Way2Go

Disability Inclusion Guideline

Table of Contents

2024

Way2Go: Training and Equipping Young Accessibility Ambassadors for European Projects

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Partner organizations:

-MOVEO (Austria)

-Turkey Youth Union Association-TGBDER (Turkey)

-Zavod ODTIZ (Slovenia)

-Europiamo (Italy)

-RightChallenge (Portugal)

-CARDET (Cyprus)

-Nordic Diaspora Forum (Sweden)

https://way2go-project.eu/

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Rationale

Inclusion has always been a cornerstone of EU youth programs, but the latest Erasmus+ and European Solidarity Corps Programmes (2021-2027) are raising the bar. With dedicated financial support, new participation formats, simplified application processes, and enhanced training and networking opportunities, these programs are now more accessible than ever. Grassroots organizations and young people facing barriers to international opportunities can finally engage on an equal footing with their peers.

The Erasmus+ and ESC Inclusion and Diversity Strategy aims to embed inclusion deeply into the fabric of the new programs. However, to make full use of these opportunities, target groups need clear and equal access to information and participation. They also require stronger connections with international partners to share knowledge and build impactful collaborations.

While several online platforms exist for partner-finding, most serve as basic spaces for publishing project calls. This works well for organizations seeking project partners or individuals looking for open spots in initiatives. But if you're an inclusion-focused organization, working with young people with disabilities, finding suitable project partners or participants with specific needs can be a challenge. Many of these platforms lack true accessibility and fail to attract diverse users. This gap highlights the urgent need for a more inclusive, user-friendly alternative that fosters meaningful inclusion strategies.

Despite the program's push for mainstreaming inclusion, there remains a pressing need for capacity-building among organizations, youth workers, and young people themselves. Questions such as how to reach and support youth with disabilities, plan inclusive projects, build sustainable partnerships, and ensure active involvement remain unanswered for many potential beneficiaries.

Introducing Way2Go: Paving the Way for Accessibility in Youth Projects

Our project, **Way2Go: Training and Equipping Young Accessibility Ambassadors for European Projects**, addresses these challenges head-on. As a Cooperation Partnership Project in Youth, funded by the Austrian National Agency under Erasmus+, Way2Go is creating an interactive and accessible platform to serve as a dynamic resource hub. Here, users will find training, shared experiences, partnership-building opportunities, and practical tools for making inclusion a reality.

Way2Go recognizes that young people with disabilities are not just beneficiaries of inclusion, they are experts in their own right. With their firsthand knowledge of accessibility and inclusion, they are invaluable assets to civil society, public institutions, and international projects. Our mission is to elevate these young voices, empowering them to lead the way in shaping more inclusive opportunities.

Breaking Down Barriers to Inclusion

Despite progress, young people with disabilities still face significant obstacles to participating in youth projects. Based on focus group findings within the Way2Go project, these barriers include:

- Limited awareness of available opportunities.
- Low self-confidence and lack of encouragement.
- Overprotective families who, despite good intentions, hinder independence.
- Concerns about accessibility and fear of exclusion.
- Limited English skills, reducing confidence in international settings.
- Lack of representation, leaving many feeling invisible.
- Limited social skills or knowledge of their rights to participate.
- Lack of resources and expertise among youth organizations.
- Reluctance from organizations to engage with young people with disabilities due to misconceptions about complexity and cost.
- A lack of leadership opportunities, with most projects being done *for* rather than *with* young people with disabilities.
- Hidden disabilities being overlooked, making some needs less visible.

Way2Go aims to remove these barriers and provide young people with disabilities the tools they need to engage confidently in youth projects across Europe. By developing a user-friendly digital hub, we will ensure they feel informed, connected, and supported every step of the way.

Empowering Youth and Building Inclusive Networks

Way2Go takes a bottom-up approach, learning directly from young people with disabilities about the challenges they face. The project provides:

- Training opportunities for youth workers to develop the skills needed to support and engage young people with disabilities.

- Peer-led learning, where mixed-ability youth train each other, ensuring better understanding and mutual empowerment.
- A matchmaking feature on the [Platform](), helping organizations find suitable partners and participants for inclusive projects.
- Easy-to-access, practical resources on EU policies, programs, and methodologies related to inclusion.

With **partners from Austria, Turkey, Slovenia, Cyprus, Italy, Sweden, and Portugal**, Way2Go is committed to creating an accessible, dynamic, and sustainable online space that fosters long-term inclusion in European youth projects.

Meaningful Inclusion: A Two-Way Process

True inclusion isn't just about opening doors, it's about ensuring people step through them and thrive once inside. NGOs must become more inclusive, but underrepresented groups must also be actively engaged in shaping their own opportunities.

Way2Go promotes mutual learning and collaboration. To drive this vision, we are training **"Accessibility Ambassadors"**, young people with and without disabilities who will:

- Advocate for inclusive participation.
- Train their peers and organizations.
- Act as role models, demonstrating the power of mixed-ability youth leadership.

Through this initiative, Way2Go doesn't just talk about inclusion, it actively **builds an environment where young people with disabilities can lead, inspire, and create real change**. By addressing current gaps and empowering youth, we are taking bold steps toward a more inclusive European youth landscape.

Purpose of the Disability Inclusion Guideline

This guideline is designed for organizations looking to make their youth projects more **inclusive and diverse**. Whether you're new to inclusion or seeking to expand your reach, this document provides practical insights, answering key questions about **where to find information, how to connect, and how to plan and implement truly inclusive projects**.

Rather than rigidly defining "young people with fewer opportunities," this guide serves as a starting point for reflection, preparation, and action. It includes:

- **Step-by-step guidance** through different phases of a project.

- **Basic information** on disability and disability inclusion.
- **Practical examples** of inclusive project planning and execution.
- **Tips for youth workers, project organizers and trainers** on adapting methodologies.
- **Logistical checklists** to prepare for mixed-ability group projects.
- **Sample daily program elements** for mixed-ability groups, with adapted methodologies.

This is a living document, meant to evolve with new insights, experiences, and changing needs of young people. Inclusion isn't just a goal—it's an ongoing commitment to learning, adapting, and making sure everyone has a place in youth projects.

We hope this guide inspires and equips you to create more accessible opportunities for all. Welcome to the world of mixed-ability youth projects, enjoy the journey!

Rethinking Disability: A Human Rights Perspective

The [UN Convention on the Rights of Persons with Disabilities (UNCRPD)](#) redefines disability as an evolving concept—one shaped by the interaction between individuals and the barriers society places in their way. These barriers, whether physical, attitudinal or systemic, prevent full and equal participation. The Convention, which came into force on May 3, 2008, moves away from viewing disability as a medical issue and instead recognizes it as a societal challenge.

The UNCRPD defines persons with disabilities as individuals with long-term physical, mental, intellectual, or sensory impairments who may face limitations due to external obstacles. However, disability is not a fixed identity; its impact varies across different environments and cultures. It is not the condition itself that disables individuals, but the presence of barriers from inaccessible buildings and unreadable materials to societal prejudices that marginalize people. The more barriers that exist, the less inclusive society becomes. By focusing on removing barriers rather than "fixing" individuals, we can create societies where everyone, regardless of ability, is empowered to participate fully.

Disability Rights: From Exclusion to Inclusion

The UNCRPD doesn't just recognize the rights of persons with disabilities—it demands action. It ensures that protection and participation extend not only to those with long-term disabilities but also to individuals with short-term impairments or those perceived to belong to this group.

Globally, people with disabilities make up the largest minority-over one billion individuals, or 15% of the world's population, according to the World Health Organization (WHO). The disability rights movement has been instrumental in shifting the perspective from seeing disability as a personal tragedy to recognizing it as a human rights issue. Advocates have championed the principle of "Nothing about us, without us!", ensuring that persons with disabilities are active participants in shaping policies that affect them.

This shift has led to a transition from the outdated medical model to a social and human rights-based approach, built on core values such as:

- **Inclusion** – Creating opportunities for participation in all aspects of life.
- **Accessibility** – Eliminating physical, informational, and attitudinal barriers.
- **Non-discrimination** – Ensuring equal rights and opportunities.
- **Respect for diversity** – Recognizing disability as part of human variation.
- **Equality of opportunity** – Providing the support needed for full participation.
- **Dignity** – Valuing all individuals for their contributions to society.

Disability inclusion is not about charity-it is about justice, fairness, and recognizing every individual's potential. People with disabilities are part of human diversity, and society must reflect that. Being human encompasses a vast spectrum of ways to move, think, communicate, and interact. Despite these differences, we all share the same rights and responsibilities.

By embracing accessibility and inclusion, we are not just creating a better world for people with disabilities-we are creating a better world for everyone.

Understanding Disability and Accessibility

Disability is a natural part of human diversity and results from the interaction between individuals and barriers in society. Recognizing and addressing these barriers ensures equal participation for all. Below are some key aspects of disability and accessibility:

Visual Impairments

People with visual impairments experience varying levels of sight loss, which may not be fully corrected by glasses or medical treatment. Some people identify as blind, while others have low vision. Barriers can be reduced through accessible digital content, screen readers, Braille, and inclusive design.

Hearing Impairments

Deaf and hard-of-hearing individuals experience different levels of hearing and communication preferences. Some use hearing aids or cochlear implants, while others rely on sign languages, captioning, lip-reading, or written communication. Sign languages are fully developed languages with their own grammar and structure, and deafness does not determine a person's ability to speak or participate in society.

The term **Deaf** (with a capital "D") refers to people who identify as part of the **Deaf community**, a cultural and linguistic group that primarily uses sign language as their first language and shares a strong sense of identity, history, and community. Deaf culture is rich with its own traditions, norms, and values, and Deaf individuals often see themselves as part of a linguistic minority rather than as having a disability.

On the other hand, **deaf** (with a lowercase "d") is a general term used to describe the audiological condition of hearing loss. Some individuals who are deaf do not identify with Deaf culture, and they may use spoken language, hearing aids, or cochlear implants as part of their communication.

Recognizing this distinction is important for respecting the identity and autonomy of Deaf individuals who embrace their culture, language, and community.

Speech Impairments

Some individuals experience barriers related to speech, fluency, or voice production. These barriers may arise from conditions such as stuttering, apraxia, or dysarthria. Accessible communication methods, such as speech-to-text, alternative communication devices, and patience in conversation can create more inclusive interactions.

Physical and Mobility Impairments

Physical disabilities affect movement, coordination, or dexterity and may be present from birth or acquired later in life. Some individuals use wheelchairs, prosthetics, or mobility aids, while others may experience temporary or fluctuating mobility challenges. Accessibility in public spaces, transportation, and digital environments ensures greater participation.

Cognitive conditions and Neurodivergence

- Brain Injuries & Neurological Differences: Some individuals acquire disabilities through brain injuries, strokes, or neurological conditions that impact cognitive or physical abilities.
- Learning Disabilities & Neurodivergence: Differences in cognitive processing—such as dyslexia, dyscalculia, ADHD, or autism may affect how individuals learn, communicate, or navigate systems. Providing multiple ways to engage with content ensures accessibility.
- Psycho-Social Disabilities: Mental health conditions such as depression, anxiety, schizophrenia, and PTSD can create barriers in social, professional, and digital environments. Recognizing mental health as part of disability rights is essential for inclusion.

Chronic Illnesses

Chronic illnesses can be disabling when they create long-term barriers to participation in daily life. These conditions may be **visible or invisible** and often fluctuate over time. Some examples include:

- Autoimmune conditions such as multiple sclerosis, lupus, and rheumatoid arthritis
- Chronic pain conditions like fibromyalgia and Ehlers-Danlos syndrome
- Long COVID and other post-viral syndromes
- Cardiovascular diseases and respiratory conditions such as asthma or COPD
- Diabetes, which can have disabling complications

Ensuring accessibility for people with chronic illnesses means recognizing the impact of fluctuating health, reducing energy-intensive barriers, and allowing flexibility in participation.

Other Disabilities and Differences

- **Dwarfism**: A genetic condition affecting skeletal growth, with no impact on intelligence or capability. Accessibility in public spaces ensures full participation.
- **Tourette Syndrome**: A neurological condition involving involuntary movements or sounds, which should not be misinterpreted as disruptive behavior.
- **Cerebral Palsy**: A condition affecting muscle control and movement. People with cerebral palsy do not necessarily have intellectual disabilities.

- **Invisible Disabilities**: Disabilities such as chronic pain, fatigue, and neurological conditions may not be immediately visible but significantly impact daily life. Ensuring accessibility means acknowledging these experiences and removing barriers.

True accessibility means designing environments, digital spaces, and social structures where everyone can participate equally, without discrimination. Disability is not an individual's limitation but a result of barriers that society can-and should-remove. Inclusion benefits everyone.

Mixed-ability group projects

Young people with disabilities often face barriers that prevent them from participating in youth activities alongside their peers without disabilities. These barriers can be physical, digital, or social, leading to exclusion from mainstream opportunities. As a result, many active young people with disabilities find themselves primarily involved in disability-specific networks or the youth branches of Disabled People's Organizations (DPOs). While these spaces offer valuable support, they can also unintentionally create closed communities, limiting interaction with the broader youth sector.

On the other hand, some youth organizations run "disability-themed" projects, which, paradoxically, exclude young people with disabilities from fully engaging with their peers without disabilities. Meanwhile, many mainstream youth organizations continue to hesitate or avoid involving young people with disabilities altogether. This results in missed opportunities for true inclusion and reinforces segregation in international learning mobility activities.

What Is a Mixed-Ability Group?

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." A truly inclusive mixed-ability group mirrors the diversity of society. It's not just about inviting young people with disabilities to an existing space, it's about creating and maintaining an environment where everyone's needs are met, so all young people, with or without disabilities, can fully participate, feel valued, and belong. However, inclusion is more than just respect, it requires intentional action.

A mixed-ability approach recognizes that everyone has different abilities and strengths. Inclusion does not mean that every participant must do the exact same thing in the exact same way. Instead, it means embracing flexibility, allowing participants to contribute in different ways while working toward shared goals. The key is **awareness, adaptability, and**

willingness rather than expertise. There is no single formula for inclusion, and real progress happens when organizations commit to learning and adjusting along the way.

Building a truly inclusive mixed-ability group requires careful planning and genuine preparation. Simply inviting young people with disabilities to join an existing group without considering their needs or the needs of other participants is not true inclusion. Instead, organizers must actively remove barriers, ensure accessibility, and foster an inclusive group culture where all participants, regardless of ability, feel respected, valued, and empowered to take part.

Real inclusion happens when youth organizations move beyond symbolic gestures and take meaningful steps to create diverse, accessible, and welcoming spaces. The goal is not just to involve young people with disabilities but to reshape youth work so that mixed-ability groups become the norm, not the exception.

Why is it important to provide inclusive activities?

Providing inclusive activities ensures that all young people, including those with disabilities, have equal opportunities to participate, contribute, and grow. Here are the key reasons why inclusivity matters:

• 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 equitable way as much 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.

Key Principles for Inclusive Activities

- **Nothing about us, without us.** Young people with disabilities must be actively involved in decisions that affect them.
- **Inclusion should be embraced at all levels.** Everyone involved should strive for accessibility, representation, and equal participation.
- **Assumptions should be avoided.** Always verify facts, choose suitable methods, and understand the specific needs of target groups.
- **Inclusion should be an ongoing effort.** By consistently applying inclusive practices, we foster a culture of accessibility and raise awareness among others.

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;

• allowing 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.

Accomodation

-For young people with limited mobility, 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.

-**For Deaf and hard of hearing young people,** accommodation should support effective communication and ensure safety. It is important that rooms are equipped with visual alert systems for doorbells, fire alarms, and emergency notifications (such as flashing lights). Good lighting is essential throughout the premises to support lip reading and the use of sign language. Shared spaces should be quiet and have minimal background noise, and rooms should ideally be designed or arranged to allow for clear visual contact among participants. For group settings, circular or semi-circular seating arrangements can support communication in sign language.

Access to Wi-Fi is also crucial, as it allows the use of video calls, messaging apps, and other tools that facilitate communication. Staff and facilitators should be aware of communication preferences, and sign language interpreters or speech-to-text apps may be required for smooth interaction during project activities. If an interpreter is present, the accommodation should also be able to house them nearby. Safety instructions and important notices should be available in written form or presented visually. It's essential to communicate clearly with participants beforehand to identify individual preferences and needs.

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.

For Deaf and hard of hearing participants, it is important that communication about meals, ingredients, and food options is made visually accessible. This can include printed menus, clear signage with allergen information, or visual boards showing the available food. Verbal explanations from staff should be supplemented or replaced with written or pictorial information, especially during self-service. In noisy dining environments, it is essential to ensure there is a quiet space where communication (especially in sign language or lip reading) can happen without too much background noise. When making announcements or giving instructions during mealtimes, they should be accompanied by visual cues or interpreted into sign language, if needed. Staff should be informed about the presence of Deaf and hard of hearing participants and be mindful to speak clearly, face the person when talking, and be patient. If interpreters are present, mealtimes should be scheduled and arranged to accommodate their participation as well. As with all accessibility needs, it is important to communicate with the participants in advance to understand their preferences and requirements regarding food service and communication during meals.

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.

In case of **having Deaf and hard of hearing participants**, clear and accessible communication before and during travel is essential. When organizing transport, it is important to provide written travel instructions in detail-this includes departure times, exact meeting points, vehicle descriptions, and the names and contact details (preferably by text) of any drivers or support staff involved. Since Deaf participants may not hear public announcements at airports, bus, or train stations, written updates and visual information systems become especially important. When possible, choose transportation providers that use visual signage or screens for updates and instructions. For transfers and pickups, the person waiting should hold a clear, visible sign with the participant's name and be informed that the participant may not hear their voice-communication should be initiated visually or via written message. It's advisable to avoid last-minute verbal changes and instead communicate updates in written or text format. In group travel situations, interpreters or written travel guides can support better understanding and independence. As always, it is important to check individual preferences and communication needs in advance to ensure that all parts of the travel experience are smooth and inclusive.

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

It is important to consider accessories and tools that support accessible communication and full participation in the activities in case of having **Deaf and hard of hearing participants**. These can include portable hearing loops, FM systems, captioning apps or devices, speech-to-text software, or tablets for written communication. If participants use their own devices (e.g., hearing aids, cochlear implant processors, or tablets), it is essential to check in advance about charging options (plugs, adapters, access to power outlets) and secure storage. These devices should be carried in hand luggage to avoid damage or loss during flights. If using sign language interpretation, it may be necessary to provide mobile stands or tablets to facilitate remote interpretation when an interpreter cannot be physically present. For group activities or workshops, it is helpful to provide visual aids, printed materials, and real-time captioning when possible. As with other assistive tools, it is necessary to determine in advance whether the hosting organization or participants will provide the needed technology or services, and plan accordingly. This may involve extra costs, which should be considered in the project's budget. Project staff should also be prepared to provide pen and paper or digital alternatives for quick, informal communication when needed.

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.

Practical Inclusion Tips for Project Organizers and Trainers

Preparation of the group

Getting young people ready for a mixed-ability group experience is key to building a positive and inclusive atmosphere. Some participants-like those with anxiety or on the autism

spectrum-benefit from knowing what to expect in advance. A clear and early preparation phase helps everyone feel more comfortable, confident, and involved.

In mixed-ability groups, young people may be meeting peers with disabilities for the first time. That can bring up uncertainty. Young people with disabilities might worry about being excluded, while those without disabilities might fear saying or doing something wrong. Open conversations and awareness-raising before the project help everyone feel safe and respected.

To start building connections, plan small team activities before the project begins-especially within national groups. These can help participants get to know one another, build trust, and settle into the group dynamic early on. It's also a great time to talk openly about disability, inclusion, and the importance of respect.

Creating Inclusive Activities

Inclusion doesn't mean treating everyone the same—it means meeting people where they are. Young people with disabilities will have different access, learning, and participation needs. A one-size-fits-all approach won't work.

For example; one blind participant might need materials in Braille, another may prefer digital text, and a partially sighted person might ask for large print handouts. A Deaf participant may need a sign language interpreter, while a hard-of-hearing peer may prefer real-time subtitles and written materials.

Even if two people have the same type of disability, their needs can be very different. Don't assume, ask! Gathering this information early is essential for planning a truly inclusive experience.

Also consider energy levels and physical comfort. For example, a participant using a wheelchair might need more breaks and shorter sessions to rest properly. Accessibility is about more than ramps, it's about making sure everyone can participate fully and comfortably.

Listening to the Experts

The best people to tell you what support they need are the participants themselves. Share a draft of the program with them ahead of time, and ask for feedback. What adaptations or supports do they need? What works best for them? Involving them in this process shows respect and builds trust.

Building a Diverse Team

When planning mixed-ability group activities, aim to create a diverse team of facilitators-with and without disabilities. This makes the environment more relatable, brings

valuable perspectives, and offers powerful role models for participants. It also helps the team understand and respond to a wider range of accessibility and learning needs.

Adapting methodologies according to the group and individual needs

The success of any youth project depends not just on a great idea, but on how we bring it to life through the right methods. Choosing and adapting methodologies thoughtfully is especially important when working with young people with disabilities or when they are active co-creators of the project.

From the very beginning of project planning, inclusion should shape our choice of activities and methods. It's not only about matching the methods to the topic, but more importantly, to the abilities, needs, and preferences of the participants and the skills and capacities of the facilitators delivering them.

Start with the group's interests and needs. Design activities that reflect participants' personalities, abilities, and motivations. Imposing activities that don't resonate with the group leads to disengagement. That doesn't mean avoiding challenge, it means offering meaningful experiences with the right support to help young people safely step out of their comfort zones.

To be truly inclusive, adapt methods so everyone can take part fully. Think about:

- The pacing of activities,

- The format (individual, group, visual, physical, etc.),

- And support systems (personal assistants, sign language interpreters, breaks, accessible formats).

Remember: quality over speed. It's better to go deep with fewer, well-adapted activities than to rush through too much.

Make your learning environment as accessible as your methods:

- Use circle seating or small group work to promote equal participation.

- Avoid rigid "lecture" or "cinema-style" setups where some feel left out.

- Adapt the schedule with time for rest, personal care, and longer breaks as needed.

- Display the agenda in an accessible and understandable format (visuals, plain language, large print, etc.).

When unsure about an activity's suitability, ask the participant directly, ideally in private and adjust based on their input. This not only improves inclusion but builds trust and collaboration. Be flexible, be creative because there's no one-size-fits-all method. Almost any activity can be adapted! Be open to:

- Simplifying instructions

- Changing group sizes

- Adding visual, tactile, or auditory elements

- Allowing more time

You can still use your favorite games and exercises with mixed-ability groups—just tweak them to meet the needs of everyone involved.

If you're new to inclusive project planning, here are some tried-and-tested approaches:

- Small group work

- One-on-one discussions

- Visual or physical demonstrations

- Role-play and storytelling

- Artistic expression (drawing, music, dance, theater)

- Experiential learning and educational trips

- Sports and movement-based activities

- Project-based learning and case studies

- Involvement of guest speakers, volunteers, or youth with relevant lived experience

Above all, being an inclusive youth worker means being creative, flexible, and ready to adapt—not just once, but continuously, as group dynamics and needs evolve.

Useful Tips for Adapting Games and Activities for Mixed-Ability Groups

Whether you're tweaking a classic game or inventing something new, these practical tips will help you create fun, engaging, and inclusive experiences for all young people—**with or without disabilities**.

1. Focus on Abilities, Not Limitations

When adapting activities, don't just focus on disabilities instead think about the full range of senses and strengths in your group. Some young people learn better by seeing, others by hearing, moving, or touching. Get to know your participants ahead of time and build on what they *can* do. This approach boosts confidence, motivation, and participation.

2. Inclusion Means No One Is Left Out

Inclusion isn't optional and everyone deserves to feel like they belong. Adapt games so everyone, regardless of ability, can join in and enjoy the experience. Leaving someone out, even unintentionally, creates a space that doesn't feel safe or welcoming.

3. Offer Multiple Ways to Reach the Goal

There's not just *one* right way to play! Give participants different ways to achieve the same goal (e.g: drawing, writing, acting, singing, building) so they can choose what works best for them. Let them *try things out* instead of just explaining. This empowers young people to take ownership of their learning and creativity.

4. Use Both Small and Large Group Settings

- Small groups offer safety, comfort, and personal attention, they are great for building trust.
- Large groups bring energy, new ideas, and social connections. Mixing group sizes gives everyone a chance to shine in different ways.

5. Keep Instructions Simple & Hands-On

Break down rules into clear, manageable steps. Use visuals or demonstrations if needed. Before starting, check that everyone understands and if not, explain again or ask peers to help. Practice rounds can make a big difference, especially for complex games.

6. Adapt Rules, But Keep the Spirit of the Game

It's okay to modify rules, as long as the game still feels fair and fun. Making things *too easy* can feel patronizing or boring. Your goal is to balance support with challenge so everyone stays motivated and engaged.

7. Don't Rely Solely on Personal Assistants

Assistants are important, but don't shift all the responsibility onto them. Instead, design activities that enable independent participation whenever possible. This boosts confidence and encourages direct interaction with others.

8. Prioritize Safety, Always!

Before playing, ask: *Is this safe for everyone involved?* Check for risky equipment, tricky terrain, or overwhelming stimulation. Test the game in advance if possible. Safety builds trust.

9. Change the Setting for Variety

Sometimes, a new environment can transform the energy of the group. Try playing outdoors, in a garden, or a more relaxed space. Just make sure the space is accessible and inclusive for all.

10. Find the Right Pace

Not everyone moves at the same speed and that's okay. Avoid the idea that "faster is better." Observe your group and find a pace that allows everyone to stay engaged without pressure or boredom.

11. Offer Flexible Equipment

Use equipment that works for everyone such as larger targets, textured balls, or materials that make sound. Offer a few options so no one feels singled out. If in doubt, ask for professional advice and look for funding sources to help cover specialized tools.

12. Involve Young People in the Process

Don't plan *for* them, plan *with* them. Ask for their ideas, preferences, and feedback when adapting or designing games. This creates ownership and excitement and helps you design something that truly works for your group.

13. Balance Everyone's Needs

Inclusive doesn't mean only focusing on participants with disabilities. Every young person has unique needs, so keep the whole group in mind when planning. Make sure everyone finds the activity fun, fair, and engaging.

14. It's Just a Game. Mistakes Are Okay!

Perfection isn't the goal. Some things might not go as planned and that's part of the process. When something doesn't work, talk to the group, get feedback, and try again with what

you've learned. Inclusion is a journey, not a checklist. Keep learning, stay flexible, and trust yourself. Failure is natural and part of the learning process. Trust the process!

Some examples and advice on choosing methods for Blind and Partially Sighted Participants:

- Use of tactile materials (e.g., textured cards, 3D shapes, Braille-labeled items);

- Activities should not focus too much on visual perception, choose games based on sound, movement, or touch instead (e.g., storytelling in pairs, object guessing games);

- Adapt the layout of the space with clear pathways or a grid of tactile markers to help with orientation;

- Provide personal support/assistance for visual tasks, like reading written materials or navigating new environments;

- Allow extra time for each activity to ensure everyone can participate fully without pressure.

We can adapt the methods for Mobility Impaired Participants in the following ways:

- Design seated activities, either at tables or in a comfortable circle;

- Allow participants to engage in the activity with support from assistants or peers if needed;

- Extend the timeframe for completion, especially for hands-on or physical tasks;

- Select activities that minimize the need for movement, such as discussion-based games, arts & crafts, or team quizzes;

- Ensure the physical space is spacious, accessible, and free of obstacles (ramps, wide doorways, non-slip floors, etc.).

Some practical advice on picking methods for Deaf and Hard of Hearing Participants:

- Choose methods that do not rely heavily on spoken instruction—instead, use visual aids, written materials, or demonstrations;

- Make use of sign language interpreters if participants use sign language—always position them where they are clearly visible;

- Use visual signals (e.g., flashing lights, raised hands, flags) to start or stop activities instead of auditory cues like clapping or shouting;

- Encourage visual group work, like using drawings, collages, or mind maps, where communication can happen through symbols, writing, or gestures;

- Face participants when speaking, and ensure the room is well-lit to support lip reading;

- Avoid group settings where everyone talks at once, facilitate turn-taking or use a talking object (like a ball passed around to signal who speaks);

- Always allow extra time for instructions and clarifying questions, and be patient with repetition if needed.

Communication

Communication isn't just a part of your project, it's the thread that holds every phase together. Whether you're planning, implementing, or wrapping up, good communication ensures that everything runs smoothly.

We communicate with our colleagues (youth workers, trainers, support staff), partner organizations, and most importantly, the young people who take part in our activities.

But communication isn't just about giving information, it's a two-way street. It's about listening just as much as talking, and making sure everyone feels heard, understood, and respected.

When working with your team and partner organizations, the most important thing is to keep the flow of information open and clear. Make sure everyone involved knows the goals and themes of the project, the methods you'll be using, logistical details, information about the participants (including access needs), and who's responsible for what. Agree on roles and expectations early on. Being open and transparent helps avoid misunderstandings and ensures a better experience for everyone involved.

Young people are at the heart of your project. And when you're working with youth with disabilities, inclusive and respectful communication becomes even more important. It's not just about passing on information, it's about building trust, creating a safe space, and showing that everyone's voice matters.

- Be clear, respectful, and real. Use simple, concrete language. Be honest, approachable, and treat everyone with respect. Avoid jargon or complicated phrases, especially in international settings.

- Use inclusive communication styles. Don't just rely on words. Combine:

- Verbal (spoken words)

- Visual (images, symbols)

- Non-verbal (gestures, movement)

- Auditory (sounds, music)

This helps make your message clearer and more engaging for everyone.

-Respect how people identify. Always use the names and pronouns that participants use for themselves. If you're not sure, ask respectfully. Be aware that appropriate language can vary between cultures, so stay open to learning.

-Use the agreed language, but leave space for others. In international projects, agree on a common language (usually English), but don't stop participants from expressing themselves in their native language during reflections or evaluations. Provide interpretation when needed, including sign language interpreters.

-Don't put people on the spot. Invite, don't force. If a young person doesn't want to take part in an activity, respect that. And when offering help, ask first:
 "Would you like some help?" or "How can I best support you?"

Inclusive Communication Tips;

For Deaf or hard-of-hearing participants:

- Check if they use sign language, and make sure interpretation is arranged if needed.

- Ensure the interpreter knows the preferred language (native or otherwise).

- Use visual supports like slides, drawings, or written notes.

- Make sure everyone speaks one at a time, so lip reading is possible.

- Stand where your face is clearly visible, avoid standing in front of windows or bright lights.

- Learn and use basic signs or gestures when possible, it shows respect and effort!

For blind or visually impaired participants:

- Use tactile materials, and focus on methods involving sound, movement, and touch.

- Allow extra time to move through activities and spaces.

- Describe visual elements out loud.

- When guiding someone, always ask first:
  "Would you like me to guide you?"
  If yes, offer your elbow, don't just grab their arm.

- If they have a guide dog, approach from the opposite side of the dog.

For wheelchair users or participants with mobility impairments:

- Position yourself at eye level when speaking with someone in a wheelchair.

- Offer assistance, but again, always ask first.

- Adapt your activities to be done sitting or with minimal movement.

- Ensure the space is accessible, with wide paths and appropriate seating.

Checklist for logistic and practical preparations

General Planning & Communication	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 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?		
Do group activities offer multiple ways for participants to express themselves (verbal, visual, physical, etc.)?		
Have you offered participants an optional online info session or 1-on-1 call to discuss personal needs?		

	YES	NO
Have you sent a welcome pack with photos, maps, venue info, and accessibility instructions before the event?		
Have you created backup activities for people who may not be able to join a particular task or game?		
Have you prepared accessible feedback forms and planned time for gathering feedback on accessibility?		
Travel & Arrival	**YES**	**NO**
Have you checked all possible travel options and chosen the most convenient for participants with different needs?		
Have you arranged accessible transportation between arrival points and the venue if needed?		
Have you checked if any of the participants require a guided orientation tour inside and around the venue upon arrival?		
Have you checked if guide dogs are allowed in your venue and if any participants will be using one?		
Venue & Facilities	**YES**	**NO**
Have you chosen a venue that meets accessibility needs? (Have you considered a prospect visit with a wheelchair user?)		
Have you checked all facilities (meeting rooms, restaurant, leisure areas) for full accessibility (vertical/horizontal mobility)?		
Are entrances, accommodations, and bathroom facilities accessible for all participants?		
Are accessible toilets close to meeting and dining areas to reduce unnecessary travel?		
Are there enough accessible rooms available for the group?		

Are bedrooms of participants with disabilities located near or easily accessible from the meeting rooms?		
Is there Braille signage or tactile symbols in key areas?		
Is the lighting suitable for people with visual sensitivities or low vision? (e.g., not too bright, not too dark)		
Have you ensured quiet rooms or sensory-friendly spaces are available for participants who may need them?		
Have you ensured all pathways are free from cables, objects, or decorations that could pose a risk?		
Meals & Dietary Needs	**YES**	**NO**
Have you considered dietary needs and preferences of all participants?		
Are the coffee break items and refreshments placed at a height accessible to everyone?		
Assistive Support & Personal Needs	**YES**	**NO**
Do participants need any assistance to participate? Did they request a personal assistant? Did you ask this in the application?		
Have you identified any medical conditions requiring urgent attention (e.g., epilepsy, diabetes, allergies) and prepared accordingly?		
Have you collected emergency contacts familiar with the needs of participants with disabilities?		
Have you identified if anyone needs assistive software or hardware (e.g., screen readers, adapted keyboards)?		
Have you searched for local services (equipment hire/repair – wheelchairs, batteries, hearing aids, etc.) near the venue?		
Have you planned for extra breaks or sufficient free time between sessions for participants who need it?		

Communication & Interpretation	YES	NO
Have you made all documents available in accessible formats (e.g., Easy-to-Read, Braille, digital)?		
Have you tested all videos or presentations for captions or audio descriptions?		
Have you identified if any participants need sign language interpretation, a palantypist, or hearing induction loops?		
Have you prepared visual supports like pictograms or communication cards if needed?		
Have you checked that acoustics in meeting rooms support clear hearing and minimal background noise?		
Have you considered a backup communication channel (e.g., WhatsApp, Messenger, SMS)?		
Team Preparedness	**YES**	**NO**
Have staff and volunteers been trained in disability awareness and inclusive communication?		
Have you assigned someone to be responsible for accessibility support during the activity?		
Is someone on your team trained in first aid?		
Have you reviewed safety procedures and made necessary adaptations (e.g., visual alarms, evacuation assistance)?		

Way2Go

Training of the Youth Accessibility Ambassadors

In June 2024, San Felice Circeo, Italy, welcomed a unique and inspiring gathering of more than 35 young participants and youth workers, with and without disabilities, from across Europe, for the Youth Accessibility Ambassadors Training. Over the course of one impactful week, participants explored key issues of accessibility, inclusion, and diversity in youth work, while building a strong foundation for future collaboration and advocacy.

What set this training apart was its innovative, inclusive approach to non-formal education. Developed jointly by Turkish partner TGBDER and Slovenian partner ODTIZ, the training methodology was carefully designed to support a mixed-ability group, ensuring full participation, mutual respect, and meaningful engagement for everyone involved. Drawing on extensive experience working with diverse youth, the methodology combined interactive workshops, group discussions, real-life simulations, peer learning, and creative expression. Sessions were dynamic, flexible, and responsive to different learning styles, enabling each participant to contribute fully, learn from one another, and grow both personally and professionally.

The training was hosted and facilitated by the Italian partner EUROPIAMO in a fully accessible setting, where every aspect from logistics to facilitation reflected the principles of universal design and inclusive practice. Participants engaged in hands-on sessions covering topics such as disability rights, inclusive project design, accessibility audits, and peer mentoring. Each activity was purposefully structured to foster empathy, collaboration, and leadership in an inclusive environment, bridging differences and building shared understanding.

Beyond individual learning, the training marked the official launch of the Youth Accessibility Ambassadors Network, a vibrant, cross-border community of young people committed to making the Erasmus+ Youth in Action Programme more inclusive and representative. National-level follow-up workshops organized by each partner ensured continuity, deeper local engagement, and long-term impact.

The training's outcomes were profound: participants reported greater confidence, stronger knowledge of inclusion strategies, and increased motivation to stay engaged in youth work. Many left not only with new skills, but with a renewed sense of purpose—as advocates, allies, and changemakers in their communities.

This training proved that when inclusive methodologies and non-formal education intersect, young people of all abilities can thrive, learn from each other, and lead the way toward a more accessible and equitable future.

Daily Program of the Training in Italy

	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						

Time								
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 public speaking	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	● 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. ● Activity-5: Q&A Session and Open Discussion Objective: To clarify any doubts and ensure all participants are on the same page.
Materials, and equipments needed	-Projector and Screen -Laptop -Flip Charts and Markers -Name Tags and Markers -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)
Space requirements	-A large, open room with movable chairs and tables to facilitate group activities and discussions. -Space for the projector and screen setup.

Title of the session:	Getting to Know Each Other & 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	1,5 hours
Step by step description of the activity	● Activity-1: Getting to know game: "My name is…and I am most likely to.." Objectives: Enabling participants to familiarize with each other's names and getting to know each other better. ● Activity-2: Group agreement activity: Objectives: Make sure to create a space where everyone feels safe and respected. 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.
Materials, and equipments needed	At least 4 tables, flipcharts, pencils and markers,

![Way2Go logo]

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	-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	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. These questions could be; -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 It can alternatively be asked to create a funny hand greeting special to their newly established friendship.. 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.
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	-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	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 tea 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. 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.

	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. Team building activities are certainly entertaining and interactive, but they only become worthwhile and impactful if they are followed by debriefing questions. NOTE: ● 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	- 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? - 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	***Instructions and list of tasks:*** *Good morning special agents,*

Way2Go

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.

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.

Feel free to use all the space and human resources. Push your limits, be **INCLUSIVE** and have fun!

PS: All the videos, documents, pictures, photos should be posted on the whatsapp group before you start presenting them to the facilitator!

TASKS:

1. Create a colorful and artistic welcome poster for our training
2. Pretend to be a group of chickens for 1 minute <u>as whole group</u>, with the movements
3. List 10 creative & inclusive punishments for the late comers to the sessions
4. Sing any song as a whole group in front of the facilitators.
5. 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
6. List 10 reasons of why it is better to be here today/this week rather than being at home
7. 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
8. Take a nap for 3 min in front of the facilitator (at least 4 people in the group).
9. Bring 3 different eatable fruits from the trees in the garden to the meeting room
10. Learn how to write WAY2GO in Braille and put it in the welcome poster (you can draw dots)
11. Go find 3 hotel staff and give them free hugs - document the process - we want pictures! ;)
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.

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;)

Way2Go

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
Step by step description of the activity	Checking the levels of energy. When we count to 3, each participant can make their own specific sound and movement to get their energy back (5min) Brainstorming: What first comes to your mind when I say inclusion? What first comes to your mind when I say 'youth worker'? (5 min) Objectives: To get participants into the right mindset for further activities. 'Create your inclusive youth worker' activity (30 min): We divide participants into 4 mixed-national groups. We give the group 15 minutes to create their inclusive youth worker but each group has to focus on a specific area: Group 1: What skills does your youth worker need to be inclusive? Group 2: What knowledge does your youth worker have? Group 3: What attitudes does your youth worker have? Group 4: What behaivours does your youth worker show? Presentations of youth workers (max 5 min per group)

| | Objectives: To get participants thinking about skills, knowledge, attitudes and behaviors an inclusive youth worker needs.

Defining the Role of Youth Accessibility Ambassadors (15 minutes)

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.

Strengths and Development Areas (10 minutes)

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.

Short reflection at the end of the session (5min) |
|---|---|
| **Materials, and equipments needed (including printed/electronic handouts)** | Flip Charts and Markers
Notebooks and Pens
Printed Handouts (Reflection Questions, SWOT Analysis Template)
Projector and Screen for presentations
Role-Playing Scenario Cards |
| **Space requirements** | A large, open room with movable chairs and tables to facilitate group activities and discussions.
Separate breakout spaces for small group discussions and role-playing. |
| **Debriefing questions** | What did you learn about yourself as a youth worker and accessibility ambassador?
How do you feel about the responsibilities of a youth accessibility ambassador?
What personal strengths do you think will help you in this role?
What areas do you feel you need to develop further? |
| **Energizer** | A short energizer where every participant makes a movement and a sound by their own choice when in a group circle, in order to retrieve their energy. |

2nd DAY

Title of the session:	FACTSBOOK: National Situations
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	Welcome + short energizer When in a circle, we ask for 4 volunteers to come forward, the rest of the group we divide into 4 smaller groups The World Cafe activity (40 minutes): We have 4 tables, each table is assigned to one volunteer On each table we have one question, written on a flipchart: How accessible is your country for people with disabilities? (buildings, transportation…) How accessible are education and labour market for people with disabilities? How accessible is the health system for people with disabilities? (doctor accessibility, needed theraphiss? Is the society in your country supportive of people with disabilities? How? The 4 groups of internationally mixed participants go from table to table and discuss each question for 10 min. After each group has discussed each questions, the 4 previously chosen volunteers present the main findings of the discussions (max 5 min each)

	After that we have a short discussion: Based on what you've heard, which country do you think is the most accessible and respectful of human rights? Which country do you think has the most room for improvements? (5min) Each participant is asked to think for 10 min and come up with at least one interesting fact regarding respecting or disrespecting disability rights in their country. They write the facts in the WHATSAPP Group and we later collect them for our FACTSBOOK. Short reflection: How did you feel? What surprised you the most? (10 min)
Materials, and equipments needed (including printed/electronic handouts)	Laptops/Tablets with internet access Flip Charts and Markers Printed/Electronic Handouts (Country Assignment Instructions, Research Guidelines) Projector and Screen for presentations
Space requirements	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.
Debriefing questions	What were the most surprising findings about disability rights in the different countries? What common challenges did you identify across the countries? Which good practices or initiatives stood out to you? How can we use the information from the FACTSBOOK to improve accessibility in our own projects?
Energizer	ENERGY BALL energizer: The participants hold hands in a circle. One participant sends the energy ball forward by squeezing the other participant's hand. The energy ball has to travel full circle.

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.
	Interactive Presentation Group Work

Type of the activity (e.g. group work, role-playing, simulation game, outdoor activity discussion..)	Discussion Preparation for Tomorrow's Activity
Objectives of the session	To understand the concepts of inclusion and diversity in general. To explore disability inclusion specifically within youth work and Erasmus+ projects. To introduce the Mythbusters activity and encourage participants to start thinking about questions and misconceptions they have. To foster a mindset of inclusivity and awareness among participants.
Timing	1,5 hours
Step by step description of the activity	Introduction to the Session (5 minutes) Activity: Brief overview of the session's objectives and agenda. Objective: To set the context and prepare participants for the day's activities. Interactive Presentation on Inclusion and Diversity (20 minutes) 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. Group Work: Inclusion in Practice (20 minutes) 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. Disability Inclusion in Youth Work and Erasmus+ (15 minutes) 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.

Introduction to Mythbusters Activity (20 minutes)

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.

Q&A and Open Discussion (5 minutes)

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.

Energizer (5 minutes)

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.

Materials, and equipments needed (including printed/electronic handouts)	Projector and Screen Flip Charts and Markers Printed Handouts (Definitions of Inclusion and Diversity, Best Practices) 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	"Pass the Clap" Description: Participants stand in a circle. One person starts by clapping once and says the name of 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.

Title of the session:	Presentation of the WAY2GO platform and Public Speaking
General theme of the session	Platform presentation Community involvement
Type of the activity	Discussion Demonstration
Objectives of the session	● 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:** Having a debate with participants, involving the following questions: 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? This part of the workshop 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. **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 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.

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.

THIRD PART:
- 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	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	One, two, three! 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, except the Deaf or hard of hearing participants, if any..

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	Station-Based Group Work Interactive Presentations Discussions
Objectives of the session	To provide participants with essential knowledge from the Able2Travel guide. To enhance understanding of accessible travel considerations and best practices. To prepare participants to use and share the Able2Travel guide effectively in their roles as accessibility ambassadors.
Timing	3 hours
Step by step description of the activity	Introduction to the Session (5 minutes) 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. Station Set up and Instructions (5 minutes)

Activity: Explanation of the different stations, their purposes, and the rotation process.
Objective: To ensure participants understand how the station-based activities will work.

Station Activities (30 minutes)

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.

Stations:
Station 1: Planning Accessible Travel
Content: Key considerations and resources for planning accessible travel.

Station 2: European opportunities
Content: Learning about the European programs and the opportunities they offer

Station 3: Youthpass and non-formal education
Content: Learning about the concept of non-formal education and Youthpass certificate

Station 4: Where to find projects and how to apply
Content: Learning about tools and platforms that help you search for projects and apply for them by practical examples

Station 5: Inclusion and support
Content: Learning about different ways youth with fewer opportunities can be included in the projects and what kind of support they can receive during the activity

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.

Interactive Q&A Session (10 minutes)

	Activity: Open floor for questions and discussion about the Able2Travel guide and accessible travel. Objective: To address any doubts and deepen understanding through interactive discussion. Debriefing and Reflection (10 minutes) 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 was the most valuable information you learned today? How can you use the Able2Travel guide in your role as an ambassador? What challenges do you anticipate in promoting accessible travel?
Materials, and equipments needed	Able2Travel Guide (printed/electronic copies) Flip Charts and Markers Projector and Screen Station Activity Materials (case studies, booking simulation forms, role-playing scripts) Name Tags and Markers Laptops/Tablets for group work (optional)
Space requirements	A large room with separate areas or breakout spaces for each station. Central space for group presentations and discussions.
Debriefing questions	What new insights did you gain about accessible travel? How can you apply these insights to support accessible travel in your community? What tools or resources from the Able2Travel guide will be most useful in your work?

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	-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	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. 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. 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 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. *Hand out with the instructions:* *-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.* *-At least* ***3 different common mistakes*** *should be hidden in your role-playing performance. They should be realistic.* *-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.* *-The role-play performance should be* ***maximum 3 min*** *to show the problematic situations.* *-All group members should have an active role in the play* *-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. *-Be inclusive while performing!* ***IMPORTANT:*** ● 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	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) 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. Interactive Discussion (20 minutes) 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. Debriefing and Reflection (10 minutes) 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?

Materials, and equipments needed	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
Space requirements	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)
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?
Energizer	"Yes, Let's!" 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. Objective: To refresh participants, encourage creativity, and foster a sense of unity and fun.

4th DAY

Title of the session:	Understanding Accessibility, Digital Accessibility, and Universal Design
General theme of the session	Accessibility and Universal Design, with a focus on digital accessibility.
Type of the activity	Interactive Presentation Group Work Hands-on Exercises Discussions
Objectives of the session	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.
Timing	1,5 hours
Step by step description of the activity	Introduction to the Session (5 minutes) 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. Interactive Presentation on Accessibility and Universal Design (10 minutes)

	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.
	Group Work: Assessing Accessibility (15 minutes)
	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.
	Interactive Presentation on Digital Accessibility (20 minutes)
	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.
	Hands-on Exercise: Improving Digital Accessibility (15 minutes)
	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.
	Group Presentations and Sharing (10 minutes)
	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.
	Interactive Q&A Session (5 minutes)

	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. Debriefing and Reflection (5 minutes) 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? Energizer (5 minutes) 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.
Materials, and equipments needed	Projector and Screen Flip Charts and Markers Printed Handouts (Accessibility and Universal Design Principles, Digital Accessibility Checklists) Laptops/Tablets for hands-on exercises Accessibility Tools (screen readers, color contrast checkers, etc.) Name Tags and Markers
Space requirements	A large room with a central area for presentations and discussions. Breakout spaces for group work and hands-on exercises.
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?
Energizer	"Accessibility Charades" 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. Objective: To refresh participants, encourage creativity, and reinforce learning through a fun, interactive activity.

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	Group Work Interactive Discussion Checklist Development
Objectives of the session	To identify and address accessibility needs in mixed ability group projects. To develop comprehensive checklists covering logistics, materials, communication, and other aspects of project planning and implementation. To ensure all participants can contribute effectively to creating inclusive environments.
Timing	1,5 hours
Step by step description of the activity	Introduction to the Session (5 minutes) 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. Presentation on Accessibility Needs in Projects (10 minutes) 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. Group Formation and Task Assignment (5 minutes) 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. Group Work: Developing Accessibility Checklists (30 minutes) 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. Group Presentations and Feedback (20 minutes) 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. Finalizing the Checklists (10 minutes) Activity: Groups reconvene to incorporate feedback and finalize their checklists. Objective: To ensure the checklists are complete, practical, and ready for use. Debriefing and Reflection (5 minutes) Activity: Facilitated debriefing where participants reflect on the process of developing the checklists and their applicability. Objective: To reinforce the importance of accessibility planning and encourage participants to use the checklists in their future projects. 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?
Materials, and equipments needed	Projector and Screen Flip Charts and Markers Printed Handouts (templates for accessibility checklists) Laptops/Tablets for group work (optional) Accessibility Tools (checklists, guidelines, resources) Name Tags and Markers
Space requirements	A large room with areas for group work and central space for presentations and discussions. Breakout spaces for small group discussions.
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?

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	Introduction to the Session (5 minutes) 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. Group Formation and Briefing (5 minutes) 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. Physical Accessibility Check (45 minutes) 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. Sharing Results in Plenary (30 minutes) 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.

	Structure: Group presentations (5 minutes per group) Group discussion and Q&A (20 minutes) Debriefing and Reflection (5 minutes) 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. 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?
Materials, and equipments needed	[Printed Accessibility Checklists](#) and in digital format Notebooks and Pens for note-taking Smartphones or Cameras for documenting findings Flip Charts and Markers for group presentations
Space requirements	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
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?

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	2 sessions
	Welcome + short energizer (5 min)

Step by step description of the activity	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? 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. **Task:** 'Create a mixability event' for our project group (cca. 70 min) Each of the 4 groups will have to create a mixability event with one specific target group: Each group will choose one of the 4 options: -Going to watch a football match in a stadium (european champiınship) -Picnic in a park -Beach of San Felice -An excursion to an old town (San Felice Circeo) The 4 groups will now have 20 min to prepare a totally **inaccessible** and **non-inclusive** event for their target group. 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? After preparations, the groups will present their events (max 5 min per group) After that, they will exchange the events between the groups and swap the roles. They will now have 20 min to make it totally inclusive. Then again, each group will have 5min to present their events. Objectives: Enabling participants to explore the difference between inclusive and accessible vs. Unaccusable and in-inclusive, using experiential learning. After that we will have a short discussion with reflection (10 min) Objectives: To enable participants, internalize their feelings and biggest challenges during the activity.

	After a short break we will dedicate the time left of this session to come up with useful inclusive guidelines and tips when working within mixabled groups: the participants will design their suggestions in smaller groups. After about 20 min we will come together in the big group in order to design the final tips and guidelines and have a short reflection Objectives: to equip participants with the ability to independently create guidelines for inclusive youth work as future youth trainers.
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	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	Introduction to the Session (5 minutes) 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. Individual Reflection (10 minutes) 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.

Group Brainstorming (10 minutes)

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.

Prioritization Exercise (10 minutes)

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.

Development of Action Plan (25 minutes)

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.
Break (15 minutes)

Presentation and Feedback (10 minutes)

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.

Refinement and Finalization (10 minutes)

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.

Debriefing and Reflection (5 minutes)
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.
	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?
	Energizer (5 minutes)
	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.
	Objective: To re-energize the group and maintain engagement while reinforcing the importance of individual goal setting.
Materials, and equipments needed	Flip Charts and Markers
	Sticky Notes
	Printed Action Planning Templates
	Projector and Screen for presentations (optional)
	Laptops/Tablets for electronic collaboration (optional)
	Name Tags and Markers
Space requirements	Enough space for small group discussions and presentations
	Tables and chairs arranged for group work and collaboration
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?
Energizer	"Goal Setting Relay"
	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.
	Objective: To re-energize participants and encourage reflection on personal goals while fostering connections within the group.

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