Inclusion in Practice (20 minutes)</p> <p>Activity: Participants are divided into small groups to discuss and brainstorm ways to implement inclusion in their youth work practices. Objective: To apply the concepts of inclusion and diversity in practical scenarios. Method: Each group presents their ideas and strategies to the larger group.</p> <p>Disability Inclusion in Youth Work and Erasmus+ (15 minutes)</p> <p>Activity: In-depth discussion on disability inclusion: Challenges and barriers faced by youth with disabilities. Successful examples of disability inclusion in Erasmus+ projects. Strategies and best practices for inclusive youth work. Objective: To deepen understanding and provide actionable strategies for disability inclusion. Content: Share examples and facilitate an open discussion.</p> <p>Introduction to Mythbusters Activity (20 minutes)</p> <p>Activity: Explain the Mythbusters activity planned for tomorrow and how it will address common misconceptions about disability and inclusion. Objective: To prepare participants for the next day's activity and encourage them to start thinking about myths and questions. Method: Distribute small papers and invite participants to anonymously write down any questions or myths they have heard about disability and inclusion, to be placed in the BOX.</p> <p>Q&A and Open Discussion (5 minutes)</p> <p>Activity: Open floor for questions and a broader discussion about the day's content.</p>

	<p>Objective: To clarify doubts and engage in deeper conversations about inclusion and diversity.</p> <p>Energizer (5 minutes)</p> <p>Activity: Quick energizer game such as "Pass the Clap" where participants stand in a circle and pass a clap around as quickly as possible.</p> <p>Objective: To re-energize the group and maintain engagement.</p>
Materials, and equipments needed	<p>Projector and Screen</p> <p>Flip Charts and Markers</p> <p>Printed Handouts (Definitions of Inclusion and Diversity, Best Practices)</p> <p>Small Papers and a Box for Mythbusters questions</p> <p>Laptops/Tablets for group work (optional)</p>
Space requirements	<p>A large, open room with movable chairs and tables for group activities and discussions.</p> <p>Separate breakout spaces for small group work.</p>
Debriefing questions	<p>What new insights did you gain about inclusion and diversity today?</p> <p>How can you apply these concepts in your own work?</p> <p>What challenges do you foresee in implementing inclusive practices?</p> <p>What myths or misconceptions about disability inclusion surprised you the most?</p>

3rd DAY

Title of the session:	Ambassador Academy: Exploring the Able2Travel Guide
General theme of the session	Inclusion and accessibility, focusing on travel for individuals with disabilities.
Type of the activity	<p>Station-Based Group Work</p> <p>Interactive Presentations</p> <p>Discussions</p>
Objectives of the session	<p>To provide participants with essential knowledge from the Able2Travel guide.</p> <p>To enhance understanding of accessible travel considerations and best practices.</p> <p>To prepare participants to use and share the Able2Travel guide effectively in their roles as accessibility ambassadors.</p>
Timing	3 hours
	Introduction to the Session

<p>Step by step description of the activity</p>	<p>Activity: Brief introduction to the session's objectives, agenda, and the structure of the station-based activities. Objective: To set the context and prepare participants for the interactive station work.</p> <p>Station Setup and Instructions</p> <p>Activity: Explanation of the different stations, their purposes, and the rotation process. Objective: To ensure participants understand how the station-based activities will work.</p> <p>Station Activities</p> <p>Activity: Participants rotate through various stations, each covering different sections of the Able2Travel guide. Objective: To engage participants in hands-on learning about accessible travel.</p> <p>Stations:</p> <p>Station 1: Planning Accessible Travel Content: Key considerations and resources for planning accessible travel. Activity: Group discussion and interactive planning exercise.</p> <p>Station 2: Accessible Accommodations Content: How to find and book accessible accommodations. Activity: Case study analysis and booking simulation.</p> <p>Station 3: Transportation Options Content: Accessible transportation options and best practices. Activity: Role-playing different transportation scenarios.</p> <p>Station 4: Navigating Airports and Stations Content: Tips for navigating airports and train stations with accessibility needs. Activity: Simulation game and sharing personal experiences.</p> <p>Station 5: Cultural Considerations and Communication Content: Understanding cultural differences and effective communication strategies. Activity: Group discussion and role-playing exercises.</p> <p>Group Presentations and Sharing (20 minutes) Activity: Each group presents key learnings and insights from their station activities. Objective: To consolidate knowledge and share different perspectives with the entire group.</p> <p>Interactive Q&A Session (10 minutes)</p> <p>Activity: Open floor for questions and discussion about the Able2Travel guide and accessible travel.</p>
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	<p>Objective: To address any doubts and deepen understanding through interactive discussion.</p> <p>Debriefing and Reflection (10 minutes)</p> <p>Activity: Facilitated debriefing where participants reflect on what they learned and how they can apply it in their roles.</p> <p>Objective: To reinforce key takeaways and encourage practical application.</p> <p>Debriefing Questions:</p> <p>What was the most valuable information you learned today?</p> <p>How can you use the Able2Travel guide in your role as an ambassador?</p> <p>What challenges do you anticipate in promoting accessible travel?</p> <p>Energizer (10 minutes)</p> <p>Activity: Quick energizer game such as "Travel Charades" where participants act out different travel scenarios and others guess.</p> <p>Objective: To re-energize the group and maintain engagement.</p>
Materials, and equipments needed	<p>Able2Travel Guide (printed/electronic copies)</p> <p>Flip Charts and Markers</p> <p>Projector and Screen</p> <p>Station Activity Materials (case studies, booking simulation forms, role-playing scripts)</p> <p>Name Tags and Markers</p> <p>Laptops/Tablets for group work (optional)</p>
Space requirements	<p>A large room with separate areas or breakout spaces for each station.</p> <p>Central space for group presentations and discussions.</p>
Debriefing questions	<p>What new insights did you gain about accessible travel?</p> <p>How can you apply these insights to support accessible travel in your community?</p> <p>What tools or resources from the Able2Travel guide will be most useful in your work?</p>
Energizer short description	<p>"Travel Charades"</p> <p>Description: Participants take turns acting out different travel scenarios or challenges related to accessibility while others guess the scenario. Examples include navigating a busy airport, booking a hotel room, or communicating with a taxi driver.</p> <p>Objective: To refresh participants, encourage creativity, and reinforce learning through a fun, interactive activity.</p>

Title of the session:	"OOPS, I DID IT AGAIN!"
General theme of the session	Inclusive communication & Right attitudes towards people with disabilities

Type of the activity	Role-playing
Objectives of the session	<ul style="list-style-type: none"> -To support the experiential learning of the participants through creativity, artistic skills, teamwork and empathy to be able to develop right attitudes towards people with disabilities -to evoke creative minds by using theater and drama skills -to raise awareness on the daily basis common communicational and/or attitudinal mistakes made and come up with realistic solutions -to promote equality, diversity and tolerance -to increase self confidence -to develop a sense of responsibility and an awareness of human dignity -to have fun while learning to work together
Timing	1,5 hours in total, 10 min energizer to prepare the group for the activity, 5 min to explain the game and the rules, 30 min for the group work, 30 min for performances and 15 min debriefing)
Step by step description of the activity	<p>The facilitators divide the group into smaller groups (5-6 people in each group) with any grouping game and give hand-outs (share the digital versions with the visually impaired pax). The groups are first asked to come together, start to discuss the wrong attitudes and communication related mistakes made on a daily basis towards one of the disability groups (Hearing impairments, visual impairments, physical disabilities and mental & learning disabilities) and take notes of the most common ones.</p> <p>They are expected to create realistic problematic situations in which 3 different common mistakes are hidden in the role-playing performance. The mistakes can not be so obvious to detect such as acts of physical violence.</p> <p>The role-play performance should be maximum 3 minutes to show the problematic situation and all group members should have an active role in the play. The groups are not supposed to create solutions. After each group is ready, the facilitator calls back everyone to the big circle and the groups start to perform one by one. After each group performs the scene they have created, the facilitator asks the audience "How would you solve or prevent the situation, or make it right?" The facilitator allows the audience to express</p>

	<p>their realistic solution ideas and discuss how often we make these kinds of mistakes in daily life and how these affect the lives of Deaf and hard of hearing people.</p> <p>Hand out with the instructions:</p> <p><i>-Discuss with your group members about the wrong attitudes and communication related mistakes made on a daily basis towards People with visual impairments/hearing impairments/physical disabilities/mental-learning disabilities and take note of the most common ones.</i></p> <p><i>-At least 3 different common mistakes should be hidden in your role-playing performance. They should be realistic.</i></p> <p><i>-The mistakes should not be so obvious to be detected by the audience, such as acts of physical violence. The mistakes can be intentional or unintentional.</i></p> <p><i>-The role-play performance should be maximum 3 min to show the problematic situations.</i></p> <p><i>-All group members should have an active role in the play</i></p> <p><i>-You are not supposed to create solutions. The audience will try to find the mistakes, then we will discuss the right attitudes in the big group.</i></p> <p><i>-Be inclusive while performing!</i></p> <p>IMPORTANT:</p> <ul style="list-style-type: none"> ● Since the performances are based on visual and audio elements, participants should be reminded to make necessary visual descriptions for the audience before and throughout the performance (e.g. there is a teacher standing and 4 students sitting on the stage in a classroom setting) ● Visual descriptions and clear orientation is also crucial for the blind performers in the groups (e.g. position of the stage and the audience)
Materials, and equipments needed	Basic stationary, in case needed, printed out handouts, some funny objects, wigs, glasses, etc. could be nice to provide to make the performances more

	colorful
Space requirements	A medium to large size space where participants can discuss and rehearse separately in small groups without distracting each other. Meeting room would be enough, groups can work also outside or anywhere they want
Debriefing questions	-Did you enjoy the activity? Why? Why not? -How was the discussion within the groups about finding daily mistakes, was it hard to find? -Are you surprised by the things you learned in this process? Which ones? -Do you think that most people are aware of these common mistakes and their significance? Why?
Energizer short description (in case of using any)	A funny energizer with some little drama to prepare them for the main activity, maybe playing emotions with voice or etc.
Annex (if any)	Handout for group tasks

Title of the session:	Mythbusters! Debunking Myths about Disability and Accessibility
General theme of the session	Inclusion and accessibility
Type of the activity	Q&A Panel Interactive Discussion
Objectives of the session	To address and debunk common myths and misconceptions about disability. To provide accurate information and personal insights from participants with disabilities. To foster a more inclusive and understanding environment.
Timing	16.30 – 18.00
Step by step description of the activity	Introduction to the Session (5 minutes) Activity: Facilitator provides an overview of the session, including the objectives and format. Objective: To set the context and prepare participants for the Mythbusters activity. Collecting Questions (5 minutes) Activity: Facilitator reminds participants to submit any last-minute anonymous questions into the BOX. Objective: To gather a wide range of questions for the Q&A panel. Mythbusters Q&A Panel (40 minutes)

	<p>Activity: Facilitator reads anonymous questions from the BOX, and the panel of participants with disabilities provides answers and shares personal experiences. Objective: To debunk myths and misconceptions about disability, and provide factual information and personal insights. Structure: Facilitator selects a question from the BOX. A panel member responds with personal experience and factual information. Open the floor for brief follow-up questions or comments from the audience.</p> <p>Interactive Discussion (20 minutes)</p> <p>Activity: Open floor for additional questions and discussion based on the Q&A session. Objective: To engage participants in a deeper conversation about the topics covered and address any remaining doubts or curiosities. Method: Facilitated discussion encouraging respectful and open dialogue.</p> <p>Debriefing and Reflection (10 minutes)</p> <p>Activity: Facilitated debriefing where participants reflect on what they learned and how it affects their understanding of disability and accessibility. Objective: To reinforce key takeaways and encourage participants to apply new knowledge in their daily lives and work. Debriefing Questions: What myth or misconception surprised you the most? How did the answers change your perspective on disability? What actions can you take to promote inclusivity and accessibility in your community?</p> <p>Energizer (10 minutes)</p> <p>Activity: Quick energizer game such as "Yes, Let's!" where participants take turns suggesting fun, inclusive activities that everyone does together. Objective: To re-energize the group and maintain engagement in a fun, inclusive manner.</p>
<p>Materials, and equipments needed</p>	<p>Projector and Screen (optional for displaying questions) Flip Charts and Markers Small Papers and a Box for anonymous questions Microphones (if needed for the panel) Comfortable seating arrangement for the panel and audience</p>
<p>Space requirements</p>	<p>A large, open room with a central area for the Q&A panel and space for audience seating Breakout space for smaller group discussions (optional)</p>

<p>Debriefing questions</p>	<p>What myth or misconception surprised you the most? How did the answers change your perspective on disability? What actions can you take to promote inclusivity and accessibility in your community?</p>
<p>Energizer short description (in case of using any)</p>	<p>"Yes, Let's!"</p> <p>Description: One person starts by saying, "Yes, let's [perform an action]," such as "Yes, let's clap our hands." Everyone then responds by saying, "Yes, let's!" and performs the action together. The next person suggests a new action, and the game continues.</p> <p>Objective: To refresh participants, encourage creativity, and foster a sense of unity and fun.</p>

4th DAY

<p>Title of the session:</p>	<p>Understanding Accessibility, Digital Accessibility, and Universal Design</p>
<p>General theme of the session</p>	<p>Accessibility and Universal Design, with a focus on digital accessibility.</p>
<p>Type of the activity</p>	<p>Interactive Presentation Group Work Hands-on Exercises Discussions</p>
<p>Objectives of the session</p>	<p>To understand the principles of accessibility and universal design. To explore the importance and implementation of digital accessibility. To equip participants with practical skills for assessing and improving accessibility in various contexts.</p>
<p>Timing</p>	<p>1,5 hours</p>
<p>Step by step description of the activity</p>	<p>Introduction to the Session (5 minutes)</p> <p>Activity: Facilitator provides an overview of the session's objectives and agenda. Objective: To set the context and prepare participants for the day's activities.</p> <p>Interactive Presentation on Accessibility and Universal Design (10 minutes)</p> <p>Activity: Presentation covering: Definitions and key principles of accessibility and universal design. Importance of accessibility in various contexts (physical, social, digital). Case studies and examples of good and bad practices. Objective: To provide a foundational understanding of accessibility and universal design.</p> <p>Group Work: Assessing Accessibility (15 minutes)</p>

	<p>Activity: Participants are divided into small groups and given a scenario or setting to assess for accessibility. Objective: To apply principles of accessibility and universal design in practical scenarios. Method: Each group assesses the given scenario, identifies accessibility barriers, and proposes solutions.</p> <p>Interactive Presentation on Digital Accessibility (20 minutes)</p> <p>Activity: Presentation covering: Overview of digital accessibility and its importance. Common digital accessibility issues and how to address them. Tools and resources for improving digital accessibility. Objective: To introduce participants to the concept and practices of digital accessibility.</p> <p>Hands-on Exercise: Improving Digital Accessibility (15 minutes)</p> <p>Activity: Participants work individually or in pairs to review and improve the accessibility of a sample website or digital document. Objective: To practice identifying and fixing digital accessibility issues. Method: Use accessibility checklists and tools (such as screen readers, color contrast checkers) to evaluate and enhance digital content.</p> <p>Group Presentations and Sharing (10 minutes)</p> <p>Activity: Each group presents their findings from the group work and hands-on exercises. Objective: To consolidate knowledge and share different perspectives with the entire group.</p> <p>Interactive Q&A Session (5 minutes)</p> <p>Activity: Open floor for questions and discussion about accessibility, digital accessibility, and universal design. Objective: To address any doubts and deepen understanding through interactive discussion.</p> <p>Debriefing and Reflection (5 minutes)</p> <p>Activity: Facilitated debriefing where participants reflect on what they learned and how they can apply it in their roles. Objective: To reinforce key takeaways and encourage practical application. Debriefing Questions: What new insights did you gain about accessibility and universal design? How can you apply these concepts in your daily work? What challenges do you anticipate in promoting accessibility and universal design?</p>
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	<p>Energizer (5 minutes)</p> <p>Activity: Quick energizer game such as "Accessibility Charades" where participants act out different accessibility scenarios and others guess. Objective: To re-energize the group and maintain engagement.</p>
Materials, and equipments needed	<p>Projector and Screen</p> <p>Flip Charts and Markers</p> <p>Printed Handouts (Accessibility and Universal Design Principles, Digital Accessibility Checklists)</p> <p>Laptops/Tablets for hands-on exercises</p> <p>Accessibility Tools (screen readers, color contrast checkers, etc.)</p> <p>Name Tags and Markers</p>
Space requirements	<p>A large room with a central area for presentations and discussions.</p> <p>Breakout spaces for group work and hands-on exercises.</p>
Debriefing questions	<p>What new insights did you gain about accessibility and universal design?</p> <p>How can you apply these concepts in your daily work?</p> <p>What challenges do you anticipate in promoting accessibility and universal design?</p>
Energizer short description (in case of using any)	<p>"Accessibility Charades"</p> <p>Description: Participants take turns acting out different accessibility scenarios or challenges while others guess the scenario. Examples include navigating a building with a wheelchair, using a screen reader, or communicating with a person with a hearing impairment.</p> <p>Objective: To refresh participants, encourage creativity, and reinforce learning through a fun, interactive activity.</p>

Title of the session:	Creating Comprehensive Accessibility Checklists for Mixed Ability Group Projects
General theme of the session	Inclusion and accessibility in project planning and implementation
Type of the activity	<p>Group Work</p> <p>Interactive Discussion</p> <p>Checklist Development</p>
Objectives of the session	<p>To identify and address accessibility needs in mixed ability group projects.</p> <p>To develop comprehensive checklists covering logistics, materials, communication, and other aspects of project planning and implementation.</p> <p>To ensure all participants can contribute effectively to creating inclusive environments.</p>

Timing	1,5 hours
Step by step description of the activity	<p>Introduction to the Session (5 minutes)</p> <p>Activity: Facilitator provides an overview of the session’s objectives and structure. Objective: To set the context and prepare participants for the collaborative work on accessibility checklists.</p> <p>Presentation on Accessibility Needs in Projects (10 minutes)</p> <p>Activity: Brief presentation covering key aspects of accessibility in project planning: Logistics (venues, transportation) Materials (formats, availability) Communication (language, technology) Objective: To highlight critical areas that need consideration for mixed ability group projects.</p> <p>Group Formation and Task Assignment (5 minutes)</p> <p>Activity: Divide participants into small groups, each focusing on a different aspect of the checklist (logistics, materials, communication, etc.). Objective: To ensure a thorough and detailed approach to developing each part of the checklist.</p> <p>Group Work: Developing Accessibility Checklists (30 minutes)</p> <p>Activity: Groups work collaboratively to identify specific accessibility needs and create detailed checklists for their assigned aspect. Objective: To develop practical and comprehensive accessibility checklists that can be used in real projects.</p> <p>Group Presentations and Feedback (20 minutes)</p> <p>Activity: Each group presents their checklist to the entire group for feedback and discussion. Objective: To refine and improve the checklists through collective input and discussion.</p> <p>Finalizing the Checklists (10 minutes)</p> <p>Activity: Groups reconvene to incorporate feedback and finalize their checklists. Objective: To ensure the checklists are complete, practical, and ready for use.</p> <p>Debriefing and Reflection (5 minutes)</p> <p>Activity: Facilitated debriefing where participants reflect on the process of developing the checklists and their applicability.</p>

	<p>Objective: To reinforce the importance of accessibility planning and encourage participants to use the checklists in their future projects.</p> <p>Debriefing Questions: What was the most challenging aspect of creating the checklists? How can these checklists improve the inclusivity of your projects? What steps will you take to ensure these checklists are implemented effectively?</p> <p>Energizer (5 minutes)</p> <p>Activity: Quick energizer activity such as "Accessibility Bingo" where participants find others who have experiences or skills related to accessibility (e.g., "Find someone who has used a screen reader").</p> <p>Objective: To re-energize the group and foster connections through a fun, interactive game.</p>
Materials, and equipments needed	<p>Projector and Screen</p> <p>Flip Charts and Markers</p> <p>Printed Handouts (templates for accessibility checklists)</p> <p>Laptops/Tablets for group work (optional)</p> <p>Accessibility Tools (checklists, guidelines, resources)</p> <p>Name Tags and Markers</p>
Space requirements	<p>A large room with areas for group work and central space for presentations and discussions.</p> <p>Breakout spaces for small group discussions.</p>
Debriefing questions	<p>What was the most challenging aspect of creating the checklists? How can these checklists improve the inclusivity of your projects? What steps will you take to ensure these checklists are implemented effectively?</p>
Energizer short description (in case of using any)	<p>"Accessibility Bingo"</p> <p>Description: Participants receive a bingo card with various accessibility-related experiences or skills (e.g., "Has used a wheelchair ramp," "Knows sign language"). They mingle to find others who match the descriptions and complete their cards.</p> <p>Objective: To refresh participants, encourage interaction, and highlight diverse accessibility experiences and skills within the group.</p>

Title of the session:	Inspectors on Mission: Physical Accessibility Check in the Hotel
General theme of the session	Accessibility and Inclusion

Type of the activity	Group Work On-site Inspection Presentation and Discussion
Objectives of the session	To assess the physical accessibility of the hotel environment. To identify potential accessibility barriers and propose solutions. To practice real-world application of accessibility principles. To share findings and learn from different perspectives.
Timing	1,5 hours
Step by step description of the activity	<p>Introduction to the Session (5 minutes)</p> <p>Activity: Facilitator explains the objectives and structure of the session, and assigns groups for the inspection. Objective: To prepare participants for the accessibility check and set clear expectations.</p> <p>Group Formation and Briefing (5 minutes)</p> <p>Activity: Participants are divided into small groups, each assigned to inspect different areas of the hotel (e.g., entrance, lobby, rooms, restrooms, dining areas). Objective: To ensure comprehensive coverage of the hotel environment.</p> <p>Physical Accessibility Check (45 minutes)</p> <p>Activity: Groups conduct on-site inspections, using checklists to assess the accessibility of their assigned areas. They document findings and take notes on potential barriers and recommended improvements. Objective: To identify real-world accessibility issues and think critically about solutions. Method: Groups inspect assigned areas, noting both positive aspects and areas needing improvement.</p> <p>Sharing Results in Plenary (30 minutes)</p> <p>Activity: Each group presents their findings to the whole group, highlighting key issues and proposed solutions. Facilitator leads a discussion on common themes and insights. Objective: To learn from each group's findings and discuss how to address identified barriers.</p> <p>Structure:</p> <p>Group presentations (5 minutes per group) Group discussion and Q&A (20 minutes) Debriefing and Reflection (5 minutes)</p> <p>Activity: Facilitator leads a debriefing session, encouraging participants to reflect on the activity and its implications for their work. Objective: To reinforce key learnings and consider practical applications.</p>

	<p>Debriefing Questions: What were the most common accessibility barriers you identified? How did this exercise change your perspective on physical accessibility? What steps can you take to improve accessibility in your own projects or environments?</p> <p>Energizer (5 minutes)</p> <p>Activity: Quick energizer game such as "Accessibility Relay" where participants take turns navigating a small obstacle course designed to simulate common accessibility challenges (e.g., using a wheelchair, blindfolded with a cane). Objective: To re-energize the group and reinforce the importance of physical accessibility through a fun, interactive activity.</p>
Materials, and equipments needed	<p>Printed Accessibility Checklists Notebooks and Pens for note-taking Smartphones or Cameras for documenting findings Flip Charts and Markers for group presentations</p>
Space requirements	<p>The entire hotel environment, including entrance, lobby, rooms, restrooms, dining areas, and any other relevant spaces A central meeting room for group presentations and discussions</p>
Debriefing questions	<p>What were the most common accessibility barriers you identified? How did this exercise change your perspective on physical accessibility? What steps can you take to improve accessibility in your own projects or environments?</p>
Energizer short description (in case of using any)	<p>"Accessibility Relay" Description: Participants navigate a small obstacle course that includes simulations of common accessibility challenges (e.g., using a wheelchair to go around obstacles, navigating blindfolded with a cane). This activity can be done indoors or outdoors, depending on space. Objective: To refresh participants, emphasize the importance of physical accessibility, and foster empathy through a fun, experiential learning activity.</p>

5th DAY

Title of the session:	Working with mixed ability groups
General theme of the session	Introducing working with mixed-abled groups in practice, deepening the understanding of accessible/inaccessible and inclusive/ non-inclusive within the participants

Type of the activity	Group work, interactive discussions, simulations
Objectives of the session	Deepening the understanding of working with mixed-abled groups in practice, defining the difference between accessible/inaccessible and inclusive/ non-inclusive, based on experiential learning
Timing	9.30 – 11.00
Step by step description of the activity	<p>Welcome + short energizer (5min)</p> <p>Brainstorming: What is the first thing that comes into your mind when I say 'a mixed-abled activity'? How many of you have experiences with working in mixed-abled groups?</p> <p>Objectives: To get the participants into the right mindset for further activities. This will also help us divide the participants into groups. Based on their previous experiences or non-experiences, we divide the participants into 4 groups.</p> <p>'Create a mixability event' activity (cca. 70 min)</p> <p>Each of the 4 groups will have to create a mixability event with one specific target group:</p> <p>One group will have people with physical disabilities. One group will have people with visual impairment One group will have people with hearing impairment. One group will have people with autism.</p> <p>Two groups will have 15min to prepare a totally inaccessible and non-inclusive event for their target group and the other two groups will have 15min to prepare a totally accessible and inclusive event for their target group.</p> <p>All 4 groups can use these helping questions when preparing the event: When will the event be? In what area will it be? What are the specifics of the event's venue? What activities will be happening at the event?</p> <p>After preparations, the groups will present their events (max 5min per group)</p> <p>After that, they will reverse the roles: The ones who were preparing a totally in-inclusive event before, will now have 15min to make it totally inclusive and vice versa.</p> <p>Then again, each group will have 5min to present their events.</p> <p>Objectives: Enabling participants to explore the difference between inclusive and accessible vs. Unaccusable and in-inclusive, using experiential learning.</p> <p>After that we will have a short discussion with reflection (10min) Objectives: To enable participants, internalize their feelings and biggest challenges during the activity.</p>

	Optional activity if we have some time left: Coming up with useful tips when designing a mixed-ability event/project together.
Materials, and equipments needed	Flipcharts or A4 papers, Pencils, markers
Space requirements	Big open space, where people can move around
Debriefing questions	How did you feel during this activity? Was it more difficult to prepare an inclusive or in-inclusive event? What was your biggest learning moment at this session?
Energizer short description (in case of using any)	Machine energizer: One person begins with any mechanical noise and motion, repeated in machine-like fashion. Others connect themselves when they see a place in the machine where they would like to fit in.

6th DAY

Title of the session:	ROAD MAPPING: Planning Next Actionable Steps
General theme of the session	Strategic Planning and Implementation
Type of the activity	Group Work Individual Reflection Planning Session
Objectives of the session	To identify and prioritize actionable steps for the next year of the project. To create a roadmap for implementing these steps effectively. To ensure alignment with project goals and objectives. To promote individual and group ownership of the action plan.
Timing	1,5 hours
Step by step description of the activity	<p>Introduction to the Session (5 minutes)</p> <p>Activity: Facilitator provides an overview of the session's objectives and explains the importance of strategic planning. Objective: To set the context and prepare participants for the planning process.</p> <p>Individual Reflection (10 minutes)</p> <p>Activity: Participants take a few minutes to reflect individually on the project's progress so far and their personal goals for the next year. Objective: To encourage participants to think critically about their own contributions and aspirations for the project.</p>

	<p>Group Brainstorming (10 minutes)</p> <p>Activity: Participants break into small groups and brainstorm potential actionable steps for the next year. Objective: To generate a wide range of ideas and perspectives on how to move the project forward.</p> <p>Prioritization Exercise (10 minutes)</p> <p>Activity: Each group reviews their list of ideas and selects the top priorities based on feasibility and impact. Objective: To focus the discussion on the most important and achievable goals.</p> <p>Development of Action Plan (25 minutes)</p> <p>Activity: Groups work together to create a detailed action plan for implementing the prioritized steps. Objective: To outline specific tasks, responsibilities, and timelines for each actionable step.</p> <p>Break (15 minutes)</p> <p>Presentation and Feedback (10 minutes)</p> <p>Activity: Each group presents their action plan to the entire group, highlighting key priorities and strategies. Objective: To share ideas and solicit feedback from peers on the proposed plan.</p> <p>Refinement and Finalization (10 minutes)</p> <p>Activity: Groups incorporate feedback from the presentation and make any necessary adjustments to their action plan. Objective: To ensure the final plan is comprehensive, realistic, and aligned with project goals.</p> <p>Debriefing and Reflection (5 minutes)</p> <p>Activity: Facilitator leads a debriefing session where participants reflect on the planning process and their role in implementing the action plan. Objective: To reinforce key learnings and ensure everyone is committed to the plan moving forward.</p> <p>Debriefing Questions: What insights did you gain from this planning exercise? How do you feel about the proposed action plan? What role do you see yourself playing in implementing the plan?</p> <p>Energizer (5 minutes)</p>
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	<p>Activity: Quick energizer activity such as "Goal Setting Relay" where participants share one personal goal for the next year with a partner, then switch partners and share another goal.</p> <p>Objective: To re-energize the group and maintain engagement while reinforcing the importance of individual goal setting.</p>
Materials, and equipments needed	<p>Flip Charts and Markers</p> <p>Sticky Notes</p> <p>Printed Action Planning Templates</p> <p>Projector and Screen for presentations (optional)</p> <p>Laptops/Tablets for electronic collaboration (optional)</p> <p>Name Tags and Markers</p>
Space requirements	<p>Enough space for small group discussions and presentations</p> <p>Tables and chairs arranged for group work and collaboration</p>
Debriefing questions	<p>What insights did you gain from this planning exercise?</p> <p>How do you feel about the proposed action plan?</p> <p>What role do you see yourself playing in implementing the plan?</p>
Energizer short description (in case of using any)	<p>"Goal Setting Relay"</p> <p>Description: Participants pair up and take turns sharing one personal goal for the next year with their partner. After a set time, they switch partners and share another goal. This process continues for a few rounds.</p> <p>Objective: To re-energize participants and encourage reflection on personal goals while fostering connections within the group.</p>

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