VISION: INCLUSION

a project by

IJAB

RESOURCES:
FACTSHEETS, ACTIVITIES, CHECKLISTS, ...

How to set up an inclusive international youth project

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1.0. Introduction Video (Transcript):

Hi everyone, welcome to module 1 "It is normal to be different." In this module we will learn more about why diversity is so needed in today's society, why persons with disabilities are in more demanding positions concerning equal opportunities and participation. We will also learn more about policies and frameworks on an international level that can help us in our work. This module will inspire some questions and thoughts such as - what is normal and why diversity is so precious?

The UN Convention on the Rights of Persons with Disabilities makes specific reference to human rights in the context of persons with disabilities. It calls for a paradigm shift in the way persons with disabilities are perceived: no longer as passive recipients of care, but rather as individuals who enjoy equal rights and are capable of taking their own decisions. This implies that it is not individual persons who have to adapt and change, it is society as a whole. The UN Convention calls upon governments and societies to ensure the inclusion and participation of persons with disabilities also in education.

In the UN Convention we will also find a precious reminder of how important it is to recognise the skills, merits and abilities of persons with disabilities, to provide access to the information, education and cultural events in accessible ways, while respecting persons right to choose its place of residence, partners, and way of life.

Normal doesn't exist, or even better - diversity is normal! Everyone of us experiences some kind of difference and disability every day. We use glasses for reading, take our medicines, and can't reach the highest shelf in the kitchen without a ladder. Physically, our bodies are changing every minute of our life, and with every passing day we are different from what we used to be.

This diversity, noticeable or not, is what makes each of us so precious. Every difference provides a new insight that can lead us to a new inspiration, and to creation of an inclusive and compassionate society, where everyone is loved and accepted for what they are.
Enjoy! :)

1.1. Factsheet: Examples of barriers

Category	Barriers	Examples
Attitudes	**Negative attitudes**	• Disability is seen as inferior, incomplete, imperfect • Stereotyping, name-calling and bullying • Belief that a disability is a result of sin
Communication	**Non-effective communication**	• Pictures and materials are too small • Talking is too soft or too fast • Language used is too difficult • Gesturing without talking (for visually impaired persons)
Accessibility	**Inaccessible buildings**	• High steps, narrow doors • Long distance to bathrooms • Lack of privacy • Nothing to hold onto • Lack of reading materials in Braille or large print for the blind or visually impaired • Lack of sign language interpreters or captioning
Participation	**Isolation**	• Persons with disabilities are not welcome to apply • They are not invited • Rules that discriminate, e.g., "applicants need to be physically fit", while that may not be necessary for the activity • Meeting place too far away

1.2. Factsheet:

Fundamental principles of the UN Convention

on the Rights of Persons with Disabilities (UN-CRPD)

The UN Convention calls for a paradigm shift in the way persons with disabilities are perceived: no longer as passive recipients of care, but rather as individuals who enjoy equal rights and are capable of taking their own decisions. The starting point of the Convention is the marginalisation and discrimination that persons with disabilities suffer. To address this, the Convention seeks to eliminate obstacles to participation so as to enable the inclusion of persons with disabilities. According to the UN Convention, persons with disabilities include "those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.[1]" This implies that it is not individual persons who have to adapt and change, it is society as a whole. The UN Convention calls upon governments and societies to ensure the inclusion and participation of persons with disabilities also in education.

Besides inclusion and participation, the Convention also lays down a number of other principles. States parties' policies and the resulting strategies, programmes and measures must respect the dignity of human beings. They must also respect their individual autonomy, including the freedom to make one's own choices, and follow the principle of non-discrimination. There must be respect for difference and acceptance of persons with disabilities as part of human diversity and humanity. Other principles refer to equality of opportunity, accessibility, and equality between men and women. Finally, the Convention calls for respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.[2]

The UN Convention on the Rights of Persons with Disabilities makes specific reference to human rights in the context of persons with disabilities. Among the sections that are directly applicable to international youth work are those dealing with the right to education (Article 24) and the right to participation in cultural life, recreation, leisure and sport (Article 30). Article 24 is based on the fundamental principles of the right to education as stipulated in

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[1] cf. Article 1 sentence 2 UN CRPD
[2] cf. Article 3 UN CRPD

the International Covenant on Economic, Social and Cultural Rights.[3] Taking into account the further evolution of the right to education, the ICESCR calls for an inclusion-based understanding of education and urges its implementation. An inclusive education system does not exclude persons with disabilities from the mainstream system. It respects the principles of equal opportunity and non-discrimination for all persons with disabilities, regardless of their gender, age and impairment. It states that persons with disabilities may not be refused access to the education system owing to their disability and calls for compensatory action and support that enables individuals with a disability to succeed in getting an education. Staff are assisted in developing an awareness of disability and are trained to use accessible communication and teaching aids. This is applicable for all areas of education, including life-long and non-formal learning. Thanks to the principle of equal opportunity, these principles also benefit other disadvantaged groups and other activities.

International youth work activities are often cultural in nature or offered in a recreational or sports context, Article 30 of the UN Convention on the Rights of Persons with Disabilities is another important point of reference. Article 30 recognises the right to participation in cultural life and access to cultural materials in accessible formats (e.g., remembrance activities), the creation of opportunities to develop and utilise their creative and artistic potential (e.g., music, dance and drama workshops) and the equitable participation in leisure, recreational and sports activities (e.g., educational trips, inclusive holidays, inclusive international sports festivals).

Source: IJAB (Hrsg.) (2017): VISION:INKLUSION An inclusion strategy for international youth work, pp. 16-17.

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[3] cf. Article 13 Committee on Economic, Social and Cultural Rights (CESCR) General Comment No. 13: The Right to Education (1999)

1.3. Activity: **Face paint**

What is exclusion and how is it experienced?

What does it feel like to be excluded? Have you ever gone into a public space and felt ostracised, or so different so that people stare at you? The aim of this exercise is to help you feel the consequences of "difference", to create an awareness and understanding of (racial/disability/other) discrimination and to initiate a reflection on exclusion.

The activity can be done on your own or with any size of group (preferably smaller groups of four people at most). You will need face paint and a public space frequented by people not connected to your work or environment (e.g., a shop).

Start by encouraging the participants to apply face paint. If there are enough participants, you could also use some "actors" with painted faces and some "observers" with unpainted faces. Brief the participants so they take the activity seriously and try to act normally. They will not feel the full impact if they treat it as a kind of dress-up game. Take them to your chosen public space and encourage them to try interacting with the locals.

Once you have returned to a safe space for debriefing, you could ask them (or indeed yourself) the following questions:

- How did you feel being different?
- How did other people react?
- Was this different to your "usual" experience? If so, how?
- What does this tell you about inclusion and exclusion?
- What is your understanding of exclusion of people on the basis of their disability? Please give examples.
- Do you think all people with disabilities experience exclusion the way you experienced it today? Why or why not?
- What are the things or barriers that exclude people with disabilities?

Source: SALTO-YOUTH Inclusion ID Booklet: Ideas for Inclusion and Diversity (2006) (adapted).

1.4. Factsheet: Attitudinal barriers

Attitudinal barriers are ways of thinking or feeling that produce behaviour that limits the potential of people with disabilities to be independent individuals.

Dehumanising attitudes

- Seeing the person only in terms of their disability
- Failing to recognise the whole person
- Assuming everything in their life – their emotions, relationships, work and choices – revolves around their disability
- Acting as if people with disabilities have no emotions or sexuality, an impaired intelligence, and/or no ability or desire to make decisions for themselves
- Not talking directly to the person or talking about them in their presence
- Not establishing eye contact

Generalising attitudes

- Denying people's uniqueness as individuals because they have disabilities
- Assuming that one person represents (or is just like) all other people with disabilities
- Assuming that someone with one disability necessarily has others, too (for instance, believing that someone with a speech impediment must also have an intellectual disability)
- Failure to recognise the diversity of disabilities, and the diversity of people who share a specific disability
- Searching for the single right answer about how to interact with people with disabilities while not recognising that every individual is in a unique place with their own process and self-identity

Disempowering attitudes

- Assuming that people with disabilities cannot know what is best for themselves
- Failure to listen to people with disabilities
- Imposing help rather than offering it, thereby taking control away from the individual
- Withholding the power and/or information that would enable a person with a disability to take their own decisions
- Always hiring able-bodied people to design and manage social services for people with disabilities
- Using oppressive language

- Equating "sick" with "bad", as suggested by the terms "ill will," "ill-fated," "sickening," "spastic," or "deaf and dumb"

Segregating attitudes

- Hiring people with disabilities only to work in services for the disabled
- Believing people with disabilities all want jobs related to their disability
- Assuming people with disabilities should work, live, or learn exclusively with other people with disabilities
- Only making certain activities accessible, not all

Overprotective attitudes

- Maintaining lower expectations of people with disabilities, or giving them work that is too easy
- Verbally softening one's negative feedback for fear of disabled peoples' reaction
- Making decisions on behalf of people with disabilities to "protect" them from failing or getting hurt
- Tracking people with disabilities only into certain job fields

Excluding attitudes

- Not shaking hands
- Not including a person with disabilities in social or work-related activities
- Choosing activities or meeting places that are inaccessible (no lifts or spacious bathrooms for wheelchair users, no sign language interpreters etc.).
- Seeking an opinion from someone with disabilities only on disability-related issues; failure to realise that they may have equally valuable opinions and experience on the same range of issues as oneself

Source: Shout Out to Disabled People – Overcoming Ableism, by Dia Sutton, which is available at: <http://www.evancarmichael.com/Human-Resources/3398/Shout-Out-to-the-Disabled-- Overcoming-Ableism.html> (adapted).

1.5. Activity: Where Do You Stand?

Objectives:

- To think about issues related to young people with disabilities and inclusion
- To understand the complexities of inclusion and access
- To give participants a variety of perspectives about disability
- To learn to respect each other's positions even if they are different
- To develop empathy and recognise its limits
- To develop and use debating skills

Instructions
(to be adapted further for any participants with disabilities):

1. Prepare two posters, one saying "I agree" and the other "I disagree", and hang them up at opposite ends of the room so that people can form a straight line between them. (You may want to draw a chalk line between them, or use a piece of string). If you have wheelchair users in your group, you can suggest they use their own personal cards reading "I agree" (green) and "I disagree" (red) so they can raise the cards instead of moving between the two posters.

2. Explain that you are now going to read out a series of statements with which people may agree to a greater or lesser extent. For mixed-ability groups or indeed any group, it is helpful to have each statement written in large letters on a flipchart or projected onto a screen.

3. Point out the two extreme positions – the posters stating "I agree" and "I disagree". Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves as closely as they can to people whose views almost coincide with their own. A brief discussion is permitted while people find their spot! Positioning oneself in the centre (of the line) is not allowed.

4. Read out the statements one by one. Allow participants to discuss them briefly.

5. Stimulate reflection and discussion. Ask those at the outer ends to explain why they have occupied these extreme positions. Ask someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge.

6. Allow people to move position as they listen to each other's comments.

7. Once you have gone through all the statements, bring the group back together for debriefing.

Note:

If you work on this activity by yourself, consider each statement carefully before moving on to the next one. Ask yourself whether you tend to agree or disagree with the statements and why. If you can, note down your own arguments for and against for every statement. Then look at the debriefing questions.

Debriefing:

- How did you feel during the activity?
- Was it difficult to make a decision? Why?
- What helped you to decide where to stand – emotions, facts, arguments?
- Did you change position during the discussions? Why?
- Were you surprised at some point during this activity?
- Why do you think we did this activity?

The facilitator needs to explain the objectives of the activity and link the discussion to the realities faced by young people with disabilities and to inclusion.

Statements:[4]

- It is a government's duty to protect the rights of young people with disabilities.
- Young people with disabilities need encouragement from their family and youth workers to apply for a "mainstream" youth activity.
- Full accessibility is not achievable.
- To achieve inclusion for young people with disabilities, youth workers need specific competences.
- When a mixed-ability group does a gender project, the project transforms into a learning experience about disabilities rather than about gender.
- Using a general anti-discrimination approach is enough when working with a mixed-ability group, because young people with disabilities face similar exclusions as young LGBT, Roma or young refugees and migrants.
- Love can solve all problems.

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[4] Note to facilitators: the statements are intentionally ambiguous in order to highlight diverse or contrasting perspectives.

Alternative statements:

- Young people with disabilities don't want to tell us about their access needs so we can't include them.
- Working with disabled young people makes youth workers afraid.
- Seeing young people with disabilities inspires other participants to overcome their own challenges.
- Finding a venue for an international youth activity is difficult, and finding a venue that is accessible for young people with disabilities is impossible.

The statements can be adapted according to the group profile or context. Generally, six to seven statements should suffice; it is advised to finish with "Love can solve all problems" to release tension.

Adapted from: COMPASS-Manual on Human Rights Education, <https://www.coe.int/en/web/compass>

1.6. Activity: Applause to identities

Objective:

To recognise that a person is more than their label or perceived role (e.g., that young people are more than young people with disabilities).

Everybody is given two blank sheets of paper. Participants are asked to note down two of their identities (**one identity per sheet**). This can be any identity (psychologist, Japanese, mother, person who likes the sea, etc.). Ask participants to hand their completed sheets to the facilitator once they are finished.

The facilitator reads out each identity one by one and asks participants to stand up[5] if they recognise themselves in the description. They should stand up depending on how they feel about the identity, not depending on "reality": for example, if a participant is English in reality but does not feel it is an important part of their identity, they should not stand up. On the other hand, if a participant is a woman she can also stand up when the facilitator reads out "man" if she feels like doing so.

Those who remain seated are asked to applaud loudly to those who stand up. The facilitator may open the floor for comments if necessary.

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[5] To be adapted for persons with mobility impairments (hold up a card, move forward etc.)

1.7. Activity: Power flowers

Fill out as an exercise in reflecting about advantages and disadvantages, discrimination, and privileges. The goal of the exercise is to determine the categories of identity that enjoy social privilege and where we as individuals fit in.

Download and print out a power flower image or draw your own power flower on a piece of paper. In the innermost petals, list various categories of identity (e.g., race, gender, sexuality, disability). Use the middle petals to note down the dimensions of your personal identity (e.g., white, cisgender male, gay, deaf). Finally, on the outermost petals note down the social identities that enjoy privilege in society.

Download a power flower here: http://lgbtq2stoolkit.learningcommunity.ca/wp/wp-content/uploads/2014/12/Power-Flower.pdf

Here are some aspects to consider as you review your completed power flower:

1. How do your personal social identities relate to those that enjoy social power?
2. Do you share any of these identities?
3. What does this exercise tell us about oppression and power structures?
4. *Who holds power and who does not?*

This is an **example** of how a filled in flower petals would look like:
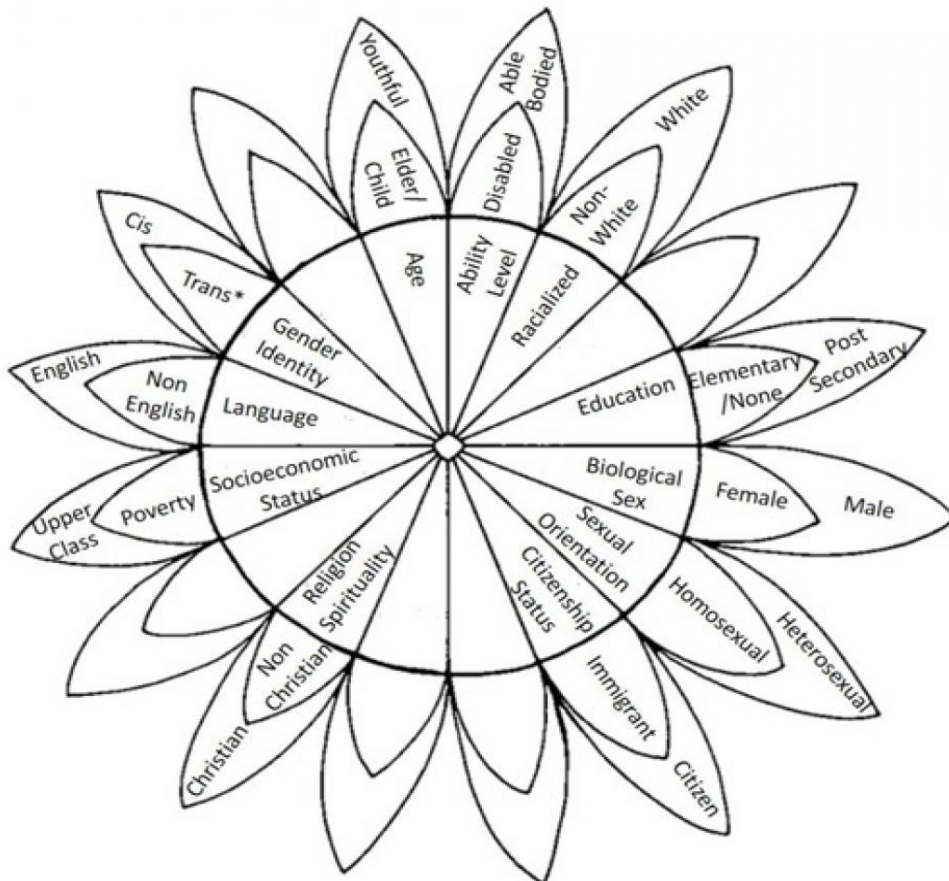
Sources:
<http://lgbtq2stoolkit.learningcommunity.ca/wp/wp-content/uploads/2014/12/flower-power-exercise.pdf>
<https://www.homelessnesslearninghub.ca/learning-materials/2slgbtqia-toolkit/anti-oppression-and-power-flower-exercise#:~:text=The%20goal%20of%20the%20power,Revelations%20from%20the%20%E2%80%9CPower%20Flower>

2.0. Introduction video (Transcript):

Hi everyone, welcome to module 2 "Steps towards an inclusive culture" :) Here we will learn how to transform every situation into an inclusive event, while working with young people with and without disability.

Inclusion means much more than just getting to know manuals, recommendations, and policies, but listening to experiences of persons with disabilities as well. Their precious knowledge and different approach to life, ability to take what they have and make amazing things out of it, can help you develop a more open approach toward everything, including working with young people from different backgrounds.

You will learn more about organizing and facilitating an international youth meeting, how to create unique solutions by trying and failing, reflecting and learning, while having in mind that everybody is an expert for her/ his own needs. You will also realise that the best way of working with young people is not by teaching them, but give them different learning opportunities, so they can choose and find out what they want and need.

Inclusion means accepting and loving all forms of diversity and learning how to see inaccessibility of the world as a chance for creation. Only with a proactive, brave approach, while cultivating the ability to listen, learn and face new challenges, we can make our society inclusive.

Here we will find out why it is precious to take others' experiences as a chance to learn, how we can create an inclusive approach in a group of diverse people, and what are ways to develop gentle, accepting and supporting attitudes towards everyone, everywhere.

Enjoy! :)

2.1. Activity: QUIZ "True or False"

What do you know about the situation of people with disabilities?

Play the quiz with your group or complete it online for yourself: **https://t1p.de/quizE**

1.   If you're in a wheelchair, it means you can't walk.
FALSE

• Some people can walk, but their strength may be limited so they use a wheelchair to help them to travel longer distances. They are called "ambulatory wheelchair users".
• From multiple sclerosis to chronic obstructive pulmonary disease to chronic fatigue, there is a range of conditions where someone may need to use a wheelchair.
• Some people who use wheelchairs may also prefer to move to more comfortable chairs such as those at their desk or in a restaurant.

2.   90% of the "legally blind" people have residual vision.
TRUE

Disability is a spectrum. In North America and most of Europe, legal blindness is defined as visual acuity (vision) of 20/200 (6/60) or less in the better eye with best correction possible. This means that a legally blind individual would have to stand 20 feet (6.1 m) from an object to see it—with corrective lenses —with the same degree of clarity as a normally sighted person could from 200 feet (61 m).

3.   "Disabled" is a negative word. It's always better to say "person with a disability".
FALSE

There are 2 perspectives on self-definition:
1. Person with a disability – "My disability doesn't own me. I own it. My identity comes first."
2. A disabled person – "My disability DOES define me as a person. It is an inseparable part of my identity. That's why I don't use person-first language."

What to do?
Use both person first language (person with a disability) and identity first language (disabled person), always deferring to how the person herself wants to be addressed.

4.   Most people with cerebral palsy are less intelligent than the general population.
FALSE

• Cerebral palsy does not itself affect a person's intelligence.

• However, at times a person may have cerebral palsy and another disability such as a developmental disability that affects the way his or her brain functions.

5.   People with disabilities always need help.
FALSE

In fact, many people with disabilities are independent. If you want to provide assistance to a disabled person:

*   First, ask if help is needed.
*   Be sure you understand what is needed.
*   Don't take over; just help. Always think of the person first.
*   Speak directly to the person rather than through someone else, such as a sign language interpreter.
*   Don't be afraid of making a mistake.
*   Use common sense and a positive attitude.
*   Unsure of what to do or say? Ask!
*   Made a mistake? Apologize, correct, learn and move on.

6.   If you're assisting a person who uses a service dog, petting the dog is okay.
FALSE

For safety reasons, a dog needs to be alert and undistracted while working. Avoid treating the dog like you would a pet.

7.   "Special needs" as a term for disability is not advised to use.
TRUE

In an inclusive society, the needs of people with disabilities are understood as integral to the social and economic order and not identified as "special". UN CRPD has no mention of "special needs"; "special needs" accentuates ableism and hierarchies. This term may also have a negative connotation ("special" bus). You can say "accessibility needs" or "accessibility requirements".

8. **In recent research on inclusive mobility in the EU, 29% of participants (students with disabilities who studied abroad within Erasmus+ programmes) said that they do not disclose their disability to the universities.**
TRUE

The recent EPFIME project showed that 29% of students with disabilities did not disclose their disability to the higher education institutions. The most common reasons students with disabilities did not disclose their disability are: not being asked by their institution (39%), thinking that it is not important (34%) and not wanting to be labelled (25%) (EPFIME, 2020).

9. **This research also indicates that about 10% of participants with autism (an invisible disability) do not disclose their disability when preparing for their mobility experience abroad.**
FALSE

Approximately half of the students with autism (48%) do not disclose their disability when preparing their mobility abroad. Also, one out of three students with mental health issues, ADHD, dyslexia and dyscalculia did not disclose their disability before the actual exchange period (EPFIME, 2020).

10. **There are more people with hearing loss who use sign language than those who rely on speech.**
FALSE

• In the EU, the number of people with hearing loss is more than 55 million (Shield, 2006)
• An average estimate of Deaf sign language users in the EU is from 750,000 to 1 million. On average, Deaf sign language users "make up about 0,1% of the whole population in any given country" (European Deaf Union InSign Project data)

11. **The UN Convention on the Rights of Persons with Disabilites stipulates that in all matters relating to children, the best interests of a child's family should be primary consideration.**
FALSE

Article 7 of the UN CRPD stipulates that "in all actions concerning children with disabilities, the best interests of the child shall be a primary consideration" (UN CRPD).

12. People with hearing loss do not appreciate music, theater, movies.
FALSE

• Many movies and television shows are captioned (in developed countries).
• Some theaters offer special performances that are interpreted into sign language.
• The type and degree of hearing loss as well as how old a person was when he or she developed a hearing impairment also influences music appreciation.

13. "Ask, don't assume" is the key rule when interacting with people with disabilities.
TRUE

All disabilities are very different and experience of one disabled person (even with the same type of impairment) would be very different from the experience of another disabled person. Also, "nothing about us" is the principle of inclusive participation by people with disabilities.

Author: Karina Chupina
Sources:
- UN OHCHR, UN DESA, UNDP, WHO, ILO
- UN CRPD
- https://www.crippledscholar.com
- www.museumofdisability.org
- https://www.ucan2magazine.co.uk/content/common-misconceptions-disability
- https://www.visitbritain.org/business-advice/make-your-business-accessible
- Van Hees V., Montagnese D. (2020). Establishing a thought-out Policy Framework for Inclusive Mobility across Europe (EPFIME) "Making mobility programmes more inclusive for students with disabilities: Inclusive Mobility Research Report", Support Centre Inclusive Higher Education (SIHO).

2.2. Activity: Empathy and de-centring the self

Groups of **four or five** people are formed. Each person steps onto a paper sheet while their neighbour draws a circle around their feet. Afterwards, everyone moves one spot to the right and draws the answer to a number of questions regarding the neighbour whose feet they circled.

The questions are:

What would this person be if they were

- a fruit?

- a room in a house?

- a vehicle?

- a musical style?

The objective of this exercise is to examine **how people in the group see each other and to understand themselves through their eyes.**

After having completed the activity, you can have a look at **"The Four Qualities of Empathy"** <https://www.conversationagent.com/2015/06/the-four-qualities-of-empathy.html>

2.3. Factsheet:
Issues that can challenge the inclusivity of a group

Technical or accessibility challenges

- **Unexpected scenarios.** Participants inform you of their access needs based on what they have previously experienced. However, sometimes the activities may present them with scenarios that they hadn't expected, which could make them inaccessible. The solution to this is to be flexible and work together with the group to find a suitable solution.

- **Conflicting access needs.** Sometimes, an adjustment you may make to accommodate one person's needs may impact those of another. For example, a participant with vision loss may prefer audio information, but a participant with hearing loss may prefer visual information. Or the noise of a palantype machine intended to help a hard-of-hearing person may disturb a participant with autism. In this case, the noise source should be moved to another part of the room. You should find a compromise with participants on where they prefer to be seated or located.
  If you are unsure, it is justifiable to start small and work on easy changes in accessibility while you gradually build confidence and can move forward. It is important to work out how best to meet everybody's needs in the circumstances. Do not assume that a participant with a disability will have prior experience or knowledge of how to include somebody with an impairment different from their own, or that everybody with the same impairment will want the same adaptation in order to participate. Talk to each person about their preferences individually.

- **Environment.** You may not always have control over the physical environment in which your activity takes place. For example, the breakout spaces may be downstairs, and two group members cannot manage stairs. This could be a challenge for a mixed-ability group if not everyone can descend the stairs together.

- **Physical activities.** Such activities do not always have to be a barrier. Physical activity does not necessarily imply that all group members have to be physically active, or active in the same way, to contribute. For some persons with disabilities, being physically active is not appropriate or possible. How a person participates – or is supported to participate – should be determined by them and their needs. If an activity is predominantly physical, discuss with the participant how they want to be included. This may involve an

adaptation or using a personal assistant as a substitute.

Personal barriers

- **Self-identity.** Somebody may be used to being treated in a way that disempowers them, or maybe they start acting out of "learned helplessness". By doing so, they disempower themselves because they are used to not being supported so they can be fully involved. It is also possible for people to become disempowered at some point during a group activity. This can have many reasons, including how confident an individual is or how they interact with other group members.
One possible solution is to give them small assignments that help them, step by step, to feel more in control of what they can do, enjoy a sense of accomplishment, to increase their level of confidence (that said, do not underestimate the participant's ability by giving them a too-easy task to complete). Another potential solution is to invest more time and effort in group-building to make sure participants feel comfortable, supportive and trustful of each other, or to foresee more work in smaller groups (especially in the beginning) so that participants feel more comfortable. Then you can expand group size when possible.

- **Previous experience.** People entering an activity carry the baggage of prior experience. Their previous exposure – or lack thereof – to ideas and differences will affect how they respond in a mixed-ability or indeed any group.

- **Self-assessment.** People with disabilities may not always assess their productivity or accessibility needs realistically enough. This should be kept in mind by the youth workers, trainers and facilitators, however without lowering expectations. Maintain a careful balance between declared expectations and work output. Continuous adjustment and adaptation on the part of both facilitators and participants with a disability is necessary. Lack of self-esteem and society's lack of expectations towards those with impairments mean that young people with disabilities may believe themselves to be less capable, or they may try to over-achieve. As mentioned above, participants may be restricted by their self-image or the roles imposed on them by their family, environment or community.
A mixed-ability activity is a good opportunity to help them overcome a lack of assertiveness. It is also ideal for building integrity among participants with disabilities (this implies identifying and recognizing one's own strengths and limitations realistically

and fully accepting them).[1] You as a facilitator, youth worker or trainer have a key role in guiding the participants' realistic self-assessment. In addition, try to distinguish between a participant's fear of performing a task from a genuine inability to do it.

Support systems

- **Roles of support persons.** Some people with disabilities may need to bring along a personal assistant so they can be involved in an activity. It is important to understand the role of these personal assistants. For example, they are often expected to participate in the activity although their primary function is to enable a person with a disability to participate.[2] You need to be clear about the role of a personal assistant and define who helps when and with what. The team cannot act as personal assistant, but they can ask some of the participants to help (e.g., with an exercise).

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[1] Chupina, K. "Role of European trainings, Arts and participation in inclusion of youth with disabilities". Council of Europe - European Commission Youth Partnership magazine "Coyote" (Issue 8, 2004).
[2] Prepared on the basis of: Chupina K., Georgescu M. (eds.), Martin K., Todd Z., Saccone M., Ettema M. Yes to Disability in Non-Formal Education! Making Human Rights Education Inclusive for Youth with Disabilities. Unpublished manuscript, Council of Europe, 2017.

2.4. A self-checklist for being inclusive

This self-checklist will help youth workers to think more critically about their work with young people with disabilities and mixed-ability groups, the purpose of their work, and how it is delivered to the project audience.

- Have I consulted people from the DPOs about my work?
- Have I asked people with disabilities to help me develop the activity materials/resources and training/learning methods?
- Which stakeholders (young people with disabilities, experts, PAs, organisation staff, etc.) were consulted during the development of the project/activity programme?
- How can I evaluate the impact of my work/actions?
- How does my philosophy match my agenda?
- What content/method has been chosen for a given theme?
- Do I plan to clarify my objectives before the activity?
- What voice do I represent?
- Does the organisation have enough time, space, commitment, skills, and personal resources to ensure inclusion?
- Who am I including and excluding by my actions? Am I aware of this?
- Are my objectives reflected in the strategy of my organisation/in the activity in a training programme?
- Am I aware of the obstacles in myself? How can I work on them?
- Am I personally ready to learn about inclusion?
- Am I aware of any contradictions (conflicting values) involved in what I am facilitating or teaching? How do I deal with them?
- Am I aware of my limits? How can I work on them?
- What method do I use to teach about controversial issues?
- Is it understood that everyone can experience barriers to learning and participation?
- Do I avoid contrasting participants with and without disabilities?
- Am I prepared? Have I consulted previous work and literature?
- What values am I perpetuating with this project? Am I aware of my personal bias when teaching values?
- How can I make myself more aware of my ableism?

Developed on the basis of HUMAN RIGHTS. YES! Action and Advocacy on the Rights of Persons with Disabilities (2007). Lord, E.J. et al. Flowers, N., Ed. Human Rights Resource Center, University of Minnesota, und The Index for Inclusion (Booth, 2002).

2.5. Factsheet:

10 key principles when communicating with people with disabilities

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter who may be present.

2. When introduced to a person with a disability, it is appropriate to offer a hand to shake. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable gesture.)

3. When meeting a person with a visual impairment, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.

4. If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.

5. Treat adults as adults. Address people who have a disability by their first names only when if you are equally familiar with all others who are present. Never patronise wheelchair users by patting them on the head or shoulder.

6. Leaning or hanging onto a person's wheelchair is similar to leaning or hanging on a person and is generally considered annoying. A person's wheelchair should be thought of as part of their physical space.

7. Listen attentively when you are talking to a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting them or finishing their sentences. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.

8. When speaking with wheelchair user or someone who uses crutches, place yourself at eye level to that person to facilitate conversation.

9. To get the attention of a person who is hard of hearing or deaf, tap them on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly and expressively to establish if the person can read your lips. Not all people with a hearing impairment can lip-read. For those who do, be sensitive to their needs by placing yourself facing a light source and keeping hands, cigarettes, and food away from your mouth when speaking.

10. Relax. Don't be embarrassed if you happen to use common expressions such as "See you later" or "Did you hear about this?" that seem to relate to the person's disability.

Sources: U.S. Office of Disability Employment Policy; Karen Meyer, National Center for Access Unlimited.

3.0. Introduction video (Transcript)

Hi everyone, welcome to module 3 "Steps towards inclusive structures and practices". Here we will learn how to make an inclusive project from beginning to the end.

When working on a new project for youth we face a lot of challenges, like funding, sustainability, finding the right shape for our wonderful idea. Overwhelmed with many things we should think of, we often forget about making it accessible to everyone, including young people with disabilities, or we worry it would cost more.

The truth is that our project will be so much better if it becomes inclusive because we will gain valuable insights from participants who are different, and learn how to look at the world from point of view of inaccessibility, health issues, discrimination, and also how to be creative with abilities and experiences we have as well.

But, the decision to make our project inclusive can take us into unexpected situations, for example difficulties regarding accommodation, accessible toilets, personal assistants, adapted materials, and medical support. Although this can seem hard to achieve, there is no need to worry! All we need are this module's recommendations and an open mind.

3.1. Factsheet: Tips on action planning

Looking back at priorities and goals, what are your short-term **OBJECTIVES**?

Write down clear statements about the actions you need to carry out to achieve your goal, step by step.

Are your objectives **SMART**?

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**imed

 Note down the **logical actions** to be taken.

Create the plan:

- **Short-term objectives**
- **Actions** and **order** of tasks and resource allocation
- **Who** is responsible for tasks
- **When** and **where** are tasks carried out
- **Evaluation** arrangements

3.2. Factsheet: Examples of barriers to participation in activities

These challenges have been identified by young people with disabilities based on their experiences in non-formal education international youth work activities:

Lack of family and community support

Parents can be overprotective, which on many occasions has hindered the participation of young people with disabilities in non-formal learning activities (even when accessibility needs were taken into account). People with disabilities are often denied the chance to take risks, such as taking part in activities independently or travelling abroad. Sometimes families have low expectations of their disabled children. If the family is sceptical of their child's abilities, this complicates matters for youth workers when they need the family's permission for the underage child to take part. Youth workers also have to deal with the parents of young people without a disability. Some want to keep their children away from their disabled peers as they are concerned about the possible negative impact on their children.

Information on the benefits of youth work

Youth organisations sometimes fail to inform families and communities of the benefits of youth work, an information gap that often prevents young people with disabilities from participating in youth activities in the first place. Young people with disabilities may need more support, encouragement and reassurance to apply. It is important to encourage them do participate by explaining that they can indeed join and contribute, that what they will learn depends heavily on their own initiative, will and participation – and that what they learn is valuable and needed.

Lack of social skills or low self-esteem among young people with disabilities

Young people's own attitudes and self-esteem issues can hinder their participation. Often, a lack of assertiveness and the fear of failure among young people with disabilities are seen as the result of the prejudice, bias, exclusion and discrimination they have experienced. Young people with disabilities tend to perceive themselves as "unable" to participate in international youth projects. Many are reluctant to rely on support from their peers in an activity. Young people with disabilities often assume that they need to be very skilled, highly educated or even an expert in order to participate. They may also be unaware what they need in order to take part in an activity, or they may lack travel experience, for instance, if they have never done anything similar before.

Lack of human and financial resources

Involving young people with disabilities is generally perceived as costlier given the extra provisions, so a lack of resources can be a burden on organisers and hinder the participation of young people with disabilities in mixed-ability projects. That said, financial support or venue accessibility alone are no guarantee of inclusion. Attitudes can prove toughest to overcome. For instance, an invited expert may refuse to use assistive technologies although they are vital for a disabled participant (such as an FM or radio system for a hard-of-hearing person). No level of technical adaptation (sign language interpretation, accessibility for wheelchair users and blind persons) can compensate for an educator's unwillingness to accommodate disability.

It is also important to keep in mind that resource constraints such as money or capacity can be _perceived_ rather than genuine. For instance, awareness-raising among staff on disability issues does not have to be (very) expensive.

Language and communication barriers

Poor command of an activity's working language can prevent young people with and without disabilities from participating in European activities or may even prevent them from applying in the first place. For hard-of-hearing or deaf people or those with an intellectual disability, learning a foreign language can be a challenge. For deaf people, sign language may be their first language, spoken language their second. The need to seek and hire sign language interpreters for an event (International Sign interpreters in case of an international event) is an extra barrier.

Communicating and understanding access requirements

Some young people with disabilities are afraid to be honest about their access needs in an application form as they feel it may reduce their chances of being accepted. Participants may also be shy about reminding organisers about their needs again and again (this is particularly true for invisible disabilities, such as deafness). People with intellectual disabilities also face communication challenges, especially when it comes to obtaining information. Also, sometimes organisers have different interpretations of "accessibility" – for example, some may only see physical barriers as an accessibility problem, although accessibility is about much more than that.

Source (adapted): Chupina K., Mucha P., Ettema M. (2012). Report of the Council of Europe Youth Sector Consultative Meeting on Inclusion of Youth with Disabilities in the Youth Programmes of the Council of Europe. Council of Europe Publications. <https://rm.coe.int/168070236c>

3.3. Factsheet: Accessible venues

Your programme needs to be accessible, but so does the venue you plan to use! Since there are relatively few venues that are fully accessible for persons with a disability, they are much in demand so you will need to **book well in advance**. If certain criteria are not met, some prospective participants with a disability will simply not be able to join your project because they won't get be able to get on or off a train, or they will have no accessible bathrooms, etc.

It is **part of your preparation** (with your partner organisation abroad) to make sure the venue is adapted to the needs of the people in your group. Before you book, always try to speak with someone who knows the venue well (not with an intermediate booking agency) and ask **specific questions about accessibility**. A disability sign on the website or in the brochure can mean different things in different countries (from having an accessible toilet only to being fully adapted for persons with a disability – mostly this means wheelchair users). So thoroughly check whether the venue is genuinely adapted to your needs (and number of participants).

It is also a good idea to check if the venue has **adapted alarms and procedures for emergencies**, i.e., fire. Are there adapted alarms for the deaf? What evacuation procedures are in place? You may wish to prepare a list of tasks for each team member to take care of in case something happens. Better safe than sorry!

Most hostels or hotels are a business like any other, so they try to sell rooms and may tend to give you the answers you are looking for and make their establishment look just a little bit better than it really is. Therefore, you should consider **asking open questions** instead of questions that only require a yes-no answer and could too easily be answered with an evasive "yeah yeah". For instance, ask "Could you describe the entrance and the route from the bedrooms to the breakfast room?" instead of "Are there any stairs?" It can be helpful to

send a **list of questions in writing**. That way you are less likely to forget to ask the right questions and you will have the answers in writing.

You could consider visiting the venue for an **accessibility audit** with one of your young participants (or colleagues) who uses a wheelchair (preferably the largest and heaviest wheelchair). An advance planning or feasibility visit could also be helpful. What is certain, even after extensive double-checking, things abroad will still be different from back home. So never forget to exercise your **improvisation skills** and maintain a positive attitude.

Source (adapted): SALTO Youth Inclusion Resource Center (2008): "No Barriers, No Borders" - Booklet on organising mixed ability projects. <https://www.salto-youth. net/rc/inclusion/inclusionpublications/no-barriers/>

3.4. Checklist for understanding participants' needs in advance of the project

Practical and technical needs

This category is related to the infrastructure and assistive equipment required by persons with a disability.

- **Accessibility** of the venue (bedrooms, bathrooms, toilets, workspaces, dining rooms, car parks, …) – Vertical and horizontal mobility.
- **Working methods** – Audio loops, Braille reader, flipcharts at an accessible height, …
- **Transport** – Accessibility of (public) transport, variety of indications of where you are, where to get off, ramps, Braille, auditory and visual announcements, alternatives, …
- **Outings** to the area – Accessibility, obstacles, (adapted) maps or indicators, moving in couples/groups, accessible public toilets, …
- **Free time and relaxation** – Space to switch off when tired, to rest or relax, …
- **Daily life** – Appropriate assistive equipment for eating, washing, sleeping, …
- Are there companies that **hire/sell/repair assistive equipment** (wheelchairs, hoists, walking aids, hearing aids, special glasses, etc.) when you need it?

Individual and personal needs

This category is related to **individual persons** with a disability and their abilities.

- The persons' **performance** - Can participants stay (sleep, eat, wash) alone or do they need assistance?
- **Needs** of the participants such as care, medicine, material, food.
- **Variation in methods** to keep up concentration – intellectual, practical, creative, verbal.
- **Pace of the programme –** Moments of rest, possibility to take time out, …
- The best way to answer to these questions is to ask the participants, their parents, personal assistant or doctor.

Emotional and social needs

This category is related to individual participants' **emotional needs** as well as those of the whole group.

- Work on people's **self-esteem** and **sense of achievement** – Sometimes young people with a disability don't think they could ever go on an international project.

- Make everybody in the group feel **comfortable** – Begin with a small number of activities to get everyone involved, then gradually proceed to more and more challenging activities to build trust and friendship in the group.

- Deal with **frustrations** or **dissatisfaction** – Provide opportunities for feedback and evaluation (one-on-one, in smaller groups, in national groups, before-during-after, …).

- Take time for **fun** and **feel-good moments** – This can either take place during participants' free time or as a part of the programme.

- Allow for enough **free time** – not only in the group but also alone (so participants can recover from intense group life).

- Foresee a **lifeline to the home front** – Create the possibility to speak to/ e-mail parents, friends, people back home.

Health and medical needs

This category refers to all participants' health and medical needs, in particular those of participants with a disability.

- What **medication** do the young people need? Collect information about their usage, take some extra in case they lose theirs, and research the name of the active substance (because brands are different in different countries).

- What type of **personal care items** do participants need (e.g., adapted toiletries, nappies, etc.)?

- Keep the numbers and addresses of **local doctors/nearest hospital/emergency room** handy.

- Make a list of **contact numbers** of people who are familiar with the needs of participants with disabilities and how to deal with them (parents, guardians, doctors at home).

- Do youth workers have a **first aid qualification** or should you have a nurse on hand?

Safety and legal needs

These refer to the needs of the young people and their parents vis-à-vis the youth organisation that is taking the young people abroad.

- Get appropriate **insurance** – health insurance for the destination country, travel insurance for luggage and expensive assistive equipment, repatriation in case of emergency.

- Clarify your **role and liability** as a youth worker towards the young people you work with. Get parental consent, inform them about the nature of the activities, provide an opt-out clause for certain parts of the programme, etc.

- Does your programme include activities for which you need a **qualified/authorised leader** such as a mountaineer or life-guard?

- Check the **rules and regulations** for youth work both in your country and abroad (minimum requirements, special provisions when working with mixed-ability groups, etc.).

3.5. Factsheet: How to prepare more accessible application forms

Practical suggestions for application forms:

- Use a Word file and keep it unlocked.

- Use simple bullet points such as solid black circles (●), squares (circles (○). Avoid mixing numbering styles (e.g., 1.a) i.). Use 1.1, 1.2, etc.

- Avoid using upper-case lettering for more than one word. Upper-case letters may look too similar in size and shape.

- Use a strong contrast. Black text on white is the best combination. Avoid text inside images and reverse colours (white on black).

- Use at least font size 12. Avoid *italics* and <u>underlined text</u>. Columns are not advisable. If possible, do not produce documents of more than two pages.

- It is suggested to use 1.5 line spacing. 1 line should be inserted between paragraphs and text should be left-aligned. Justification, i.e., right-and-left-aligned text, creates irregular spacing that can be harder to read.

- Short sentences and simple words are always helpful. One sentence = one idea. Avoid splitting sentences or words across pages.

- Avoid borrowed or complex words and jargon.

- Use the active voice rather than passive. Use simple punctuation, such as full stops or commas, and avoid any other punctuation marks.

- In the case of images, add alt text so that blind or visually impaired people can ask their screen readers to describe the image (to add alt text: Right-click on image in document; select format picture. In the dialogue box that appears, select the Web tab and type a description of the image into the box).

- Place links between brackets so it is clear that they are not part of the text.

- Use numbers, not letters: 23 instead of twenty-three. Place page numbers in the footer.

- Avoid tables. They can be difficult to navigate for screen readers.

- Keep in mind that you can also produce text in alternative formats such as Braille (generally expensive), large print (easy to produce: it can be sufficient to use font size 16 or 18), or audio recordings (can be time-consuming).

- If needed, be ready to include abstracts in the documents you produce.

- Place any questions linked to selection criteria in the first section of your document, leaving the "administrative" questions for the end.

- Don't be afraid to ask detailed questions about the required accommodation and the conditions of participation (such as: Do you consider yourself to have a disability that should be mentioned in the application form? Will you be accompanied by a personal assistant? Do you require an adapted room? Do you need adapted transport? Do you use a mobility aid such as a wheelchair, walker or cane? Do you need a palantypist or sign language interpretation? Do you use assistive technologies? Do you need alternative materials in a certain format? Do you have special dietary needs? Do you have any other relevant needs that are not covered in the application form?). Ask the applicant to specify these needs in detail.

Source: Chupina K., Georgescu M.(eds.), Martin K., Todd Z., Saccone M.and Ettema M.(2017): Yes to Disability in Non-Formal Education! Making Human Rights Education Inclusive for Youth with Disabilities.Unpublished manuscript.Council of Europe.

3.6. Example forms for collecting information from participants

> **"What people should know about me" form**
> – Example from the ENIL Youth Network.
> "About me" forms are **accessible to everyone**, including the organising team.

"What people should know about me" form

Name: _____

Three interesting facts about you:
1. _____
2. _____
3. _____

What would you like other participants to know about your needs so you can be included?

Your picture:

Access requirement forms **are private.** The information contained in them is shared on a need-to-know basis.

Your access requirement form

Please indicate the correct answer. Please answer all questions.

Name: _____

This section is about information and how we share it with you.

Do you use Braille?   Yes ☐   No ☐

Do you use Large Print?   Yes ☐   No ☐
If yes, please indicate the font and size: _____

What format of electronic documents do you require?
_____

Do you require information in any other format?
_____

Do you require a palantypist?   Yes ☐   No ☐

Do you need a sign language interpreter?   Yes ☐   No ☐
If yes, please indicate which language: _____

This section is about planning the activity.

If you have a visual impairment, would you like a guided tour of the venue upon arrival?

Yes ☐   No ☐

Do you require a hearing loop at the venue?   Yes ☐   No ☐

Do you need a quiet breakout room?   Yes ☐   No ☐

Do you need a prayer room during daytime activities?   Yes ☐   No ☐

Do you need a parking space?   Yes ☐   No ☐
If so, do you need a parking space at the:

☐ Hotel   ☐ Activity venue

Do you have any medical conditions that may require urgent attention during the activity such as epilepsy, diabetes or allergies?
_____

Do you have any specific dietary requirements?
_____

This section is about access to the accommodation.

Do you require step-free access?   Yes ☐   No ☐

Do you require a room with an accessible bathroom?   Yes ☐   No ☐
If yes, does your bathroom need a:

☐ Bath   ☐ Roll-in shower

☐ Other: _____

Do you need to use a hoist in the bedroom?   Yes ☐   No ☐

Do you need to use a hoist in the bathroom?   Yes ☐   No ☐

Are you able to share a room with your Personal Assistant? Yes ☐   No ☐
If yes, can your room have:

☐ Twin beds (2 separate single beds)   ☐ Double bed (1 large bed to share)

Is there anything else we can do to help you feel included (for example, regular breaks, somebody to talk you through meetings in advance, etc.)?

_____

Is there anything else we should know?

_____

4.0. Introduction video (Transcript)

Hi everyone, welcome to module 4 "Communicating in a variety of ways". When we think of communication the first thing that comes to our minds is "regular" conversation which means people talking. But in fact, communication is so much more - and it doesn't have to be related only to talking but to many other signals we are sending to each other using our bodies or technology.

While working with mixed ability groups we will learn that sharing thoughts and emotions can be done using different ways to communicate, such as symbols, photos and videos, painting, theatre, pantomime or language animation activities. Or even using technologies such as screen readers, or professional support such as sign language and foreign language interpreters and so on. But, sometimes, it can look too complicated and we might need some support to understand and apply the right approach to communication in an inclusive way.

This module helps us understand the importance of multisensory communication and why it should be commonplace, while giving us practical advice on how to make every situation inclusive and give everyone the opportunity to express themselves in the most comfortable way.

Enjoy! :)

4.1. Language Animation Activities

1. Wie geht's?/How are you?/Jak się masz?

Before the exercise, it is useful to prepare a poster in selected languages with the following questions and answers, and then present it to the group:
'Hi! How are you?' 'Good.'/'So so.'/'Bad.'

Ideally, the languages spoken by the group members should be used. Participants can help in the preparation of the game by saying the required words in their languages or writing them down on the posters. In the classic variant of this method, participants (except one person) sit in a circle. If the group includes wheelchair users, it is recommended to mark spots for each participant on the floor (e.g. with masking tape) and play the game standing so that the chairs won't come in the way. Note: the number of chairs/spots in the circle must be one fewer than the number of players.

Description of the game:
One of the participants is standing in the middle. He or she wants to take one of the seats/spots in the circle. To achieve this, they ask someone sitting/standing in the circle 'How are you?'. The person answers choosing from three possible answers, which determines what happens next. If they answer 'Good', nothing happens. The person in the middle needs to ask some else. If the answer is 'So so', the people sitting next to the responding person (to his or her right and left) must switch their seats/spots. When the answer is 'Bad', all participants must switch seats/spots. When the answer is 'So so' or 'Bad', the person in the middle of the circle tries to take one of the freed seats/spots. The person who is left without a seat/spot, remains in the middle and continues asking the question.

Method guidelines:
- Before the game starts, the words used in the game should be practised and revised by the group until everyone feels confident about using them.

- The game can be first played using only one language and then more languages can be added that are relevant to the group. To better remember foreign language phrases, each player should ask questions and respond in languages other than their native tongue. This variant of the game can be used in groups whose level of language competence is sufficient.

- Each response should always include gestures (e.g. thumbs up, sideways or down) or sign language. This ensures that everyone knows the answer, even if the room has poor acoustics. The game can also be played by the deaf/hard of hearing and people with verbal communication difficulties.
  Pictures, such as images depicting facial expressions (corners of the mouth curved upwards, downwards or straight), can be helpful.
  Instead of asking the question 'How are you?', players can make eye contact or nod towards the person they want to address.

2. Memogra[1]

The objective of Memogra is to find two identical or matching cards. At the start of the game, all cards are spread on the table, face down. Players take turns turning over two cards at a time. If one of them finds two matching cards, they are allowed to turn over two more cards. Each player retains the pairs they have found, scoring a point for each pair. If the two cards do not match, they are placed face down again, and the next player takes a turn. The game continues until all cards are paired up. It is best played in small, mixed language groups of 4 to 8 players.

Participants can use ready-made cards or make their own cards in small teams. The motifs on the cards can be adapted to the subject of the meeting or to specific points of the programme, e.g. cooking- or sports-related cards. When making cards, each group comes up with the concepts and associations that they want to introduce into the game.

Each team is given a set of square cards (made of cardboard or thick paper) and other materials needed to prepare the game. The cards can be paired in various ways. The difficulty level should be adapted to the group's level:

- Card 1: an image + Card 2: the name of the object shown on Card 1 (in different languages)

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[1] Memogra is a Polish-German card game based on the principles of Memory. It uses cards with pictures and words in Polish and German. The game can be ordered from the German-Polish Youth Office website: <www.pnwm.org/publikacje/jezyk/pc/Publication/pa/show/publication/memogra> (last accessed on 19.02.2017).

- Card 1: an image and the word that describes it in different languages + Card 2: the word associated with the image (in different languages)
- Card 1: an image + Card 2: an image (in this variant of the game it is helpful to have language mediators who will prompt the names of motifs depicted in the images in different languages)

- Other combinations are possible, e.g. opposites (the sea and the mountains), concepts that complement each other (plate and food), etc.

Before the game starts, group members should have a good look at all pairs of cards. Then they turn the cards face down, mix them up and start playing. Groups can also exchange their sets of cards and play with the cards made by another team.

Method guidelines:

- The cards should be big enough to be comfortable to grasp. The images and descriptions should be clear. To prepare the cards, it is recommended to use thick cardboard at least 8 cm x 8 cm.

- If the group has already used images or if its members use pictograms and symbols for communication, it is useful to use these images and symbols in making Memogra cards.

- If participants speak several different languages, the number of languages in a group should not exceed three. Otherwise the descriptions on the playing cards would be in too many languages, which could be distracting for players.

- All cards should have the same reverse sides. To make the game simpler, you can use one colour for the reverse sides of number 1 cards and another for number 2 cards.

- If the task is too difficult for the group, the cards can be made by leaders.

Source: Kreisau-Initiative e.V. (Ed.) (2017). Perspective Inclusion. Language and communication in international inclusive education - Methods, guidelines, impulses. Berlin, 71-73. <https://www.kreisau.de/fileadmin/Perspektive_Inklusion/170713_KI_PUB_ENG.pdf>

4.2. Factsheet:

Support services and technologies for accessible communication and information

1. Plain and easy-to-read language

- Follow this link to learn about some short rules for easy-to-read language. They will help you to prepare information in accessible formats for your participants: <https://www.inclusion-europe.eu/wp-content/uploads/2020/06/Easy-to-read-checklist-Inclusion-Europe.pdf>
- Read more about how to prepare messages in ETR: <https://www.inclusion-europe.eu/easy-to-read/>
- This website contains a useful glossary of terms in ETR in English, French, German and Spanish: <https://www.inclusion-europe.eu/easy-to-read-term/>
- Finally, here are detailed guidelines on ETR and an explanation of how and why it should be applied in different spheres of life: <https://www.ifla.org/files/assets/hq/publications/professional-report/120.pdf>

2. Interpretation
(foreign language, national sign language/international sign and captioning/palantyping[2])

Sign Language Interpretation
Booking interpretation should be done when the meeting date is booked as there is a shortage of sign language interpreters, and sometimes it is difficult to ensure this service. You should book 2 interpreters for any meeting over 1 hour.

- You can read more about sign language and sign language interpreters on the website of the European Union of the Deaf: <https://www.eud.eu/about-us/eud-position-paper/sign-language-interpreter-guidelines/>
- These networks can be a source of sign language interpreters:
  - National Association of the Deaf <https://www.eud.eu/eud-members/>

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[2] Source: European Disability Forum Guide for accessible meetings for all, 2019, Brussels. http://www.edf-feph.org/sites/default/files/edf_guide_for_accessible_meetings_1.pdf

- National Association of Sign Language Interpreters <http://efsli.org/membership/full-membership/>

Captioning/ Palantypist[3]
Captioning is provided either on-site, or remotely. Both need to be planned well. On site captioning providers sometimes also provide remote captioning. Booking should be done when the meeting date is confirmed as there is a shortage of captioners.

Note for remote captioning: It is extremely important to ensure that the remote captioning will work well at your event. It is obligatory to do an on-site test of the remote captioning service. Also keep in mind the time difference if you use remote captioning based in different time zones.

3. Making Word documents accessible for screen readers[4]

- When preparing a document in Word use the formatting "Styles" Title, Heading 1, Heading 2 etc. as applicable and use a Table of Contents. These features make it easier to navigate through a document with a screen reader (enables skim reading instead of having to listen to the whole text being read out). Use headings in the correct sequence, i.e. Heading 2 follows Heading 1; Heading 3 follows Heading 2.

- Use sans serif fonts (like Arial and Verdana) as these are accessible. This also applies when sending emails.

- Avoid writing in capital letters, using italics and underlining. If you want to emphasize a word it is best to use bold. This also applies when sending emails.

- Always align text left. Never justify to the right.

- Do not use hyphens to split words, rather place the whole word on the next line.

- When providing a listing or schedule (using numbers or bullet points) have these one below each other for easier navigation with screen readers and on Braille print (this

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[3] Palantypist: a trained specialist who, while listening, types the text on the special keyboard (known as palantype). The text is immediately projected in the laptop or presentation screen. Words are recorded as syllables, with several keys pressed simultaneously. This allows for extreme typing speeds of more than 200 words per minute. The text also provides additional information such as {laughter}, {applause} to ensure participants are fully included in the process and feel the atmosphere.
[4] Source: Resource Book on Disability Inclusion, Light for the World, 2017

enables skim reading instead of having to listen/read through the whole text). Use the bulleting and numbering formats in Word to make sure they correctly follow each other.

- Make tables as simple as possible – specify column header information. Make sure they don't contain split cells, merged cells, nested tables, or blank rows. Split or merged cells can help the screen reader lose track of where they are. Blank rows can make someone think that the rest of the table is empty.

- Always write abbreviations in full the first time you mention them in the text. Braille software does not necessarily read out abbreviations and can link a different meaning to them.

- Always insert page numbers to a document on the top right corner of the page. Page numbers are a useful point of reference for documents printed in Braille as well as for screen readers.

- Avoid using the Enter key to create space between paragraphs. Instead Use the space before and space after properties in your styles toolbar. Similarly, don't use Enter to create space or go to a new page, but use page breaks.

- Leave a line of white space between logo and the main title as well as between each heading. Headings should start on a new page. Such spaces and lay-out are a useful point of reference when reading through a Braille document.

- Ensure that there are no images running over / under the text as this makes text more difficult to read.

- Ensure that all images and logos in documents contain Alt texts so that people using screen readers receive this info. For decorative images the assigned Alt text should be "" (this indicates the screen reader to skip this info).

- Include meaningful hyperlinks. Make sure that hyperlink text makes sense as standalone information and give clear information about what the destination is. E.g. don't use the words CLICK HERE, but use the full title of the destination.

4. Preparing and running accessible presentations[5]

All presentations should be in an accessible format and given to participants, sign language interpreters, palantypists or captioners in advance. The content of the presentations should be clear, concrete, and easy to understand.

For live captioning, an additional screen is required apart from the regular screen that displays the presentations. Make sure you check the space is big enough for two (or more) screens so that all participants can see both the presentations.

Accessibility of Power Point Presentations

- Never use a picture as background for the text.
- Make sure text and background have sufficient contrast.
- Try to put one sentence on one line.
- Use a maximum of two fonts.
- Use a large font.
- Avoid block capitals and italics.
- Do not use animations.
- Slides are a visual support of your talk. Make sure to refer to all items on the screen. This includes:
    - Describe pictures, without addressing individuals directly. e.g. avoid sentences like "and for you John I will describe the picture." Instead just describe it.
    - When pointing at something on the screen, name it. Don't say "this blue line shows the evolution of participation". Instead, describe the trend shown by the graph.
    - Don't say "the full report is available on this website". Make sure to mention the full web address.
- If videos are being used ensure that they are subtitled and give an audio description if no words are spoken in the video.

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[5] Source: European Disability Forum (2019) Guide for accessible meetings for all, Brussels.

Accessibility Cards

Audiences may show color-coded cards to the speaker to indicate that they understand what is being said. The cards should be in different shapes for blind participants.

- Green cards = participants agree with what the speaker is saying.
- Yellow cards = speaker should slow down.
- Red card = participants do not understand what the speaker is saying, and speaker should explain it again with simpler words.

Speaker

- Inform speakers about the accessibility needs of the participants.
- It is important that speaking times and schedules are adhered to.
- Have speakers talk directly into the microphone and speak as slowly and clearly as possible to facilitate the work of the interpreters
- Check if the speaking arrangement is accessible. Speakers may need a ramp to get onto the stage, or the removal of a chair for a panel discussion.

Discussion

- Let audience members introduce themselves briefly before asking a question.
- If a microphone is passed around, check whether they need help holding the microphone.
- When a deaf sign language user takes the floor, remember to give the microphone to the interpreter and not the person who signs.

5. Accessible virtual meetings

One-minute video: <https://www.youtube.com/watch?v=dLCz7RLhM-E&feature=youtu.be>

Human captioning is still much more reliable than automated captioning, so it is advised not to use automated captioning for face-to-face or virtual meetings but to hire professional palantypists instead, especially for a multi-day meeting. For a very brief online meeting, if you can't afford a palantypist, you can invite a volunteer who can type very fast and is able to summarise the key statements, questions and inputs of the online discussion in, e.g., a

chat window. This will not provide the same quality as verbatim captioning by professional captioners but can be handy when there are no resources available as it provides at least an overview of the key issues discussed.

6. Digital accessibility for websites and social media

Social media and websites also need to be accessible and welcoming to people with disabilities. Here is a concise presentation of how to make your digital materials and a website accessible (and how to check for accessibility), along with some more interesting information on e-accessibility:

CBM Digital Accessibility Toolkit:
<https://www.cbm.org/fileadmin/user_upload/Publications/CBM-Digital-Accessibility-Toolkit.pdf>
Bridging the Gap, Inclusive and accessible communication guidelines (2018):
<https://bridgingthegap-project.eu/wp-content/uploads/BtG_Inclusive-and-accessible-Communication-Guidelines.pdf>

7. Making videos and podcasts accessible

Any video content (spot, interview, film, with or without audio, etc.) should include transcriptions, subtitles/captioning and/or audio description so it is accessible to an audience with disabilities.

Transcripts:
While podcasts, audio recordings or online messaging are increasingly popular in youth work these days, their creators too often forget that there is a large population of deaf or hard-of-hearing individuals or people with intellectual disabilities who are unable to follow audio without an accompanying written text. Text transcripts of podcasts, videos and video captioning are also beneficial for non-native speakers of English or any other language being used in the project. To sum up, who benefits from transcripts and/or captioning?

- Deaf or hard-of-hearing people (466 million worldwide)
- People who do not speak the language of a podcast
- People with Auditory Neuropathy Spectrum Disorder

- People with ADD who struggle to focus on audio stimuli
- People with intellectual disabilities
- People with restricted situational access to audio (noisy backgrounds at home/public services/in travel situations, airports, transport, etc.).

Transcripts are the text version of the video content plus the audio description where available. Anyone can access the content of an audio or video file by reading the text transcript instead. Furthermore, transcripts mean the content of your video becomes searchable provided it is online.

This accessibility option should be considered specially to reach deafblind persons since it allows them to understand the content through the use of Braille and other devices. Likewise, it is suitable for blind or partially sighted persons since although the video may have voice-over, they may be using a non-accessible media player and the video description can be read by screen readers[6]

Captioning:

Captioning (not to be confused with simple subtitling as in foreign-language movies that are subtitled for native language speakers) usually includes references to the sounds in a video such as [applause], [slow music in the background], [laughter], [beeps] etc., which are timed to appear together with the action on screen. It presents a more accurate reproduction of the video.

Here are some tips on how to quickly and painlessly convert your audio to text or to caption videos for the benefit of everyone. It's easy!

See videos and links:

How to add captions to YouTube videos:
1. <https://support.google.com/youtube/answer/2734796?hl=en>
2. How to add and edit automated captioning in YouTube: <https://www.youtube.com/watch?v=LcHIZ9aI9TA>
3. How to add pre-written text or integrate captions manually: <https://www.businessinsider.com/how-to-add-subtitles-on-youtube>

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[6] Bridging the Gap, Inclusive and accessible communication guidelines (2018)

How to transform audio to text through YouTube:

1. The easiest way to get audio transcripts is to upload them to YouTube and retrieve the transcript: <https://www.youtube.com/watch?v=vxb0X1fdbaI>

2. and then edit it: <https://www.youtube.com/watch?v=jnVSyBY5yYc>

3. How to auto-generate subtitles from any video with Google Docs: <https://www.youtube.com/watch?v=erx9czQsY2Q>

Other ways to convert audio to text:

1. How to convert audio to text on a Mac in real time: <https://www.youtube.com/watch?v=VkxAocCMeEY>

2. For Windows users, see <https://support.microsoft.com/en-us/office/transcribe-your-recordings-7fc2efec-245e-45f0-b053-2a97531ecf57> and <https://www.howtogeek.com/687218/how-to-transcribe-audio-in-microsoft-word/> (for Microsoft 365 Premium)

More useful tips, apps and services:

1. Use the Google *LiveTranscribe* app on Android smartphones <https://play.google.com/store/apps/details?id=com.google.audio.hearing.visualization.accessibility.scribe&hl=en_US> (best tool so far, according to reviews by people with hearing loss) or *Microsoft Translator* on iOS <https://www.microsoft.com/en-us/translator/personal/>

2. Article "The Best Free Transcription Software": <https://www.ai-media.tv/the-best-free-transcription-software/>

3. Article "How to Convert MP3 to Text with 12 Best Ways?": <https://videoconverter.wondershare.com/convert-mp3/mp3-to-text-converter.html>

5.0. Introduction video (Transcript):

Hi everyone, welcome to module 5 "Adapting methods and habits - creating an inclusive learning space" :)

Many youth workers, experts on different subjects and volunteers certainly have different methods that are working well for them. They know how to help every person in a group express themselves, finding perfect materials and approach to everyone.

But, when it comes to training a diverse group, things can get a bit confusing, which is completely OK - everyone needs some time to find their way in the new experiences. You may be unsure how to implement your favourite methods, games, tasks, quizzes concerning disabilities (for example - how to change energiser if in a group we have a participant who can't move their limbs?).

That's why this module is here: it will help us to adapt every task for everyone in the group focusing on their abilities first. We will find new ideas about creating safe spaces and managing group dynamics, and what to do if there is some kind of misunderstanding or conflict.

We will learn to look at things from a new perspective and redesign all that we thought is unchangeable, while being able to create safe, creative and encouraging space for everyone. Enjoy! :)

5.1. Factsheet: Dialogic spaces

Introduction to the six pillars of active and protective dialogue

Dialogic spaces, as inspired by Maurianne Adams[1], can be built on six different pillars. Exploring each of these helps to verify how communication can be less violent. The pillars allow an insight into how a discussion or conflict can be turned into a constructive dialogue that highlights common interests and synergies – as opposed to dividing groups into different parts and pitting them against each other.

1. Self-reference: Taking responsibility

You are allowed to say whatever you want, but be aware of the reactions to what you say. You are responsible for clarifying should someone be offended – otherwise all you do is confirm the violation. Also, speaking on your own behalf and in a way that your interlocutor could agree with (meaning talking about facts instead of assumptions) makes it more likely for you to achieve common ground. Using terms like "everybody" or "the others" or talking behind someone's back will definitely not create common ground – plus you lose people's trust.

2. Respect for disaccord and wish for dialogue

Most of the time it's perfectly alright to not agree, and there is no need to be more right than someone else. Examine your own feelings here. Does it really matter if someone else is right as well? Most likely your positions are not even contradictory.

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[1] Maurianne Adams, Lee Anne Bell, Pat Griffin (Eds.) (2007): Teaching for Social Justice.

3. Confidentiality

It is easier to show concern and vulnerability in a safe space. This will also create mutual respect and a supportive environment. If you uncover someone's weak spot, they will not open up to you – and you will find it hard to get them on your side.

4. Don't be a know-it-all – Be willing to learn

It's nice to be right, but awkward to be the smartest person in the room. So it's better to assume that everyone is still improving their knowledge, skills and attitudes – and you will benefit if they choose to share with you what they have already gained. A good team consists of people with different capabilities and skills. So how can you show you want to learn from someone rather than showing superiority or even making them feel stupid?

5. Unveiling and treating fear and insecurity

Most aggression or hurtful behaviour is a sign of fear – fear of losing control, of being inferior, of not being self-efficient, for example. If you can empower your opponent to feel comfortable showing these fears (because they know you will treat them with respect and empathy), they won't have to protect themselves by going on the offensive. Show them that they are safe with you – and your safety will increase, too.

6. Solidarity and support

Creating safer and more supportive dialogic spaces is hard work, especially unlearning habits that fail to create them. Everybody has at least some experience of misbehaviour, so let's face it: everybody needs help. Offer to support someone in being less of a bully and more of a harmoniser – especially in situations where they don't act the way you all deserve and where it is difficult to contribute to a safe and supportive space. In fact, that is when support is needed most, whereas punishment would be counterproductive. Also, punishment is a barrier to development and promotes negative justifying behaviour.

5.2. Factsheet: Basic rules for good and supportive dialogues

This list of rules can be applied in most situations, either as basis for a formal contract with an entire group or as individual guidelines for group leaders wishing to create a more comfortable, trustful space in conflict situations. Remember that knowing and acting are two different things – so give yourself time to try out these recommendations before including them in your daily toolkit. This will help you to have them ready when you need them without having to look them up first.

The best approach when working with groups is to find out what the individual group members need and follow their requests. Here, the six pillars from Input 5.1 plus this list can provide helpful input, for example when phrasing one's statements in an active, positive way that can guide and inspire helpful behaviour.

Basic rules

- I speak from my own experience and on behalf of myself. I take responsibility for what I say by using "I". (Instead of referring to other people's opinions or even making general statement like "Everybody thinks…".)

- I don't talk about myself; instead, I actively address others.
(What I say is for everyone's benefit or serves to advance a discussion. I do not take the stage for my own self-display.)

- I communicate the background of my assumptions and reactions.
(I mostly react to a trigger but not to the message the other person is trying to get across. I try to make clear that I am referring to the actual message and not my prior experience.)

- I show appreciation towards others and underline that everyone contributes different precious experience, knowledge and expertise to our learning process.
(I may be right, but I may also lack some important knowledge or experience that others have. I always make sure to acknowledge other people's contributions.)

- I cultivate a curiosity about other people's opinions and motivations and make a real effort to better understand their motivations.
(Asking "Have I understood you correctly?" too often is never a bad thing. But not

asking it enough certainly is. So practise giving feedback and asking for confirmation of your assumptions.)

- I treat what is said and done in this space confidentially.
  (Gossiping or sharing confidential information with others not only affects your credibility, it also destroys people's belief that you ensure that delicate information stays in the room.)

- I assume everyone's good intention to work together constructively and respectfully, even and especially in disputes and in situations where these good intentions are not immediately recognisable.
  (Help each other remember that nobody actually enjoys struggle and dispute, but that sometimes a need for help is expressed in a way that may seem aggressive. Calling for a time-out when things gets unpleasant and asking what people need usually de-escalates a situation.)

- I know we all are allowed to make mistakes and that we have come here to learn together. I do not judge people's behaviour and I make an extra effort to maintain the dialogue.
  (Treating somebody as if they were good-hearted and trying to make things better usually helps them to actually do so – especially if you ask them how they would resolve an argument.)

- I actively give feedback, especially when I am getting angry or hurt. For instance, I may say "When you said … , I felt …".
  (Telling somebody that they did wrong causes them to justify their actions and sometimes makes things worse. Addressing a situation in an objective, verifiable way and taking responsibility for your interpretation of it allows them to clarify and apologise without losing face.)

- I help others to respect our agreement and to actively ensure everyone feels comfortable.
  (Rather than punishment, rule-breakers need help to get back to respecting the agreement. And this help is best given by people who were not involved in a heated discussion. If you are that person, step into that role. The favour may be returned soon.)

5.3. Activity: The five-step Reverse Engineering process

Background

Reverse engineering is a method developed by programmers to understand and rebuild software that is a black box to them because the code is not available. The strategy is to look at the input and output of a black box and test it to reproduce what it does independently of the original product.

Reverse engineering can also be applied to your favourite methods and approaches. If you want to maintain their function and effect (because that is why you like to use them and why you do not want give them up, right?), you need to understand their composition. If it can be improved and you end up with something that delivers the same effect but in a larger range of situations, you probably would prefer to change it sooner than later. Awesome!

How it works

Use your method and examine it together with others for any excluding elements. Once you are aware of the "dark spots" that have always felt uncomfortable ("Thank goodness some people preferred to observe instead without participating and making things difficult for me" etc.), you can think about alternatives. Most probably you can reach your goal in different ways. (And if not, the method is probably very wrong in some other way.) Try out the new method, treating it as a no-strings-attached test. Stumbling and failing is desirable here so you can verify whether these alternatives really work. Under which circumstances is the variation of your favourite method more widely applicable? You will find that there are variations that suit some people but are worse for others. Keep them in your toolbox. A suitable opportunity to use them will come sooner than you think! This is also why you should test different mixes. Some work well, some do not. Having a mix means you can replace an unsuitable variation with another. And then test everything again.

By the end of this exercise you will be much more familiar with your most frequent approaches and can enjoy using them with more people – and with greater ease. These are step-by-step instructions, so go to the next step!

How to reverse-engineer a favourite method

To assess and improve a method, simply follow these five steps – and then try it out and repeat and try it out and re-adjust to different circumstances and try it out again…

1. Presentation

Find a time and place to experiment and a group that is willing to help out. Let someone run a short activity in the way they always do. Even better, have somebody observe you running your activity, such as an energiser or a getting-to-know session. Choose an activity that is well-known and often applied, maybe one whose various effects are familiar to those around you.

2. Analysis

Analyse the method and identify any excluding elements. To work out whether participation is restricted when the method is used as originally intended, consider the following aspects. What felt good? What didn't? At what points did obstacles emerge? What wasn't fun? Who felt, or is likely to feel, uncomfortable with this method? Who would only participate to some extent or not at all? Which points does this method fail to consider (sufficiently)? Are there points at which participation is only possible using a single sense? What external factors could influence participation?

During the analysis, it helps to remain aware and make use of individual participants' potential. It can also be helpful to take account of existing experience. Participants can also be asked to observe certain aspects during the test and share their impressions during the later analysis. Input from various observers and from a variety of perspectives can be valuable during the subsequent discussion.

3. Transformation

The idea is to find variants of this method that are as typical and realistic as possible without attempting to be "hyper-inclusive".

Using tools from social justice training (perspective switches, blind spots, etc.) and systems theory (similarities, patterns, morphological box, etc.), the identified elements are adapted. What does the method seek to achieve for the group? How do the elements build on each other? What is the function of the individual elements? Are they all necessary? How can the goal be reached without excluding or discriminating any participants or making them feel uncomfortable? How can the various ways to solve a problem be given greater recognition? How can the method appeal to various senses and require their simultaneous use?

4. Re-development

The adapted elements are now reconfigured and harmonised. What conditions must be met for the new elements to be usable alongside each other? What (new) materials are required? What variants can be used? Which (new) elements are compatible? Which are not? What can be eliminated for the sake of clarity and focus?

5. Testing

The workshop participants test the new method. To verify the effectiveness of the adapted method, the following questions can be asked: Do the elements have the desired impact? Can the modules be transferred to other contexts and activities? What combinations of elements work well? Which changes need more attention? Which aspects can be adjusted to respect the dynamics of different situations and collective needs?

It makes sense to try out variations that don't seem to make sense. This helps to find out whether the goals are reached, how flexible the new methods are and which elements can easily build on others. Again, asking observers to concentrate on certain aspects can yield valuable input when evaluating the new method.

5.4. Factsheet: List of possible variations in a method's components

This overview offers a few practical ideas for possible adaptations to an exercise.

Note that every change has an effect that can connect and divide a group at the same time. There may also be an impact on what a method can achieve, e.g., in terms of group dynamics. It is helpful to get clarity on this by checking in with those involved, which will help to choose the right variation for a given situation, group, context and not least aim.

And be assured that it is not necessary for the adaptation to suit everybody in the world – just your entire group of participants. Also, not all changes are necessary or even helpful in every case. Play around with them and find your own best practice!

Original method	Possible alternative	Notes
Switching seats (for instance, chairs in a circle)	A switching between places and seats Switching to a place marked on the floor	Better for wheelchair users, worse for participants with impaired mobility Less danger of injury due to chairs; more jostling
Verbal instructions: "All those who like chocolate …!" (in English)	Instruction in English plus a picture of a bar of chocolate, plus written and oral translation into other spoken and signed languages	Uses a variety of communication channels and stimuli. A sensible selection is made and offered in sequence to maintain momentum and avoid confusion. Participants will not all react at the same time.
Tossing and catching a ball	Tossing and catching a silk scarf across short distances	Easier to coordinate. Participants can overcome fear.
Running or walking fast	Remaining with one's feet on the ground, "walking in syrup"	Eliminates jostling, reduces physical contact
Playing catch or tag	Tucking a silk scarf in one's belt behind one's back and trying to touch it	Avoids physical contact
Holding up playing cards	Holding up coloured index cards, grouping neutral terms together, naming them out loud	Appeals to more than one sense, increases visibility
Calling out instructions	Linking instructions to gestures and objects	Appeals to more than one sense
Assign (positive or negative) characteristics to random individuals or groups (e.g., when telling a story)	Perceiving and describing personal characteristics in a positive way; refraining from assigning individuals to a group	Deconstructs stereotypes, minimises shame and blame
Telling a back story or using gestures that contain references to violence, struggles or oppression	Telling a non-violent story	Prevents participants from having to recall negative experiences or associations, hence eliminating mental blocks
Methods involving singing or dancing	Offering various methods of expression, such as humming or swaying one's upper body	Lowers the barrier to physical expression; removes the association between physical expression and pressure to perform
Sitting on someone's lap	Standing front to back in a row or sitting on chairs and massaging each other's backs	Avoids unstable positions. Participants can control the amount of physical contact themselves. Also suitable for wheelchair users.

* alternative one: "switching places WITH the seat" instead of "switching between places and seats".

5.5. Factsheet: Five principles for inclusive learning spaces

1. Identifying and extending others' skills

Idea:
Inclusive approaches treat all participants as experts, so they have to be set up in such a way that everyone can shine. If people are said or thought to have deficits, which of their positive qualities can you focus on instead? For instance, if a wheelchair suggests that the person in it needs support, what could one do to recognise their personal superpower and to become more empathetic with the person "behind" that attribute?

Key questions:
Which activity can deconstruct the irrational assumption of a deficit? How can an individual's abilities be made visible instead? Vice versa, what about the positive abilities that are assumed simply because an individual belongs to a certain group and which may put that individual under pressure because they are unable to measure up to expectations?

Criteria:
Inclusive approaches seek to identify assumed superiorities or inferiorities and then focus on an individual's skills and talents as they actually appear, regardless of the individual's appearance, beliefs and attitudes. These approaches look for what a person can do, not for what they cannot. They use positive language to describe personal abilities and highlight that if things do not go according to plan, it is generally because of one's own short-sightedness.

2. Facilitating access and reducing complexity

Idea:
Inclusive approaches simplify processes and reduce complexity. They respond to varying levels and styles of learning and empower group leaders to guide participants towards their own personal goals as one group.

Key questions:

What is the point of an activity? What are its main goals? Inclusive methods are clearly geared to the goals they wish to achieve and how to get there and use participants' abilities as a starting point. This removes the need for alternative routes. In other words, there is no need for one single activity to cover ten different aspects. It is sufficient to approach a given goal one step at a time and to reach that goal in a sequence of activities. The fewer elements in an activity, the better it can be adapted to the group. Which participants are able tell me about their specific needs and abilities? Which patterns of needs (e.g., health, ethics, professional) are entirely unknown to me and why? What makes it easier for me to admit to my lack of knowledge? How can I learn to routinely ask people about their needs in a respectful manner?

Criteria:

Inclusive habits help us to concentrate on a small number of elements and address well-defined goals. They promote "slow" methods in the sense that everyone's contribution is recognised and valued, with only few or even no individuals needing to withdraw occasionally. They allow for the possibility to assign a different role or task to a participant during any activity while maintaining a level playing field.

3. Democratising the space

Idea:
Inclusive settings aim to develop attitudes that encourage respect, appreciation and curiosity about invisible or unexpected outcomes. At the same time, they avoid the need to complete a task without making mistakes or to expect everyone to do equally well. They allow everyone to make mistakes and to be open about the fact they have not found the right solution yet. Becoming aware of one's own limited experience and knowledge and using the support of others in overcoming an unsatisfying situation is not easy, but it is extremely helpful and thus a source of relief.

Key questions:
If someone may not be able to enjoy – or actually is not enjoying – my activities, to which extent is this due to my attitude and how can I(!) change this? How can I make sure that all needs are addressed equally? Have I created a space where every person present can voice their needs without fear of being stigmatised? How can I constantly examine and eliminate my own blind spots? How can I abandon the concept of "normality" (which always forces minorities to emulate those who dominate the space, including myself)?

Criteria:

Inclusive settings facilitate a dialogic space in which participants un-learn the habit of looking for deficits in others and instead look for potential for personal growth. Inclusive approaches use terms that shift the focus away from the deficits and instead create an inclusive atmosphere for all. They strive to identify what participants need to feel comfortable. It focuses on participants' personal incentives and learning styles. The methods appeal to several senses at once to ensure that communication and independent participation is never interrupted. The goal is not to meet everyone's needs at all times, but to allow for incrementally more participation than before. One salient feature of an accessible space is that it allows participants to withdraw from a given situation without having to explain themselves or fear any consequences.

4. Mainstreaming accessibility

Idea:

Inclusive requirements may not be considered an "extra". Experience shows that it is usually counterproductive to form dedicated "inclusion groups" or to offer "inclusive settings" separate from the "usual" practice. Inclusion requires that it be mainstreamed in all programmes, activities and strategies, regardless of the visibility of attributes. In this regard, it is not necessary to ensure that each and every activity is adapted to suit everyone – but adjustments must be made so that everybody feels welcome.

Key questions:

What are the hallmarks of a "non-inclusive" setting? Which obstacles does such a setting "provide"? Who is affected by those obstacles? What is missing, or what cannot happen if some individuals are left out? Which realities of life remain unconsidered? How can I question my routines? How can I develop an awareness of how I myself am excluded? How can I learn about my own existing but hidden impairments and deficits?

Criteria:

Inclusion implies that everybody needs, and is entitled to, individualised support. Everyone needs to be given a chance to voice their needs in the manner that suits them best. This can lead to the development of routines, such as spontaneous variations of plans, catering for different kinds of physical abilities, and not least communication via a variety of senses as a rule. In other words, diversity needs to become the norm, not a label.

5. Strengthening the individual

Idea:

Inclusive settings provide an opportunity for everyone to contribute in such a way that their special qualities are revealed. This idea also encourages supposedly non-disadvantaged individuals to recognise that they, too, are not good at everything and can enjoy being supported by those they may otherwise feel superior to. It is helpful to gain an insight into other people's realities and to deconstruct deep-rooted attitudes and stereotypes.

The realisation that every person I interact with has their own special needs, abilities and deficits impacts positively on participation, self-determination and independence.

Key questions:

Which abilities does a participant have that they could teach to others? Can you, as a leader or facilitator, ask the group to demonstrate a skill that only few will do successfully while remaining a challenge for the mainstream? That is, if a setting requires that everybody can see, why not try an activity in which being able to see well is an obstacle? What can "marginalised" or "minority" participants do better than the average participant? How can their capabilities be recognised as beneficial to everyone? What can I learn from someone to whom I feel superior?

Criteria:

Inclusion also means teaching and challenging the mainstream. People who are used to be addressed as a member of a dominant or majority group can be encouraged to reflect on what they still lack – and which limitations are never seen as such (e.g., wearing glasses). This enables people to role-switch in unexpected ways, increases the perceived level of diversity and fosters the practice of acting as equals.

Inclusive settings don't presuppose a certain outcome. Instead, they encourage group members to offer their best solutions and share them with others. They enable feedback, self-reflection and mutual inspiration – and are hence a perfect breeding ground for innovative, sustainable and efficient ways of creating healthy communities and achieving progress. Inclusion even pays business-wise.

5.6. Activity:

Where did you discover bad practices?
How can you reverse them?

Destroying what we must stop doing is serious fun. So let's look out for the pink elephants in the room. You may want to do this exercise with people you like and who are familiar with your environment. You can also do it alone but be aware that you will want to talk about it later.

Review the five principles above.

It is advisable to focus on one set of criteria at a time and complete every step for every principle before you go to the next step.

1. Make a list.

If you wanted to make things difficult for people in your project, how would you proceed? How can you make them feel uncomfortable by reversing the principles detailed above? Which kinds of gates can you install? How are they be kept closed? How can you maximise inequality? Who could be restricted the easiest way?

Don't be afraid to be mean – it's just for the purpose of this list. Five entries for each principle will do. Or you can try listing ten, just in case. It is easier than you think. Enjoy it. Laughter is healthy.

2. Review your list.

For every item, ask yourself the following questions. To which extent do I already apply this bad practice? Does this proposal for inequality already reflect our current practice? Does it look similar to something I witness regularly within my sphere of influence? Yes, honesty is a pain – and that pain needs to be relieved, not ignored until it makes you seriously sick.

3. Make a second list.

This time list your top ten excluding practices. Which ones do you (or your team) practice most successfully? You don't have to rank them. Just select a few you that you would not mention to a donor or local newspaper.

4. Which entries on the second list are the most hurtful?

Which are you most reluctant to admit to? They are the ones you really should tackle or get rid of altogether. This is a healthy exercise. But wait. Their time will come soon. Before that…

5. Which items on your list represent the most unnecessary barriers?

They are easiest to eliminate. Start by addressing things that are easiest to change before you move on to more difficult issues. Better stop something old than start something new. Make a firm decision: "I/we will stop/change X!"

And do not go to bed tonight until you have changed the status quo. Just a small change. Even a pink elephant is best eaten bit by bit. If elephants need to be eaten at all – it is just a metaphor. So just do something. It is also healthy. A dopamine hit without the need for likes on social media… How to do that? Take a look at the next resource!

5.7. Transfer:

Developing your own activities to put the principles into practice

In the exercise above, you found good reasons to act: current practices that prevent you from being on the same page as others. And you took a first step towards change. Now, how can you keep going? Here is a list with hints, shortcuts and proven tricks that extend beyond project management to include content:

- How would things be different if you woke up tomorrow and had already made a change, either by force or by miracle? Who would enjoy it, would talk about it, how would those concerned act differently? Make a list of benefits. Don't be shy – make it a long one. The list can give you the strength to keep going when things get difficult – and they will, that's part of the journey, not an obstacle.

- Who would be affected? Possibly those who already told you to do something. Or those who only showed up once and then never again. Go meet them and ask how they would react. What suits them best?

- This is to relieve you of the pressure to be perfect. You can't know it all. Even if you could. Those who are concerned do know. And will. Remember, you are not doing this for yourself, so your private ambitions are a nice side-effect but must never be the reason why you take action. That won't work, neither for you nor for anybody else. It has been proven countless times.

- Don't think too big. Otherwise you'll struggle, or even stop trying before you achieve some real results. Setting up tasks that are too difficult is a strategy often used by people

who don't want real change. Make it small. And if you ever get bored or feel the change wasn't difficult enough (it rarely will be, but just in case), simply add another step.

- Inform somebody you trust that you will do it. Ask them to push you and not accept any excuses until you succeed. Not to make you feel guilty, but to have someone who will encourage you if the change turns out not to be a walk in the park. And it never is, right?

- Who is by your side to make it happen? Look for those who encourage you. Those who listen and those who ask questions. They will help you to understand the problem. If you already know what the problem is, ask someone to help you to achieve your goal. You don't need to reinvent the wheel. Approach people who have resources you can use, such as knowledge, networks, experience, time or money.

- What is your next step? Opening the door? Calling a certain person and telling them? Deciding how you will reward yourself after you reached your first milestone? All fine, just remember that your steps will be small.

- Which stumbling blocks are in your way? People? Laws? Habits? Resources? How can you avoid these and still make a move? Remember, innovation is easily killed if the wrong people hear about it too early. Focus on support but know your enemy.

- How will you make your progress public? The word will surely spread if you do a good job. Most people admire progress and are themselves below the level they admit to publicly, so do not be afraid to showcase your effort – and invite more contributions and encouragement. Ask people you have already involved about their ideas on how to spread the word.

6.0. Introduction video (Transcript):

Hi everyone, welcome to module 6 "Appreciating Diversity – Recognising Limits - Getting Support" :)

When striving to help with creating an inclusive society and inclusive youth work you can have endless supplies of energy, beautiful ideas, constantly offering attention, love, care and understanding to others. Meanwhile you might be raising funding, organizing events, taking care of many other things.

Your motivation and energy certainly is an inspiration to everyone, but you should not forget about taking some rest and accepting support. Everything we create depends on others' help and trust even if we are not aware of it. Accepting support, asking for advice, recognizing when it's time to rest and replenish your strength is equally important as supporting others and trying to make the future brighter.

Bear in mind you are not alone in this thriving and look for allies - they can be in your own association or in other organisations who already have gained some experience or are experts in a certain field. You can also join networks on a national or international level where you can find new experiences, support and ideas for future projects.
This module will offer precious encouragement and reminders - how to take care of yourself and others, what are the ways we can support and be supported, and why it is so important to take care of our mental and physical health on our unique journey.

Enjoy! :)

6.1. Checklist: Team Cooperation

This questionnaire can be useful to help you recognise, and if you wish, also change, the dynamics of cooperation in your team. There is a six-level scale between the opposite statements. Each team member should circle the number that corresponds to her own estimation.

My ideas and suggestions never receive adequate attention.	1	2	3	4	5	6	My ideas and suggestions always receive adequate attention.
I do not have the feeling that the team leader is interested in my ideas.	1	2	3	4	5	6	I feel that the team leader is very interested in my ideas.
There is not enough co-operation and too few reasonable agreements are taken in this team.	1	2	3	4	5	6	The team co-operates well and makes reasonable agreements.
The team members are not involved in the decisions that concern them.	1	2	3	4	5	6	The team members are involved in the decisions that concern them.
I feel uncomfortable talking in the team about the mistakes I have made.	1	2	3	4	5	6	I feel so well in the team that I can talk about mistakes I have made.
Our team is not able to openly address conflicts and to learn from them.	1	2	3	4	5	6	Our team is able to openly address conflicts and to learn from them.
I do not receive enough responsibility to perform well and further develop my work.	1	2	3	4	5	6	I receive enough responsibility to perform well and further develop my work

Discussions during our team meetings never reach a satisfying result.	1	2	3	4	5	6	Discussions during our team meetings always reach a satisfying result.
We never discuss about how everyone in the team feels about the team co-operation.	1	2	3	4	5	6	We often discuss about how everyone in the team feels about the team co-operation.
We never evaluate our teamwork.	1	2	3	4	5	6	We regularly evaluate our teamwork.
There is a low level of quality and performance in our team.	1	2	3	4	5	6	There is a high level of quality and performance in our team.
The team members never exchange preparation or background materials for our work.	1	2	3	4	5	6	The team members often exchange preparation or background materials for our work.
This organisation practices too many rules and restrictions for me.	1	2	3	4	5	6	This organisation has adequate rules and restrictions.
The organization / team leadership controls my work too often and too much.	1	2	3	4	5	6	The control of the organization / team leadership is reasonable and gives me some guidance and orientation.

Source: Adapted from Philipp (1992): T-Kit Training Essentials, Council of Europe - European Commission Youth Partnership, pp 104-105.

6.2. Good practice example:

Discovering common ground and overcoming reservations - An inclusive youth activity in partnership with a disability organisation and youth work

Author: Frank Scheider, head of tourism at Lebenshilfe Bonn gGmbH

This example tells the story of a 14-day inclusive youth retreat held near Husum in northern Germany in August 2017. Young people and young adults aged between 11 and 22 took part. The congregation of a Protestant church in Bonn and the organisation Lebenshilfe Bonn joined forces as project partners. 14 of the 34 participants were individuals with intellectual and (in some cases severe) physical impairments. The group was looked after by a team of eleven team leaders who represented the two project partners.

The goal of the project was to use a holiday setting to create an environment in which all participants could interact with one another respectfully and on an equal footing – with the aim of strengthening tolerance, empathy and mutual respect among them. Both project partners saw the trip as a non-formal education setting that would invite, yet not oblige, participants to become involved. This shared vision would help all participants to improve their sense of agency.

The concept and itinerary were drawn up and developed in three preparatory sessions and several "creative days" over a period of six months. All eleven team members were involved in the process from the very start. The result was a varied daily schedule designed to encourage commitment on the one hand and provide plenty of room for individuality and creativeness on the other.

Each day began with a theme tune that was repeated often throughout the entire retreat. For many disabled young people, this was an important point of orientation and a helpful way to keep track of time. For others, the tune conveyed a sense of togetherness and marked the start of a new programme element. This meant that the ability to tell the time was no longer important. Breakfast, like all the other meals, was eaten together, with random seating arrangements. After breakfast, the group started the day with a 20-minute or so wake-up session. These were planned and implemented by small groups of three to four team members. The session was followed by the first workshop of the day, with crafts, exercise and creative activities to choose from guided by one or two team members. Lunch was followed by either a second workshop or an excursion. Each week, participants went on one full-day excursion – once to the island of Föhr and once to the city of Flensburg. After dinner came a compulsory programme of activities that included team games, karaoke or team quizzes. At 10.15 pm, the day was brought to an end with a relaxation session.

Once participants had been assisted with their night-time routines, the team met again to

analyse the day, give feedback and plan subsequent activities. The team leader for the next day was assigned, important messages for the activities discussed and educational approaches agreed on. These meetings were led by a different team member each day. During the long and intensive preparatory phase, the team members were able to develop a sense of unity. They found it was no longer important who came from which project partner or what their previous experience of retreats was. The daily structure developed by all team members was a valuable bonding experience; nobody felt anxious about the daily schedules. The workshops provided enough flexibility for team members to contribute their personal preferences, strengths and qualities and gave participants an opportunity for one-on-one interaction with the other team members. The activities were all well designed, and the necessary materials purchased in advance. As a result, everyone could respond to situations, demand or weather as required and adapt the programme to participants' individual needs.

There were plenty of challenges to overcome or deal with ahead of the trip in order to avoid conflict and allow each partner to position itself clearly within the project. The fundamentals were agreed by both project partners at management level prior to commencing the work sessions and creative days.

Issues to be resolved included:
- paid team members and volunteers working side by side in line with the respective project partner's customary practices,
- the incompatibility of funding initiatives by disability organisations with those by child and youth services,
- the question of which project partner would bear liability for the trip, who would be responsible for if the travel company were to become insolvent, and who would appoint team leaders,
- use of any surplus funds or dealing with financial shortages,
- crisis management and the PR work of the project partners,
- the booking process and how the places would be split between the project partners,
- setting of prices for participants.

Despite careful planning, the inclusive nature of the project bore some conflict potential. One such example was a disagreement with the cleaning staff in the accommodation. As a facility run by a disability organisation, the staff were used to group supervisors or team members tidying up the disabled youngsters' rooms, suitcases and wardrobes. However, this was the first time in decades that they had to deal with a mixed group of young people with and without impairments and the staff were unused to the chaos in the bedrooms. It was expected that the team leaders would tidy up or that the young people would be disciplined. In youth work, the standard view is that young people's rooms and bags are off limits for team members so they would develop a sense of responsibility – but this was unacceptable to the cleaners. The situation escalated as photos were exchanged via the cleaners' WhatsApp group showing mountains of laundry and untidy rooms. They were not open to discussing the matter or to requests to clean only the halls and sanitary facilities. In the end,

the only solution was to put pressure on the facility director to get the cleaning staff to comply with his instructions, delete the photos and arrange new cleaning schedules. The staff were so used to team leaders acting on behalf of disabled people that they expected them to do the same for young people without an impairment. Inclusion generally poses a challenge for accommodation, but this example shows that such problems are not always due to logistics.

What made this inclusive trip so valuable for everyone involved? First and foremost, it was the effective teamwork by a large number of carers. It is thanks to them that such a wide range of activities could be offered. The young people without impairment also benefited from the excellent ratio of team members to participants.

The way in which the young people and young adults saw the team members as role models was also pivotal. Since a large portion of the team members already had experience in dealing with disabled people, this gave both the other members and the participants themselves a sense of normality in daily life and allowed them to handle unusual situations as if they were normal.

The entire group developed a particularly strong bond. In this inclusive setting, common ground was discovered, reservations were overcome, and barriers broken down. Another success of the inclusive approach was that it allowed many participants to re-evaluate how they came across to others, which is always central to youth work. For example, seeing disabled people singing their hearts out, visibly having fun even though they may be totally out of tune, can make it much easier for people who always worry about how they appear to others to relax and build some self-esteem. For me, watching the participants bonding and gaining more respect and consideration for others is the biggest advantage of an inclusive approach.

Source: IJAB (ed.) (2017): VISION:INCLUSION-An inclusion strategy for international youth work, pp. 66-69. <https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/VisionInklusion_Handreichung_engl.pdf>

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