VISION: INCLUSION

a project by IJAB

Training modules:

How to set up an inclusive international youth project

To Christian Papadopoulos

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LEGAL INFORMATION

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INTRODUCTION

The **VISION:INCLUSiON** project aims at enabling young people with disabilities to participate in international youth work as a matter of course. Too often this is not yet the case, also because organisations and initiatives are confronted with many challenges when planning and implementing inclusive international programmes.

The Training modules support organisations, initiatives, youth workers and trainers in their capacity building for inclusive projects. International youth work includes pedagogically supported programmes that enable young people and youth work specialists to encounter and learn in international contexts. The offers include youth exchanges, work camps, voluntary services and exchanges of specialists. The topics of the programmes can be very different and are primarily oriented towards the interests of young people.

Target group - Who are the modules aimed at?

The modules are aimed at youth workers, facilitators and organisations who have already some experience in organising international youth projects and want to develop **inclusive** international youth work activities. Experienced youth workers in the field of inclusion receive new impulses and in-depth information.

While the activities focus on disability, they occasionally also touch upon general diversity aspects and various dimensions of diversity.

Toolbox - How to work with the modules

The training curriculum is divided into six modules, each with a different focus. This booklet describes the didactic process behind the modules, together with some basic information on each subject.

Each module is supplemented by numerous materials such as fact sheets, activity descriptions, checklists, videos and specialist texts. These materials can be easily identified by the green arrow and the icons, e.g. ➔ **Factsheet 1.1.**

You can access the materials via this link:
https://t1p.de/sheets (pdf-document)

All materials and resources allow users to self-direct their learning by reading, working through the online resources and completing small exercises. The modules build on each other. You can complete the whole training course or choose individual modules should you wish to cover just one topic.

Alternatively, the modules can be completed in the form of a workshop for other youth workers or team members. Some additional material is provided for this purpose.

Tips for facilitators

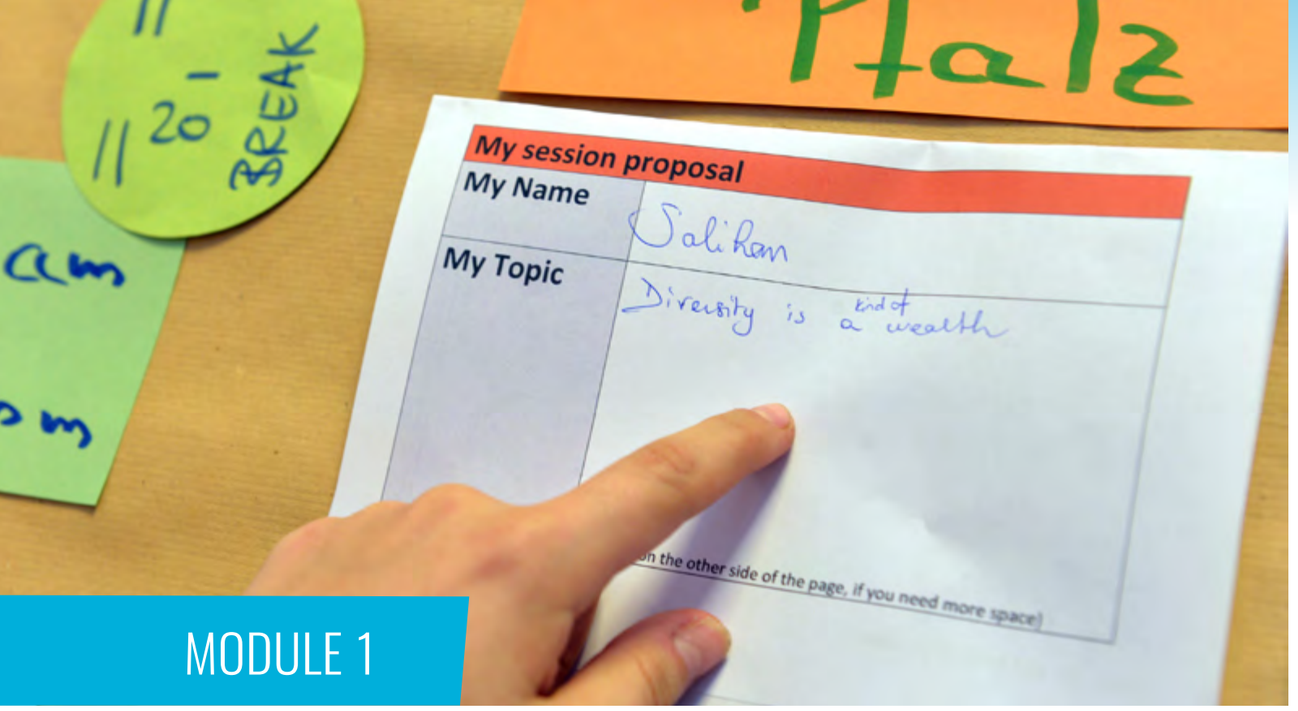
Use a non-frontal approach when working through these modules together with young participants:

- Don't "teach" them; instead, give them learning opportunities so they can find out more about diversity and disability and learn from each other.
- Encourage them to engage in reflection and self-reflection so that they can draw their own conclusions.
- Be there to answer their questions.
- Help them to find the answers themselves.

Acknowledgements

We would like to thank all those involved in the creation of the modules: the experts of the international working group, the expert group of **VISION:INCLUSiON** and the authors Karina Chupina, Milanka Nikolic and Eike Totter.

All links have been carefully selected and checked. Nevertheless, it may happen that a link is no longer up-to-date. Or you may know of further information material that should be listed. In such cases, we would be pleased to receive information by e-mail to: *vision-inclusion@ijab.de*.



MODULE 1

It's normal to be different: Diversity and inclusion as an opportunity for everyone

There are many reasons to be inclusive

Brief description

This module shows why inclusion is an important human right and why creating an inclusive society is beneficial for everyone.

Learning objectives

At the end of this module you will

- know why "normality" is a questionable concept and why diversity is the norm,
- understand that disability is part of the human condition,
- know more about the disability rights policy framework, and
- have explored what disability inclusion means.

Have a look at Lana's Introduction video:
https://t1p.de/intro1 (YouTube)
The script can be found here: ➔ **Script 1.0.**

1. What is a disability? - Exploring the Social Model of Disability

Input

People with disabilities are considered the world's largest minority. The World Health Organisation estimates that over a billion people, around 15% of the world's population, have some form of disability, and that only around 5% of these disabilities are congenital[1]. Just imagine: this means that one in seven people is disabled.

According to the United Nations Development Programme, 80% of people with disabilities live in developing countries[2], while the World Bank estimates that 20% of the world's poorest are disabled[3]. Disability is part of the human condition, and many of us will face it at some point in our life. And while disability is often associated with images of people in wheelchairs, around 70% of disabilities are invisible[4].

Every one of us, whether we have an official disability status or not, sometimes and for different reasons will not be able to do or manage things as we would like. For example, you may experience a limitation when you shop in a supermarket, because the text on the packaging of a product is so small that you are not able to read it. You feel forced to buy something that you are not able to understand fully.

Reflection

- Do you sometimes feel as if you were disabled? Which situations may make you feel disabled?
- Do these situations mean that you are not able to do things the way you would like or need to?
- Do you have friends or acquaintances with a disability (colleagues, relatives, etc.)?
- How would you define a disability?

1 www.un.org/esa/socdev/enable/dis50y10.htm
2 United Nations (2008): "Mainstreaming disability in the development agenda (E/CN.5/2008/6)" <www.un.org/disabilities/documents/reports/e-cn5-2008-6.doc>
3 UN DESA Factsheet on Persons with Disabilities, <https://www.un.org/development/desa/disabilities/resources/factsheet-on-persons-with-disabilities.html>
4 Invisible Disabilities Association, <https://invisibledisabilities.org/what-is-an-invisible-disability/>

Input:

There is no single definition of disability; what is more, definitions vary across countries. However, internationally and in line with the UN Convention on the Rights of Persons with Disabilities, disability is seen as a result of "the interaction **between persons with impairments** and **attitudinal and environmental barriers** that hinders their full and effective participation in society on an equal basis with others"[5]. Here, "impairment" means a loss or dysfunction of a psychological, physiological, or physical structure or function – for example paralysis or blindness.

According to the UN Convention, persons with disabilities include "those who have long-term physical, mental, intellectual or sensory impairments…". However, the extent to which these impairments disable someone will **depend on the types of barrier they encounter in society**.[6]
Examples of barriers ➔ **Factsheet 1.1.**

The way society responds to an impairment creates the disability. This interpretation of disability originates in the **Social Model of Disability**. While the Medical Model of disability views disability as a medical issue to be fixed, the Social Model distinguishes between a disability and an impairment, while viewing disability as the result of society failing to remove barriers to participation for people with disabilities. The Social Model therefore "focuses on eliminating the barriers, promoting positive attitudes and making sure that laws and policies support the exercise of full participation and non-discrimination"[7].

The Social Model of disability has led to the Human Rights Model of disability, which views people with disabilities as holding the same human rights as everyone else and who are capable of taking decisions about their lives.

The UN Convention calls for inclusion to be mainstreamed in all spheres of life. Read more about the fundamental principles of the UN Convention on the Rights of Persons with Disabilities and how they affect International Youth Work. ➔ **Factsheet 1.2.**

Watch the following videos on the Social Model to understand the kind of barriers people with disabilities experience in daily life (YouTube): *https://t1p.de/barr1*
https://t1p.de/barr2

Many of these barriers exist because of a lack of understanding or fear of disability. We tend to be afraid of what we don't know. Also, sometimes it is difficult to look at the environment around us from the perspective of someone with a disability.

What are the most common myths about disability? ➔ Basic Myths about Disability I Can't Believe We Still Have to Debunk (Huffpost): *https://t1p.de/Mythen*

5 cf. Preamble (5) UN Convention on the Rights of Persons with Disabilities (UN CRPD) (2008)
6 cf. Article 1 sentence 2 UN CRPD (2008)
7 Council of Europe: "Disability and Disabilism." < https://www.coe.int/en/web/compass/disability-and-disablism>

Activity:

What is exclusion and how is it experienced?

Social exclusion is widely understood as a state whereby people are prevented from participating fully in economic, social, political, and cultural life. What does exclusion mean for people with disabilities? Complete this short activity on exclusion and then apply it to reality and discuss genuine examples and barriers. ➔ **Activity 1.3.**

2. What does inclusion mean for people with disabilities?

Input:

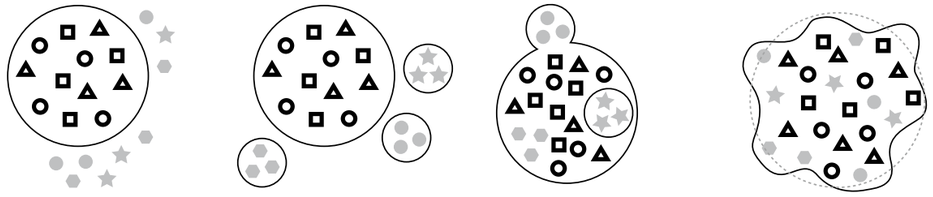
The Social Model is the basis for inclusion of people with disabilities. It reflects the motto of the disability movement, "Nothing about us without us!", which means that all decisions affecting the lives of people with disabilities have to be taken with the participation of people with disabilities - rather than by experts or medical professionals who assume control over their lives.

The following diagram helps to give a clearer definition to the terms "integration and "inclusion" which, certainly in the German-speaking regions, are often still used synonymously.[8]

The inclusion model is not dominated by mainstream structures. It is flexible enough to allow every individual to contribute and participate to the best of their personal ability without having to struggle to adapt. It describes a society in which diversity is the accepted norm.[9]

It is important to remember that the inclusion of people with disabilities

- should be proactive and unconditional – (ideally) provided in advance of a stated need
- is not merely an add-on or an accommodation
- requires a complete change of system rather than just an adaption (that would be integration, not inclusion)
- involves more than the removal of barriers and risk factors; it requires investment and action to create the necessary conditions for inclusion and support
- creates equality in terms of status, treatment and respect. It does not mean, however, having to think we all need to be equal in terms of performance. Instead, we follow the equitable approach.



8 Kreisau-Initiative e.V.(ed.)(2013): All equally different. BHP Verlag, p.9
9 IJAB (ed.)(2017): VISION:INKLUSION An inclusion strategy for international youth work, pp.11 ff

What is equity? Equity is not the same as equality. Equity, in a nutshell, is fairness. Equity means ensuring that everyone has access to the resources and opportunities they need and can assume the responsibility for reaching their full potential (SALTO-YOUTH Inclusion, 2014). Equity also takes unfair difference into account in order to ensure a fair process and ultimately, a fair (or equitable) outcome. Equity recognises that some people are at a greater disadvantage than others, and tries to create an even playing field by providing with extra support (even if that means unequal distribution of resources). Equity supports the ongoing inclusion process.

Reflection:

What can be done in youth projects to achieve more equity for participants with disabilities? (For example, the following support measures can be put in place:

- Easy project formats - those that are relatively accessible for, e.g., first-timers
- Extra funding - for accessibility needs or to cover the cost of extra mentoring, personal assistants or assistive devices
- Additional support - language support, advance planning visits to the host organisation, additional group leaders, etc.)

Input:

A common misconception is that providing **accessibility** is the same as being inclusive. It's not. Accessibility is a necessary step towards inclusion, but it is not a substitute. Accessibility is, in fact, the bare minimum required to allow people with disabilities to participate as equals in society. As one disability activist puts it, "Access is great but it's not everything. I've been to many accessible places with a bad attitude." Here are some examples of attitudinal barriers ➔ **Factsheet 1.4.**

Inclusion means respect for the needs of every individual. To achieve the genuine inclusion of people with disabilities, it is important to create an environment that enables them to enjoy full participation, and to eliminate ableist attitudes ingrained in society.

Inclusion = accessibility + equity + attitudes + participation + non-discrimination

Ableism

- is discriminatory, oppressive, abusive behaviour arising from the belief that disabled people are inferior to others
- is a form of oppression much like racism, sexism or homophobia
- is institutionalised discrimination or personal prejudice
- often happens on an unconscious level.

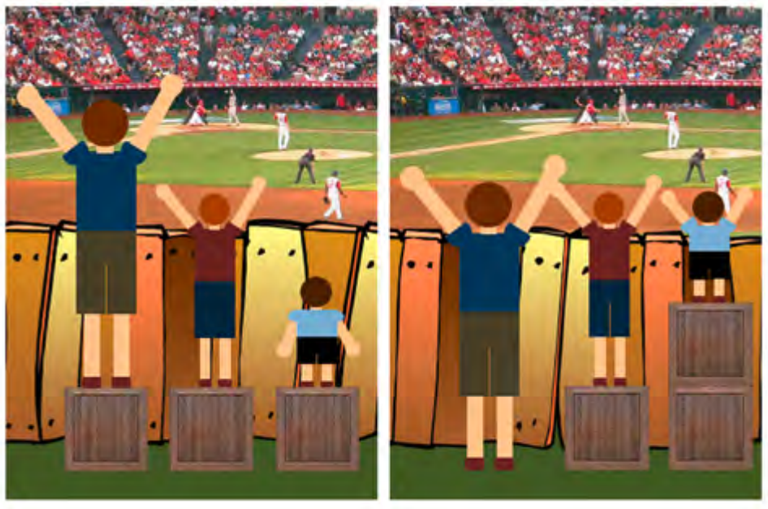
An example of ableism is a so-called "inspiration porn". If you haven't yet seen Stella Young's video about it, please click here: I am Not Your Inspiration, Thank You Very Much: *https://www.youtube.com/watch?v=8K9Gg164Bsw*

While it is a common belief that people with disabilities must overcome their disabilities or the effects of their impairments, many people with disabilities themselves see ableism in society as the main barrier to inclusion.

Activity:

This debate-like exercise will help you to reflect actively on disability and inclusion, uncover stereotypes about disability, and develop respect for different opinions and test empathy.
➔ **Activity 1.5.**

Equality versus equity



by Craig Froehle
Also interesting: https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/

3. A reflection on normality, diversity and intersectionality

Input:

Normality

Our perception of what is normal has transformed over time. So-called "normality" is defined by people with power in a certain setting. The term reduces people to a few selected characteristics without taking into account the whole person including their different identities. Inclusion, however, calls for a paradigm shift towards a society in which diversity is the accepted norm.[10]

Diversity

Diversity reflects the make-up of contemporary societies. It spans a range of ethnic, religious and cultural identities and a multitude of physical, sensory, intellectual and mental abilities and sexual orientations. For some people, diversity may be a social fact; for others, it may be the desired outcome of a specific policy, such as efforts to increase the diversity of a workforce. Multicultural policies catering uniquely to minority ethnic groups are increasingly being replaced by a more mainstream focus on difference in general. Diversity is seen as something that everyone can share in. Everyone wants to be diverse in the sense that they are unique and stand out from the crowd.

There are many dimensions of diversity, including age, gender, ethnicity, nationality, language, culture, religion, social class, disability and sexual orientation.

Activity:

Applause to Identities

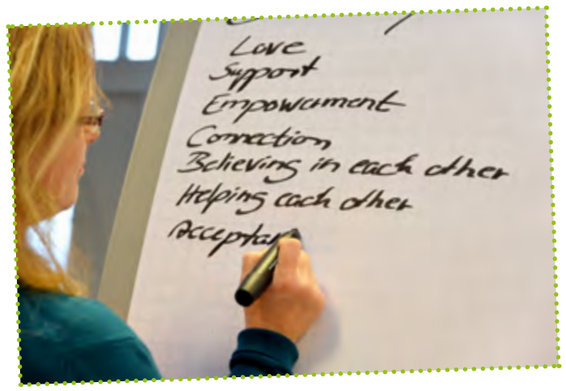
This energiser shows that there is more to an identity than labels, types of disability or perceived roles and genders. Also useful to prepare for a discussion on intersectionality.
➔ **Activity 1.6.**

10 cf. IJAB (ed.)(2017): VISION:INKLUSION - An inclusion strategy for international youth work

Input:
Intersectionality

Intersectionality has gained much attention in Europe over the past decade. Instead of focusing on one dimension of discrimination at a time (e.g., gender OR ethnicity OR disability), the intersectional approach examines the multidimensional nature of people's experiences and identities. Skin colour, gender, disability and sexual orientation all interact to affect an individual's lived experience and contribute to unequal outcomes in ways that cannot be attributed to one dimension alone.

For instance, women with disabilities, LGBTQI+ refugees or black women may experience discrimination in qualitatively different ways from their male, white and non-disabled counterparts. The variation in the way in which discrimination manifests for different people because of their various identities is rarely addressed by anti-discrimination legislation across the EU. At the individual level, this may lead to a violation of an individual's right to equal treatment. At the structural level, the failure of anti-discrimination laws to cater for intersectional forms of discrimination may reinforce discrimination even within legally protected categories. For example, within the category "woman", migrant women, women with disabilities, or Roma women may be at higher risk of systemic discrimination and tend to be excluded from gender equality policies that focus solely on "gender" as the main dimension, leading to gender inequalities.[11]



Why is intersectionality important for international youth work activities?

Any programme that fails to consider intersectionality also fails to fully address the specific disadvantages and exclusion mechanisms faced by young people with disabilities. This means that in order to be fully inclusive in youth work approaches, we need to apply an intersectional lens to our projects and pay attention to intersecting vulnerabilities that are the result of more than one ascribed or intrinsic identity.

Watch this video (1 min) on intersectionality and disability:
There is No Justice without Disability
https://youtu.be/3L1dUJIhexg

Reflection/Discussion:

- Having watched the video, what is your understanding of inclusion? What does inclusion mean to different people?
- What are the benefits of inclusion?

To learn more about intersectional mainstreaming in your organisations and activities, see the Toolkit on Intersectional Mainstreaming: A Resource for Organizations, Volunteers and Allies: *https://educationaltoolsportal.eu/en/library/toolkit-intersectional-mainstreaming-resource-organizations-volunteers-and-allies*

Activity:

Power flowers

Fill out power flowers as an exercise in reflecting about advantages and disadvantages, discrimination, and privileges. ➔ **Activity 1.7.**

11 CIJ and ENAR Report (2020). Intersectional discrimination in Europe: relevance, challenges and ways forward.

Group reflection or self-reflection and practical transfer

- In which ways do I/does my organisation reproduce "normality"?
- Which habits can I/my organisation easily change?
- How would this impact on different stakeholders (participants, facilitators, organisers, parents, community...)?
- Why is disability often forgotten in discussions around diversity? How can disability be made more visible?
- How can I apply a more intersectional approach in my work, taking note of the different dimensions that reinforce an individual's experience of discrimination?

Background material and further reading

IJAB (ed.) (2017): VISION:INCLUSION - An inclusion strategy for international youth work, **"Fundamentals of inclusive international youth work: Human rights, youth policy, concepts" pp.10-24** *https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/VisionInklusion_Handreichung_engl.pdf*

DARE DisAble the barRiErs - www.dare-project.de (2020): **DARE Practical Guide for Inclusion, chapter 1 "It's easier than you think!"** *https://dare-project.de/wp-content/uploads/2020/06/DARE-Practical-Guide-for-Inclusion.pdf*

SALTO Youth Inclusion Resource Center (2014): **Inclusion from A to Z: A compass to international Inclusion projects.** *https://www.salto-youth.net/downloads/4-17-3141/InclusionAtoZ.pdf*

UN CRPD (2008) *https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html*

Chupina, K. **Disability and Disablism in: Council of Europe (2012): COMPASS Manual on Human Rights Education for Young People.** *http://www.coe.int/en/web/compass/disability-and-disablism*

Speech on Intersectional discrimination, Disability and Black Lives Matter. *https://www.fordfoundation.org/media/5457/intersectionality-and-disability.pdf*

SALTO Youth Inclusion Resource Center (2017): **An introduction to diversity management in youth work.** *https://www.salto-youth.net/downloads/4-17-3619/IntroductionToDiversityManagementInYouth-Work.pdf*

MitOst Editions (2014): Diversity Dynamics: Activating the Potential of Diversity in Trainings. *https://www.mitost.org/en/about-us/mitost-editions/diversity-dynamics-handbook.html*

MODULE 2

Steps towards an inclusive culture

How to develop an inclusive mindset

Brief description

This module helps youth workers and organisers of international youth projects to develop

- an inclusive mindset
- an understanding of disability-related needs.

Youth workers and organisers do not perform as experts. Instead, they see the various people they work with as experts in their own lives and as unique sources of knowledge.

Learning objectives

At the end of this module, you as a youth worker will know

- how to go about involving young people in an inclusive way,
- about the challenges involved in working with mixed-ability groups,
- how to identify and understand what young people need for inclusive participation and learning.

Have a look at Lana's Introduction video:
https://t1p.de/intro2 (YouTube)
The script can be found here: ➔ **Script 2.0.**

1. Creating a culture of inclusion

Input:

International youth work should strive to give all young people the opportunity to benefit from it –and for that to happen, it needs to become more inclusive. All stakeholders (international youth work organisations, funding agencies, researchers, self-help organisations, disability organisations, managers and team members, participants with and without impairments, parents) at all levels (local, regional, national and international structures) should be involved in creating an inclusive culture and providing mutual, complementary support.[12]

To put it simply, inclusion in youth activities is about making sure that all participants have a sense of belonging to the group and that they feel included in the process, respected and valued. This can be achieved by seeing the person as a whole and by embracing diversity, rather than pigeonholing people into "us" and "them". Another key factor is to ensure that all individuals treat each other with fairness, tolerance and respect. Just remember: to ensure inclusion, respect is not enough – action is needed!

Inclusion is a choice that you make at every step in your activities. Every single individual involved in international youth work - from management to those in the field, across all departments and areas - must take responsibility for ensuring inclusion at each stage of preparing and running the activity.

However, there can be situations where young people with disabilities will want to learn and develop certain skills in a safe setting and interact with peers who have similar disabilities, challenges or aspirations. Such capacity-building mono- or cross-disability sessions often empower young people with disabilities and give them the confidence to take part in events for people without disabilities. This is what the so-called "twin-track approach" stands for: there are disability-specific programmes; on the other, there are inclusive programmes for young people with and without disabilities.

Activity:

An online quiz – What do you know about the situation of people with disabilities?
➔ *https://t1p.de/quizE* (**Activity 2.1.**)

12 cf. IJAB (ed.)(2017): VISION:INKLUSION - An inclusion strategy for international youth work

2. Developing an inclusive mindset

Input:

Inclusion starts in our minds. An inclusive mindset is crucial for managing diversity and building a genuine culture of inclusion that is shared by both team and participants. This way, a group's diversity becomes its strength as well as a rich source of potential.

Reflection:

What does "inclusive mindset" mean to you? What do you need to do in order to develop it?

Input:

For a youth worker or facilitator, it is important to maintain inner readiness and an open mind when working with diverse, mixed-ability groups. This includes recognising your own concerns or fears about possible difficulties; being able to share them constructively with your team of facilitators or organisers; being patient with a different group dynamics and accessibility needs; and being open to challenging your own stereotypes about disability.

For example, an inclusive mindset and readiness to engage in inclusion work may require attitudes and competences such as

- an appreciation of and respect for diversity
- an appreciation of differences (different abilities, capacities, qualities, even values and experiences)
- empathy (and an understanding of its limits)
- a proactive attitude (inclusion is based on proactivity) and response to identified needs
- seeing the person behind the disability
- an awareness of disability stereotypes and prejudices
- an ability to self-monitor for unconscious stereotyping or stigmatisation of participants' disabilities or differences (attributing characteristics or traits to participants which are not necessarily accurate)
- an openness to introducing adaptations at different stages of the project and to maintaining flexibility
- creativity and resourcefulness (often just as important as funding or accessibility)
- tolerance of ambiguity (an ability to perceive and endure new and conflicting information)
- role distancing/de-centring the self (an attempt to see ourselves from the outside that allows us to question our norms, prejudices and stereotypes while maintaining values that are key to our identity and cannot be negotiated)
- using rights-based disability and diversity-aware inclusive language
- resisting quick judgements and conclusions about participants (e.g., about their capacity)
- self-questioning and self-reflection
- reframing perceptions and feelings.

Activity:

Empathy and de-centring the self (for groups of four or five people) ➔ **Activity 2.2.**

Videos:

Short video on what is empathy (vs. sympathy) by Brene Brown *https://www.youtube.com/watch?v=1Evwgu369Jw*

"All that we share" on people's diversity, appreciating it and seeing beyond the "boxes" *https://www.youtube.com/watch?v=jD8tjhVO1Tc*

Why does tolerance of ambiguity matter and how to develop it? *https://www.youtube.com/watch?v=CxrTAVtKH-E*

3. Multitude of individual differences – Mixed-ability groups

Input:

While organising and facilitating an international youth meeting, you never know who you will meet. Often you are unfamiliar with the meeting environment or the venue. As a result, you won't have that one perfect solution for your group, especially if it is a mixed-ability group – that is, in the context of international youth work, a group of young people with and without disabilities.

SALTO-YOUTH Inclusion defines a mixed-ability group as one that provides "positive experiences of working, playing and simply being together, when breaking down barriers and taking on challenges".[13]

An inclusive mixed-ability group reflects diversity in society. It means creating and maintaining a space where everyone's needs are met so that all young people, not just those with disabilities, can take part. Working with a mixed-ability group is inclusion in action.

A mixed-ability approach recognises that all young people have different abilities and may need support so they can be fully involved. Working with mixed-ability groups can be perceived as a new way of looking at an international youth work event, non-formal education activity or training course. A key aspect of inclusivity is that not everybody has to do the same thing to contribute. It is fine to do things in different ways to achieve the desired outcomes (as long as the groups are not divided by type of impairment).

Building a truly inclusive mixed-ability group (remember, inclusion is a process!) requires careful planning and preparation. The group will not be inclusive if all you do is invite young people with disabilities to join an existing group of young people without disabilities without acknowledging the individual needs of all participants.

Reflection:

Reflecting in groups or individually: When working with diverse or mixed-ability groups, what situations do I find most difficult?

Input:

What could help you to work with mixed-ability groups?

- See disabilities as different learning and/or participation styles
- Focus on strengths and abilities (keeping in mind participants' limitations)
- Imagine a mixed-ability activity as a training course involving different learning or participation styles with varying levels of knowledge, speed, ways of collecting and interpreting information, and contributing.

In mixed-ability groups, young people with disabilities have different starting levels and needs. This means that to achieve equality within such a group, we must pursue an equi-

13 SALTO-YOUTH Inclusion (2008): No Barriers, No Borders – a practical booklet for setting up international mixed-ability youth projects

table approach. For example, a partially sighted participant will need handouts in large print, while hard-of-hearing persons will need a palantype/text-on-screen support and text handouts so they can follow the inputs. Deaf participants will need sign language interpretation. Young people with disabilities should be seen as the experts when it comes to the support and accessibility they need, so a facilitator/organiser should ask them to voice the kind of support and adaptations they need to become part of the group.

When preparing and running an activity with a mixed-ability group, it is advisable to primarily pay attention to the young participants' individual access, participation and learning needs rather than emphasise (whether explicitly or not) their impairments or health conditions. Even within a group of people with the same impairment, individual persons' access needs vary greatly. Having said this, organisers should be aware of participants' access/learning needs and disabilities/health conditions in advance of the activity, having collected this information in a sensitive way beforehand (see materials in Module 3).

When you develop a new and exciting project involving a mixed-ability group, it is important to remember to create a diverse and inclusive team of youth workers. You may consider putting together a mixed-ability team, which would be beneficial when offering mixed-ability educational activities. This is a strategic decision that can lead to

- learning more about youth work in relation to disability issues
- making participants with disabilities more comfortable during the activity
- offering participants positive "role models" to identify with
- gaining better insights into the various accessibility and educational needs of participants with disabilities.[14]

4. Challenges when working with mixed-ability groups – and how to resolve them

Input:

No matter how often you have already worked with mixed-ability groups – or maybe not at all – every experience will differ. New sensitive issues may come up and new stereotypes will need to be dealt with. Even participants or educators with a disability may have stereotypes about a particular disability. Every activity with a mixed-ability group will have to be adjusted. Achieving inclusion is an ever-present, ongoing and recurrent need in any mixed-ability activity or educational process.

Even if you have set up a mixed-ability group in line with inclusive principles, inclusion will still continuously evolve depending on a number of factors such as group membership, nature of the activity, facilitation style, or change of environment.

14 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.

Generally, there are four key types of challenge faced by both participants and organisers when designing mixed-ability group activities:

- Methodological and pedagogical challenges (suitable methods for working with groups, different group dynamics and approaches, etc.)
- Attitudinal challenges (fears, misconceptions, etc. on the part of both participants and organisers)
- Financial challenges
- Technical or accessibility challenges

➔ **Factsheet 2.3.** resumes some of the issues that can challenge the inclusivity of a group: technical or accessibility challenges, personal barriers, support systems.

5. Making everyone in the group comfortable

Input:

Asking a group openly how they like to learn or what would make them feel included helps make any activity process more responsive to participants' needs. You can also ask group members individually.

1. What do you need to feel comfortable
   a. in the group?
   b. with the activities?
   c. with the achieved results?
2. What strengths can you contribute to the group?
3. What situations would you like to avoid? What can we do if it occurs nonetheless?
4. Which of your experiences may help others?

It is extremely beneficial for the entire group to set ground rules they all agree on, based on mutual respect.

Some young people with disabilities may have a lack of knowledge or understanding of the needs of people with impairments different from their own. For instance, deaf participants may (unintentionally) forget about the needs of wheelchair users. Also, people may be so focused on their own participation and having their accessibility needs met that they are not fully receptive to the needs of others. In this case, it can be helpful to help participants to put their disabilities in perspective. For instance, stage an activity involving an exchange of experiences that increases everyone's empathy towards different needs, or ask participants to share their access needs on an online platform for the project before the face-to-face activity starts.

However, sometimes a participant with a disability may not want to open up about their disability to others. How do you deal with this? A suggestion would be to focus on access and other needs, not on the actual disability. Speak with the participant privately about their needs and make sure these needs are known and respected by the team of organisers/facilitators and/or by participants (if the participant in question permits this).

This is a **summary of key tips** helpful when working with mixed-ability groups:

- Plan effectively and in good time (programme, accessibility, methods, group composition)
- Remember that preparation is the hardest part
- Ask, don't assume
- Agree ground rules with the group
- Identify participants' needs (how they can and want to be included and how they prefer to participate)

- Have backup plans (e.g., extra tasks for those who finish early)
- Provide a sufficient challenge for everyone
- Use group work to generate mutual support
- Remember that small groups can be more effective
- Try not to categorise tasks as "easier" or "more difficult", but in line with participants' individual abilities
- Try to adapt from the very beginning rather than during the activity
- Build a climate of honesty, confidentiality and trust to break down barriers
- Invest more in group-building exercises to build trust and mutual support within the group
- Provide sufficient breaks.

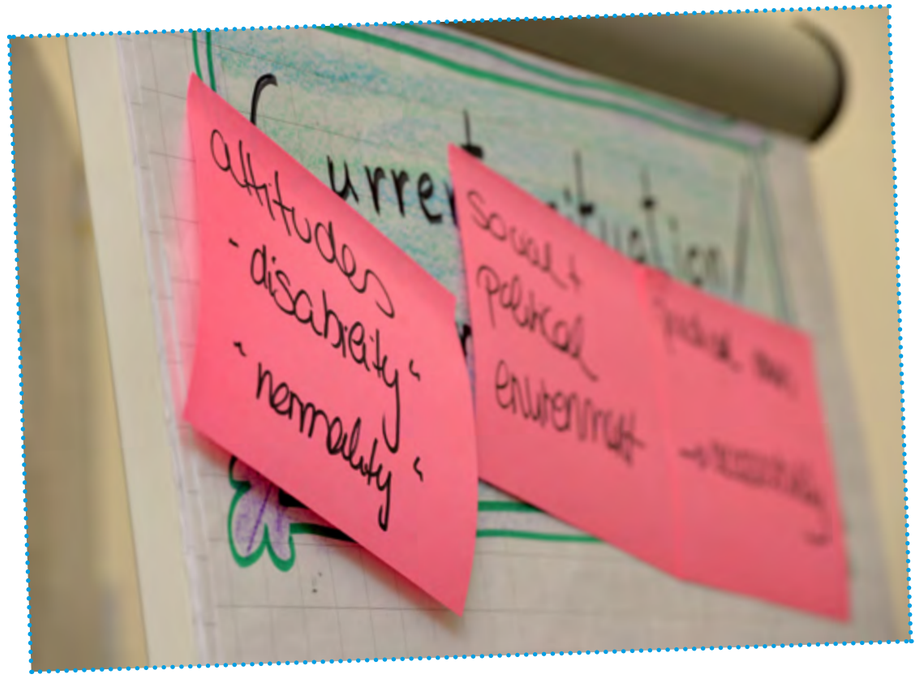
There may be times when you as an organiser or facilitator may feel a bit overwhelmed with all the information you need to consider when working with mixed-ability groups. But please remember that you will only become skilled at working with mixed-ability groups through learning by doing. It is fine to make mistakes as long as you learn from them. Accepting mistakes or learning from a conflict is beneficial because it helps us to grow, learn and come up with new ideas.

Video: How to deal and communicate with people with disabilities (short) *https://www.youtube.com/watch?v=Gv1aDEFlXq8*

Reflection:

Self-checklist/reflection on being inclusive
➔ **Checklist 2.4.**

Factsheet: Inclusive language, 10 Key Principles of Communication with People with Disabilities ➔ **Factsheet 2.5.**



Group reflection or self-reflection and practical transfer:

- What did I learn about opening my mind to differences that I wasn't aware of before?
- What did I learn about inclusiveness?
- How will I change my approach towards better understanding the needs of participants?
- How can we cultivate a sense of identity and belonging?
- What is the next step I take to make my work more inclusive?

Background material and further reading

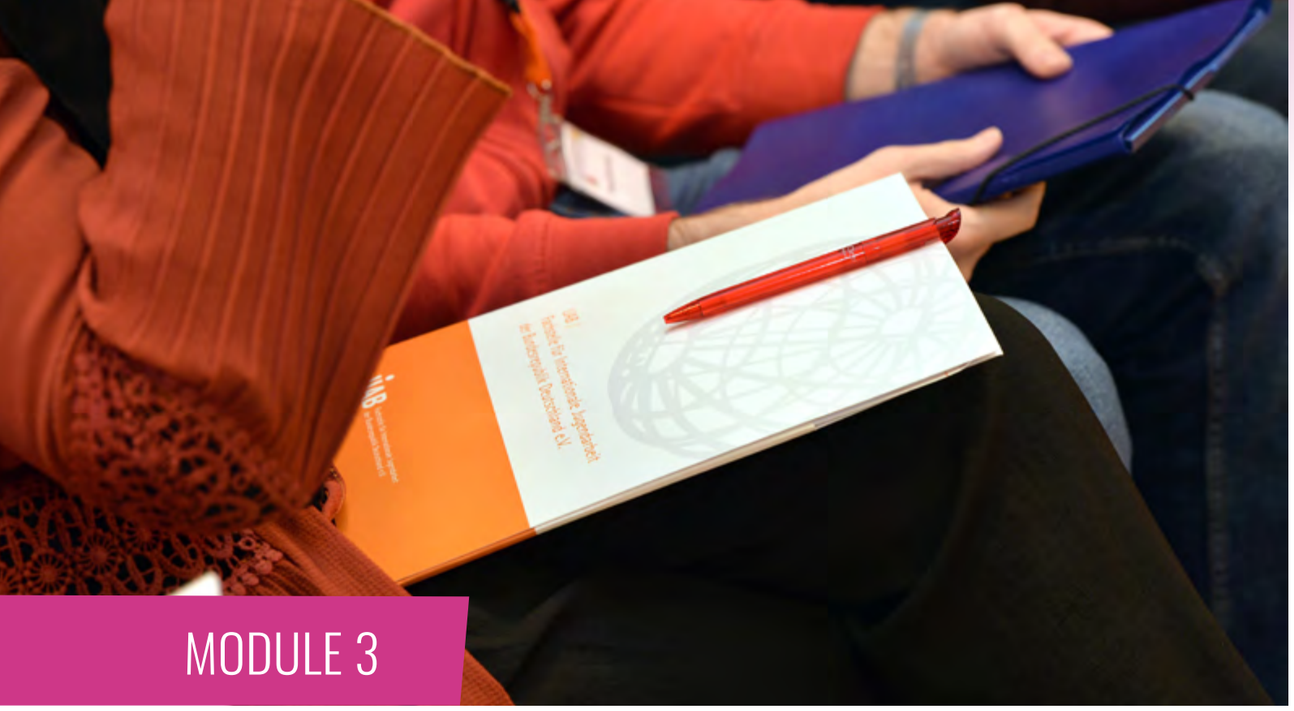
IJAB (ed.) (2017): **VISION:INCLUSION - An inclusion strategy for international youth work, "Fundamentals of inclusive international youth work: Human rights, youth policy, concepts" pp.10-24** *https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/VisionInklusion_Handreichung_engl.pdf*

DARE DisAble the barRiErs - www.dare-project.de (2020): **DARE Practical Guide for Inclusion, chapter 1 "It's easier than you think!"** *https://dare-project.de/wp-content/uploads/2020/06/DARE-Practical-Guide-for-Inclusion.pdf*

SALTO Youth Inclusion Resource Center (2008): **"No Barriers, No Borders" - Booklet on organising mixed ability projects. (in English, Georgian, Polish, Russian, Slovak, Spanish)** *https://www.salto-youth.net/rc/inclusion/inclusionpublications/nobarriers/*

Chupina, K.(2004) **"Role of European trainings, Participation and Arts in integration of youth with disabilities". Council of Europe - European Commission Youth Partnership magazine "Coyote" (Issue 8, 2004).** *https://pjp-eu.coe.int/documents/42128013/47261470/incl_disabilities.pdf/3fb4d859-daa8-4e15-8a91-3e96accad2e2*

Todd, Zara (2017) **„Human rights education and disability simulation exercises – not a match made in heaven". In: Council of Europe - European Commission Youth Partnership magazine "Coyote" (Issue 25).** *https://pjp-eu.coe.int/en/web/coyote-magazine/hre-and-disability-simulation*



MODULE 3

Steps towards inclusive structures and practices

How to organise a more inclusive project

Brief description

This module is a journey through inclusive project design, implementation and evaluation. It helps organisers of international youth projects to plan and implement their project in a way that involves all young people, including those with impairments or disabilities.

Learning objectives

At the end of this module you will be able to

- plan an inclusive project
- identify different kinds of access barriers
- design and deliver an inclusive recruitment process
- implement an inclusive project.

Have a look at Lana's Introduction video:
https://t1p.de/intro3 (YouTube)
The script can be found here: ➔ **Script 3.0.**

1. Inclusive strategy development

Input:

Total inclusion in international youth work will probably always remain a vision. Yet this vision is important all the same because it points towards the direction in which international youth work as a field, as well as each individual organisation, can move. It thus functions as a source of motivation. The journey towards inclusive international youth work can never be completed. However, this also means that not everything can be done straight away and not everything has to be perfect. The idea is to move ahead one step at a time, to set priorities and to direct the spotlight at the capacities and interests of the young participants, whether they have a disability or not.

A commitment to inclusion should be fully reflected in an organisation's strategy, values, systems, procedures, rules and policies. If you are part of an organisational setup that does not support inclusion, creating a successful mixed-ability or inclusion project will be extremely challenging.

What is a strategy and why do we need it?

In a nutshell, strategies must respond to two key questions:

- What should be done?
- How should it be done?

You need a strategy because you need to define what you want to achieve. Strategy development means *defining where you are now, where you want to be and how you will walk that road.*

The VISION:INCLUSiON model described here helps organisations develop an inclusion strategy of their own that responds precisely to their specific structure, situation and context. The objectives and actions presented in the booklet can provide guidance.[15]

The basics of strategic planning boil down to the following:

1. **Inclusive vision and mission** – What are your core purpose and core belief in relation to inclusion?

2. **Environmental analysis** (e.g., SWOT analysis) – What are your organisation's internal strengths and weaknesses? What are your organisation's external opportunities and threats? What inclusion/inclusive efforts work? What does not and needs to be improved? Are the right people in the right roles? How do your organisation, staff and culture need to change to accomplish your inclusion goals? Conduct the SWOT analysis before setting your priorities.

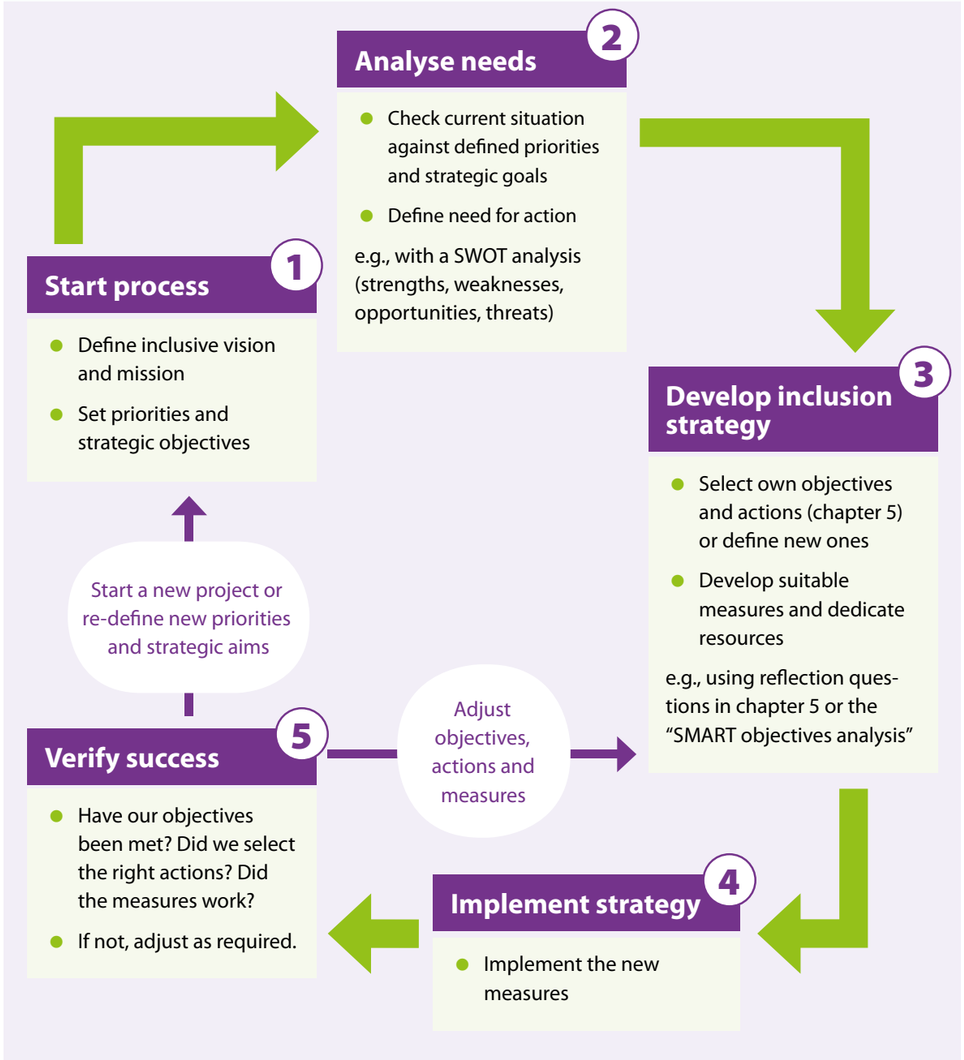
15 IJAB (ed.)(2017). VISION:INCLUSION - An inclusion strategy for international youth work, pp.27-46.

3. **Establishing the strategy**
Decide on priorities.
   - Develop strategic long-term goals. Based on the above analysis, what do you want to achieve?
   - Prepare a budget.

4. **Implementing the plan**
   - Define, write and implement your strategic plan.

5. **Evaluation**

You will find some Tips on action planning in ➔ **Factsheet 3.1.**



2. Barriers to participation for young people with disabilities in youth work projects

This manual would not be necessary if young people with disabilities found it easy to take part in international youth work activities. For many years, youth workers have been trying to come up with more new ways to include young people with disabilities in their projects. Yet despite an increase in diversity-related projects, this target group is still less visible than other diversity dimensions. There are many reasons for this, from family upbringing to community support or access to education.

Reflection:

Have a look at some examples of barriers to participation. These challenges have been identified by young people with disabilities based on their experiences in international youth work activities. How could the barriers be reduced? ➔ **Factsheet 3.2.**

Input:

These are key barriers to participation **in youth work generally:**

On the part of young people with disabilities:

- Low self-esteem; overprotective families
- **Limited access** to education and, e.g., language skills
- Lack of **voice** and **visibility** – to assert a right, a certain level of visibility is needed
- Lack of (social) **skills** and knowledge of one's rights
- Lack of information about programme accessibility, or **fear of *in*accessibility**
- Differing visibility of disabilities ("minority within a minority") – for example, the needs of young people with intellectual or psychosocial disabilities and deaf-blind or hard-of-hearing participants are more easily overlooked.

On the part of youth organisations:

- Lack of facilities, access, skills and knowledge related to working with young people with disabilities
- Reluctance to work with or for young people with disabilities, since it is not considered "sexy"
- Fear of the extra efforts and costs; misconception that mixed-ability projects cannot be carried out
- **Assumptions** about the actual capacity of young people with disabilities (performance ≠ capacity)
- Lack of projects **by** young people with disabilities and **with** young people with disabilities - most projects are done **for** them
- Youth programmes often **do not reach out to** young people with disabilities

What can youth organisations and stakeholders do?

- Understand the specific needs of the young people with disabilities they work with
- Provide skills-based training and **volunteering opportunities** for young people with disabilities

- Put young people with disabilities in **leadership positions** OR
- Designate young people with disabilities **resource persons** for inclusive projects
- Involve young people with disabilities throughout the **programme planning phase**
- Team up with disability community organisations to run **capacity building courses for youth organisations** (on how to reach out to and involve young people with disabilities)
- Bring about **attitudinal changes** that reflect tolerance and empathy towards people with disabilities
- Bring about **behavioural change** that reflects respect for persons with disabilities.

3. Understanding and assessing participants' needs

Input:

Any project starts with the identification of participants' needs, and any needs assessment should involve young people themselves – here, young people with and without disabilities. They should be involved at all stages of project development and be consulted while preparing, planning and conducting the project. This includes involving them in writing the call for participants, putting together information material, communicating with partners, finding the venue, developing the programme and selecting methods, inviting experts and evaluating the activity afterwards.

Participants' access needs are usually the first that require careful attention since they influence the choice of venue, programme approaches and method adaptations, amongst others (see questions for guidance on the accessible venue in ➔ **Factsheet 3.3.**).

The "No Barriers, No Borders" booklet on mixed-ability projects offers a checklist showing the categories of needs your potential participants may have, helping you reflect on how you would respond to them (➔ **Checklist 3.4.**). These resources will assist you in phrasing the questions you need to ask your selected participants about accessibility and other needs they may have.

4. Inclusive calls for participation and recruitment

Input:

The invitation phase is crucial in reaching out to participants with disabilities. Just one sentence that openly invites applications from people with disabilities can make a huge difference, such as "Persons with any kinds of disability/access needs are welcome to apply and take part in the event. Organisers are committed to adapting the programme and environment to make them inclusive and accessible". Sentences like these can be included in the introduction to the application form.

Other helpful information that should be in the call:

- Any accessible facilities and programme sessions
- Availability of venue/organisation staff willing to support the participation of young people with disabilities[16]
- A contact person for inclusion
- Offer of additional advice and information

If your organisation or partners already have experience with inclusive projects, this should be communicated. This can be done in the text, but also by including photos or testimonials from former participants.

Make sure that inclusive groups and people with disabilities/impairments are represented in all of your PR material. The images used should show that participants with disabilities are part of the group.

In order to reach out to people with disabilities as a target group, a two-pronged approach is proposed. In addition to the regular channels, young people should also be addressed at specific locations:

- Institutions where people with disabilities learn, live and work
- University disability departments and advisory centres specialising in inclusion
- Self-advocacy organisations, disability community organisations, student representatives for people with disabilities
- Social media: Facebook, Instagram and groups, organisations or facilities that cater to people with disabilities.[17]

Resources:

Factsheet: How to prepare more accessible application forms ➔ **Factsheet 3.5**

Example forms for collecting information from participants ➔ **Example forms 3.6.**

5. Putting support systems in place

Input:

Personal assistants

Many persons with disabilities need support to do everyday tasks. Some people with a disability are in control of how they are supported. Their support persons are known as personal assistants (PA). In a mixed-ability group, some persons with disabilities may have a PA. The PA is only there to support the person or persons they work for, not as participants in their own right.

Some aspects to consider about when working with people who use a PA:

- Is there space for the PA to sit during a session? Depending on the PA user, they may want their PA to sit next to them, at the back of the room, or outside the room entirely.
- What about the PA's travel or accommodation needs?
- Does the PA know when the breaks are? Not all PA users need their PA all the time. They may wish to leave during the session, so they need to know the session timings. This also means sticking to the schedule as much as possible.
- How can you ensure that the PA user is in control of decision-making? It is very important to address questions directly to the PA user, not to their PA. Also, do not ask a PA to do something in their role as PA - talk to the participant themselves and ask if it would be OK to ask their PA. This is important as a PA may agree to do something for you that takes an hour yet are unaware that their employer needs to use the bathroom. If they don't check with the PA user before agreeing, this could cause problems.

16 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.

17 Adapted from bezev e.V.: Checkliste barrierefreie Öffentlichkeitsarbeit (on request)

Potential challenges for a mixed-ability group involving PAs:

- A PA who does not operate from a social model and inclusive perspective could undermine the mixed-ability approach of the group.
- If group members are unfamiliar with PA or other forms of support, they may inadvertently react in a way that undermines the participation of the PA user. For example, they may expect a PA to fully participate in an activity when their actual role is to enable a person with a disability to participate.
- It should not be assumed that a PA will want to learn about the subject or already know about the subject under discussion. Even if a PA is knowledgeable on the subject, they are not participating in the activity.
- Maintaining a balance between acknowledging the PA as a person but also in their role as someone's enabler. Some PA users would rather you didn't distract their PA, while others will be quite happy for you to have a chat. The key is to be polite and not stop them from doing their job.[18]

Input:
Peer support

Of course, one of the ways to ensure individual support is to use the potential of the group and other participants. For instance, volunteers from the group (with disabilities or without) can be asked to regularly support and cooperate with participants with disabilities, or you can ask for the group to offer support and cooperation whenever you see this is required. Be sure to check with both PAs and individual participants to ensure the support is not imposed, provided without their permission, or rendered in a patronising way.

An often applied approach to supportive cooperation is a buddy system. The buddy system encourages pairing peers with and without disabilities who can complement each other's unique strengths and skills and work together in inclusive settings. This also allows for positive social interactions to develop between participants with and without disabilities. A buddy is usually a person who is interested in helping their peers to do the assignments, move around, communicating, contribute to the activity, work in small groups, take notes or offer advice. A buddy should be comfortable with their role, be interested to learn about their new friend's access requirements, understand their role very well and be able to openly discuss it with their assigned peer as equals. Buddies should not be seen as personal coaches, leaders, supervisors or power figures in general.

18 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.

Group reflection or self-reflection and practical transfer:

- What did I learn about access barriers that I didn't know before?
- What new things have I learnt about inclusion and accessibility in youth work?
- How will I change my approach to organising youth projects to make them more inclusive? What are my next steps?

Background material and further reading

IJAB (ed.) (2017).VISION:INCLUSION-An inclusion strategy for international youth work, chapters 2 and 3, pp.26-46 *https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/VisionInklusion_Handreichung_engl.pdf*

DARE DisAble the barRiErs - www.dare-project.de (2020). **DARE Practical Guide for Inclusion, chapter 2 "Around, over and beyond the barriers."** *https://dare-project.de/wp-content/uploads/2020/06/DARE-Practical-Guide-for-Inclusion.pdf*

German-Polish Youth Office (2019): **Checklist "Diversity in Youth Exchange" (also in German, Polish, French and Ukranian)** *https://dpjw.org/wp-content/uploads/2020/02/checklista_ENGLISCH_online_16.12.2019.pdf*

Behinderung und Entwicklungszusammenarbeit e.V. (2014). **Handbook "Jetzt einfach machen (Make It Now/Easy)" (also in German, French and Spanish)** *https://www.bezev.de/de/home/service-und-bestellungen/jetzt-einfach-machen/*

SALTO Youth Inclusion Resource Center (2008): **"No Barriers, No Borders" - Booklet on organising mixed ability projects. (in English, Georgian, Polish, Russian, Slovak, Spanish)** *https://www.salto-youth.net/rc/inclusion/inclusionpublications/nobarriers/*

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.*

European Disability Forum Guide for accessible meetings for all (2019): *https://www.edf-feph.org/content/uploads/2020/12/edf_guide_for_accessible_meetings_1.pdf*

MODULE 4

Communicating in a variety of ways

Communication and information: How to get everyone's view

Brief description

This module demonstrates how to use different languages, channels, senses and techniques in a way that allows for transparency and full participation.

Learning objectives

At the end of this module you will

- be familiar with accessible forms of communication and information
- know about different ways of experiencing communication and presenting information
- have learnt about support measures such as interpreting services or language animation

Have a look at Lana's Introduction video:
https://t1p.de/intro4 (YouTube)
The script can be found here: ➔ **Script 4.0.**

1. Communication challenges in an international mixed-ability group

Input:

When working with an international group, you need to ensure participation for the entire group while keeping in mind cultural differences, different levels of intercultural sensitivity, etc. When dealing with mixed-ability groups that are international, the task becomes even more challenging (albeit exciting) because in addition, you need to take into account very different educational backgrounds, varying abilities to speak the chosen activity language, different habits regarding communication, participation, understanding and information-processing.

Effective participation goes hand in hand with communication and information. The key is to ensure communication based on trust and respect and to show sensitivity towards the variety of ways people with disabilities prefer to communicate. What does this mean?

2. Communicating with sensitivity during the activity

Input:

In communication, our message only gets across if we express it openly, check whether we have been understood, invite suggestions, and adapt our communication approach depending on the situation. The way we phrase questions, use our tone of voice or employ facial gestures can impact communication in a variety of ways. That's why we have put together some basic principles for sensitive communication in a group:

- Ensure that all participants can speak out in a confidential setting regularly throughout the entire activity (for example, in a small "reflection" group at the end of the day). It is not always possible to collect information about everyone's access needs (including access to information and communication) before the activity. New situations often arise where new challenges need to be addressed. Also, not all participants' needs can be discussed openly with an entire group. Not everyone is willing to disclose their needs in public, so a small group or a private discussion can be helpful. Another argument for sharing in small groups or another safe setting is that not all participants are able to recognise their needs in the beginning of the activity. Sometimes they realise and articulate their needs better after having interacted with the group.
- If someone doesn't want to talk, answer a question or communicate during an activity, do not force them. Ensure they feel

free to refuse. For example, people with speech or visual impairments shouldn't be pressed into talking without providing consent in advance.

- Be patient if someone finds it difficult to speak or hear, or if they need to use a text-to-speech device to make themselves heard. Be honest when you cannot understand everything they say and indicate when you do understand.
- Ask the participants what is the most convenient way for them to communicate when preparing the project. Some people like texting more than calling (either out of personal preference or because of their disability), others avoid videos or prefer personal face-to-face conversation.
- Check if there are questions or themes they feel uncomfortable with.
  Some people react emotionally when talking about, e.g., how they developed a disability, difficult life situations, etc. Ask which themes should not be tackled and stick to the agreement.

- Do not assume
  Never assume that you know about participants' needs or attitudes or that you already know the answer. Leave enough room for people to express themselves and give you the answers you need. Ask if you are not sure. Give everyone an opportunity to express themselves (through comments, questions, ideas). Ask what tools for expressing ideas or attitudes are the most comfortable for them.
- Check terminology or preferred language
  Whatever the subject, ask individuals or the group what terminology or preferred language should be used when interacting with them or the group. Ask why the language is meaningful to them and how you should use it.

3. Use of multi-sensory or other creative approaches

Input:

A multisensory approach involves using methods that engage more than one sense at a time. There are five senses: sight, sound, touch, taste and smell.

For example, for people with impaired vision or hearing, consistent use of the two-sense principle[19] is necessary to guarantee equal participation. "If one sense is absent, relevant information must be provided by another. In the case of blindness, the sense of touch (reading of Braille) or hearing (verbal description of pictures or processes) helps transfer information. For the deaf, information can also be communicated visually (writing, pictographs and sign language). The two-sense principle also enables persons with impaired hearing or vision to take in information which they might miss despite the use of aids (glasses, hearing aid, etc.)"[20] Images can be playfully reduced to a word or sound that can also be translated into sign language and learnt and used by all.[21]

19 According to this principle, any information provided must be communicated via at least two of the following three senses: hearing, seeing or touching (DGUV, n.d.)

20 cf. Ruhe, C./Raule, R./Wüstermann, K.-D. (2008): Öffentliche Veranstaltungen – AUCH für Menschen mit Hör- und Sehschädigungen!

21 Aristoula Papadopoulou, Christian Papadopoulos. Accessibility – Basis for the successful participation of young persons with disabilities, in: IJAB - Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland (ed.)(2015). Sprachanimation – inklusiv gedacht. Language Animation – the inclusive way., 34

In consideration of various access needs, you can also use non-verbal activities such as pantomime, Image Theatre or an adapted version of a Forum theatre; use symbols/icons/music/sounds, a variety of shapes and forms (such as three-dimensional tactile models allowing blind and partially sighted people to feel the shape of an object/building etc. with their hands). Include as many sensory channels as possible using aids such as smells, rhythms, tactile experiences, vibrations, movements, and so on.

4. Language animation as a tool to support communication[22]

Input:

The aim of language animation is to support learning words and sentences in a foreign language. Language animation enables participants of an international meeting to gain exposure to their partners' language and then use their newly gained language skills during the programme, which improves communication and helps building relationships. Before international meetings, participants are often worried about the approaching interactions and have doubts about their communication skills. Language animation helps to reduce these fears.

Starting with the single word 'Hi!', you can gradually build on participants' communication skills by teaching them sentences such as 'Hi, how are you?'. Repeating new words and phrases allows learners to develop rituals and consolidate the newly gained knowledge as well as encouraging curiosity and willingness to learn. Language animation methods used in a deliberate way have other functions as well. Many can be used as energisers or bonding games to support group processes. The traditional methods of language animation focus primarily on verbal communication through spoken and written words. To be used in international inclusive meetings, these methods need to be modified. If the level of participants' skills calls for it, non-verbal communication and alternative forms of communication often become far more important. In such cases words and utterances can be complemented, and sometimes completely replaced, with sounds, sign language, gestures or images. Also, other alternative and augmentative communication methods can be used.

Guidelines:

- When planning and using language animation methods, various forms of verbal and non-verbal communication (such as sound, facial expressions, gestures and tactile sensations) can be employed to provide diverse ways of access to information and to allow all group members to participate. It is important not to overstimulate participants.
- Language animation exercises should also be supported with visualisation, which can be used when explaining the method, or to visually document the words and phrases that have been studied. Visualisations – often in the form of posters or images – should be prominently displayed in the seminar room. This will help consolidate the newly acquired material and encourage learners to use it.

22 From: Kreisau-Initiative e.V. (ed.)(2017). Perspective Inclusion. Language and communication in international inclusive education - Methods, guidelines, impulses,pp. 70-73.

- Language animation methods support gradual language learning. Depending on the time available and how intensive the classes are, language animation methods can be extended based on previously studied material by gradually introducing new words and thus improving communication skills. The gradual extension of language animation methods is particularly recommended for inclusive groups, e.g. by using only images at first, then gestures, and finally words, or by combining images, gestures and words from the start.

Idea:

Glossaries/Communication books

Before or during the meeting, leaders can create small glossaries/communication books with phrases that are important and useful for participants and the programme itself. These can be handy, self-made notebooks or large posters, placed in a prominent place in the seminar room. Using such glossaries at international inclusive meetings where participants speak multiple languages and/or have varying communication skills, helps them find their feet in the group as well as in the new situation and, most importantly, supports communication. Depending on the communication skills of group members, glossaries can be transformed into communication books by adding pictograms, photos and other graphic elements. Non-speaking participants tend to use their own aids. If some meeting participants do, it is recommended to include these images and symbols in the communication books. The communication books – whether notebooks used by individual participants or posters displayed in the workshop room – can be constantly updated by participants. Allocate some time in the meeting programme to do this. If posters are used, take photos of them, and give participants printouts of the photos at the end of the project.

Activity:

Choose one of the two language animation exercises (➔ **Activity 4.1.**) and try it out with your colleagues, friends or with your group. Reflect on your experiences.

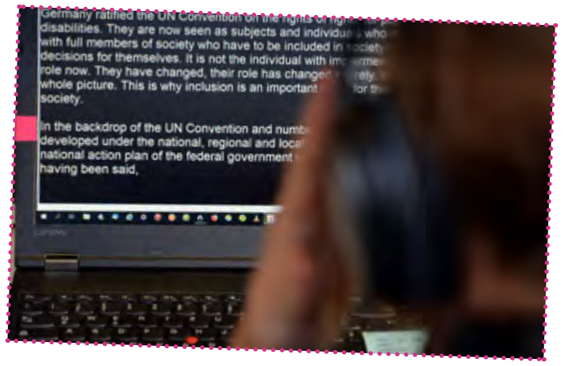
5. Support systems, services and technologies for accessible communication and information

Input:

To be an effective communicator in the field of youth work, you need to make sure that your messages are clear, accurate and understandable in different situations. There are various ways to support an accessible communication by using specific services and technologies.

Plain and easy-to-read languag

For easier communication and information, you can use plain or easy-to-read language. They are designed to reduce language complexity to make it easier for everyone to understand it. For example, for people with hearing impairments, lip reading is much more effective when what is spoken is less complex. It is also helpful for people who do not speak the language of the event as well as other participants, for hard-of-hearing or deaf participants who may have difficulties learning a foreign language and for sign language users because of the different grammar rules of sign language.



Plain language is clear and precise language that is easily understood by a broad audience. It avoids wordy, convoluted sentences as well as jargon. Plain language does not follow strict rules and is therefore more consistent with verbal communication.

By contrast, **Easy-to-Read** (ETR)[23] follows very clear rules as it is specifically designed to meet the needs of people with cognitive and learning impairments.[24] [25]

Good practices for both plain and Easy-to-Read language that can be used in inclusive activities include:

- Avoid difficult, overly technical or foreign terms.
- Give examples to help people understand the information.
- Avoid abbreviations, or at least explain what they stand for.
- Use consistent wording throughout.
- Avoid idioms, metaphors, jokes or types of humour specific to a particular language.
- Keep your sentences short and provide one message per sentence. Use the active voice rather than the passive voice.
- Use positive language.[26]

Interpretation:

Interpretation/language mediation plays an important role in international meetings: it enables communication between participants during formal and informal parts of the project. It can be used for the transfer of content in spoken and written language as well as in sign languages. Through interpretation, no participant will be excluded from communication due to a possible lack of language skills. Everybody can take part in discussions and get involved in the tasks and activities.[27]

- Foreign languages
- National singn language or international sign
- Captioning/Palantyping

Other important aspects of accessible information include:

- **Preparing Word documents for screen readers**
- **Preparing and running accessible presentations**
- **Making virtual meetings accessible**
- **Making websites and social media accessible**
- **Making videos and podcasts accessible**

Have a look at our factsheet with plenty of guidelines and useful links to ensure accessibility in all these areas. ➔ **Factsheet 4.2.**

23 Inclusion Europe Inclusion Europe. (2011): Make Your Information Accessible. European Standards for Making Information Easy to Read and Understand.

24 Vollenwyder, B., Schneider, A., Krueger, E., Brühlmann, F., Opwis, K., Mekler, D.E. (2018): How to Use Plain and Easy-to-Read Language for a Positive User Experience on Websites.

25 c.f.www.dare-project.de (2020): DARE Practical Guide for Inclusion, p.38

26 c.f. www.dare-project.de (2020): DARE Practical Guide for Inclusion, p.38-39

27 Adapted from: Kreisau-Initiative e.V. (Ed.)(2017). Perspective Inclusion. Language and communication in international inclusive education - Methods, guidelines, impulses, p. 59.

Group reflection or self-reflection and practical transfer:

- How did I deal with situations where I was unable to access information I needed?
- Are there more ways to make information or communication accessible that I should learn about?
- What technologies do I like to use? Which are helpful in making materials more accessible or improving my communication skills in different ways?
- What is the next method I would like to adapt by integrating a multisensory approach?
- How can I better understand the needs of sign language interpreters, note takers or palantypists?

Background material and further reading

IJAB - Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland (Ed.) (2015): Booklet **Language animation - the inclusive way.** (English/German) *https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/ijab-if-jg-sprachanimation-neuaufl.pdf*

Kreisau-Initiative e.V.(2017): **Perspective Inclusion, Language and communicac tion in international inclusive education - Methods, guidelines, impulses (also in German and Polish)** *https://www.kreisau.de/fileadmin/Perspektive_Inklusion/170713_KI_PUB_ENG.pdf*

DARE DisAble the barRiErs - *www.dare-project.de* (2020): **DARE Practical Guide for Inclusion, chapter 3 "Practical tips and methods on how to design inclusive and quality activities" (also in German, Polish, Italian and Greek)** *https://dare-project.de/wp-content/uploads/2020/06/DARE-Practical-Guide-for-Inclusion.pdf*

Languageanimation.org: Videos transmitting a theoretical summary of the methodology, as well as fifteen important language animation methods. *http://languageanimation.org/en/homepage*

MODULE 5

Creating an inclusive learning space - Adapting methods and habits

Pedagogy - Adapting to different learning needs

Brief description

This module helps you to become aware of how the various needs of participants manifest and how you can meet those needs. You are encouraged to develop different versions of your favourite activities, which makes them more accessible without impacting on their effectiveness.

Learning objective

At the end of this module you will

- be able to better create positive group dynamics
- be more aware of the limitations of your favourite methods
- be able to develop a strategy for adapting them to individual requirements
- understand why there is no one-size-fits-all solution – and why you don't need one.

Have a look at Lana's Introduction video:

https://t1p.de/intro5 (YouTube)
The script can be found here: ➔ **Script 5.0.**

1. Dialogic spaces - Create an atmosphere of trust and understanding

Input:

It is essential to have workspaces in which everybody can be fully included as the person they are. Therefore, everybody needs to be recognised with all their different dispositions and be allowed to contribute their unique potential. This is a major responsibility for practitioners – but it can be embraced one step at a time!

So how can you help to create and maintain spaces where people can say to themselves, "This is a safe space for me to try something new, where I will be supported with everything I need to live and learn together with everyone else"? How can you rise to the challenge of not knowing what a certain individual needs but still responding to their concerns and meeting their needs?

It is surprisingly simple. By creating an atmosphere of trust and respect, you encourage people to voice their needs without having to engage in guesswork or walk in their shoes. The effect is a rise in equality, respect and mutual comprehension across the entire group.

Six pillars of active and protective dialogue (➔ **Factsheet 5.1.**)**:**

- taking responsibility
- listening, respecting, responding
- fault tolerance and desire to learn
- confidentiality
- vulnerability
- dealing with fear.

These pillars function as stepping stones that can help you strengthen or weaken the cohesion of your group. If you provide effective support, the atmosphere will automatically become more relaxed.

Reflection:

Reflect on **your current capacities** by yourself or together with your peers. Note down any answers you find. This is a valuable exercise ahead of deciding which next steps are the easiest and most efficient for you.

- What techniques and strategies do you already use to resolve difficult situations? How do you reconcile differing opinions, needs and conflicts? What are your personal strengths?
- Which useful rules do you already apply and how do they work? Have you ever made a contract with a group on discussion style? Where did you get those rules from? Did you have to impose them, or was the group able find a way to discuss their needs and adopt their own rules? What works well for you and what would you like to improve?
- How do you increase your sense of curiosity and find common ground? When do you start asking people about their experience or knowledge and when do you hesitate? Have you ever judged somebody without asking their opinion?
- Who is already around to support or inspire you? Do you know colleagues or other professionals who are good at facilitating difficult discussions? Have you witnessed any good practices? Who are the people you can address the issue with? Reach out to them!

Have a look at ➔ **Factsheet 5.2.**: A list of **communication aids** that work in most cases. If you don't have much time or if the setting doesn't require special attention, take this list and you're good to go. However, remember that the list is just a tool. Changing cultures and attitudes needs time, and the experience may involve a struggle.

2. Reverse engineering - Adapt your beloved methods

Input:

It can be awkward to realise that your favourite method does not respond to the needs of even a single group member. Most likely, that person will be accustomed to avoid exposure and will offer to just observe your exercise so you can run it the "standard" way. But even without bringing the issue out into the open, the elephant is still in the room, with too many group leaders opting to maintain the status quo by flying under the radar.

But what if you had a way to expand your capacities easily so that you can react with confidence if certain needs emerge? In this chapter you will discover how to prepare for variations in settings and get the best of both worlds:

achieve your intended impact AND involve everyone in your favourite method. Remember this does not have to be for the benefit of absolutely everyone - just for those in the room. At the end of this module, you will be in a position to do so, especially now you have discovered how to get feedback on the needs and abilities of your participants as experts in their own lives.

Reverse engineering is a way to examine existing approaches for their strengths, limitations and complexities. You will be guided through a process that allows you to check your methods for any challenges, identify the individual components of your favourite methods and develop variations that respond to the different needs and abilities of your target group – variations you can later apply quickly on the spot once you have tested them. Testing is vital because not all variations are compatible or help reach your desired aim – and because it is a lot of fun to do unusual things in usual situations.

Activity:

The five-step Reverse Engineering process: Re-work one of your favourite methods with your peers or target group by testing, evaluating, re-engineering, re-designing and re-testing it. ➔ **Activity 5.3.** (also includes some more background information on the process)

There is no need to reinvent the wheel. This factsheet collects possible **barriers** and offers a few practical ideas for possible adaptations to the exercise. It helps you to start over if your creativity fails you. Or maybe you simply enjoy being inspired by problems that others have already solved or at least identified and brought to our attention. ➔ **Factsheet 5.4.**

3. Key principles of (more) inclusive learning - Be a part of a bigger cause

Input:

In this chapter, you will learn about ways to build an advanced inclusive framework as you plan, design, run and evaluate your learning activities. You will discover five key principles that help you examine your beliefs and attitudes. These help to make everyone an equal stakeholder and enjoy self-directed, meaningful learning. This approach shows you how you can significantly increase everyone's involvement and well-being (including yours, rest assured!) by enabling everyone to take responsibility for having their needs met.

Discover five **key principles** for an inclusive and participatory learning environment (➔ **Factsheet 5.5.**):

- Identifying and extending others' skills
- Facilitating access and reducing complexity
- Democratising the space
- Mainstreaming accessibility
- Strengthening the individual

Activity:

Here are **examples** of how you can successfully apply these five principles to your own practice. And your environment will help you. How does it work? And how can you lift your experience to a higher level? Learn here how easy it can be. Congratulations on your newfound capabilities! ➔ **Activity 5.6.**

Transfer:

From theory to practice. You will not leave without creating something you always wanted. You will **design one activity for each principle**. As you apply them to a real-life situation, reflect with your peers or target group on how you have challenged yourself. Would you change your approach next time round? The second try is always the most innovative step, yet the first is vital for learning and understanding. ➔ **Transfer 5.7.**

Group reflection or self-reflection and practical transfer:

- Which ideas have helped you to get a feel for various, especially hidden, needs and realities?
- What adjustments to your methods made the biggest impact, i.e., widened the possible scope of application?
- What is your biggest challenge when running a session with people with explicit individual needs? What would help you get ahead?
- How can you share the responsibility for the process and the space with session participants? How can you hold back when taking decisions for others and instead ask more for their advice?

Background material and further reading

DARE DisAble the barRiErs - www.dare-project.de (2020): **DARE Practical Guide for Inclusion, chapter 3 "Practical tips and methods on how to design inclusive and quality activities"** *https://dare-project.de/wp-content/uploads/2020/06/DARE-Practical-Guide-for-Inclusion.pdf*

IJAB - Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland (ed.) (2015): Booklet **Language animation - the inclusive way.** (English/German) *https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/ijab-if-jg-sprachanimation-neuaufl.pdf*

Un-Label e.V.(2020): **Creability Practical Guide - Creative and Artistic Tools for Inclusive Cultural Work (English/German)** *https://un-label.eu/wp-content/uploads/Creability-Practical-Guide-EN.pdf*

Maurianne Adams, Lee Anne Bell, Pat Griffin (eds.)(2007): Teaching for Social Justice

MODULE 6

Appreciating diversity – Recognising limits - Getting support

Support: Resources are needed - and available

Brief description

This module focuses on the mindset of trainers, facilitators and pedagogical staff and explores how they can empower themselves and those they work with to deal with ambiguous, challenging environments. It explores how to recognise one's own and the organisation's limits and how to build and use support structures.

Learning objectives

At the end of this module you will

- have learned that you need and will get support from others to thrive
- have found out how to identify and respect your limits of progress
- know how to find support from peers, experienced organisations, networks, sources of funding, etc.

Have a look at Lana's Introduction video:
https://t1p.de/intro6 (YouTube)
The script can be found here: ➔ **Script 6.0.**

Contents

1. Understanding your limits and abilities

Input:

Personal boundaries are important as they represent the basic guidelines for how you want to be treated (in a safe, acceptable and reasonable way) and how you allow yourself to be treated by others. Self-care without healthy boundaries is impossible.

HEALTHY boundaries allow you to:

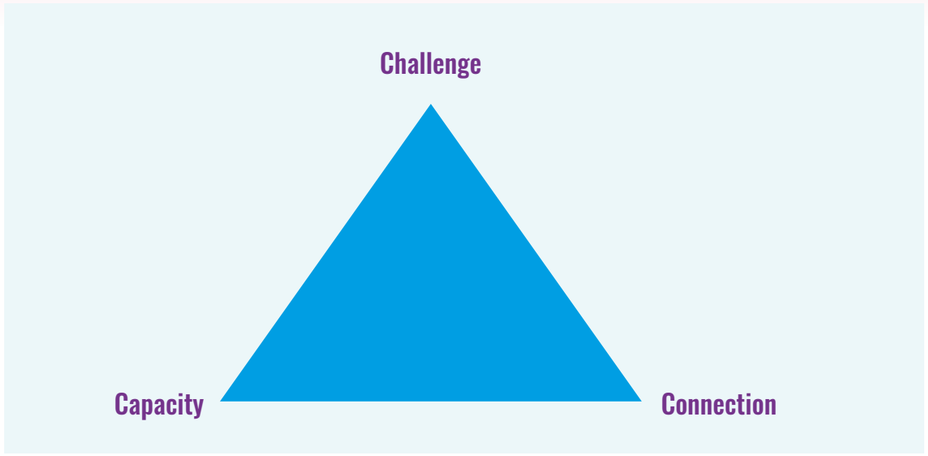
- Maintain high self-esteem and self-respect
- Share personal information gradually, in mutually sharing and trusting relationships
- Protect your physical and emotional space from intrusion
- Maintain equal partnerships where responsibility and power are shared
- Be assertive and confidently and truthfully say YES or NO and be OK when others say NO to you
- Separate your needs, thoughts, feelings and desires from those of others, and recognise that your boundaries and needs are different from others'
- Empower yourself to make healthy choices and take responsibility for yourself.[28]

One of the most important things when setting personal boundaries is learning to say "no" when you feel uncomfortable (that is, when your boundaries are being violated) and learning to not be a people-pleaser. Doing so will ultimately be beneficial for the team and the entire project. Saying no is not being selfish, it is active self-care. It can be hard to establish boundaries because you may feel guilty or still need to understand more about your own needs. There are a variety of tools for self-reflection and self-assessment that can help here.

Accepting tensions and ambiguities within the team and within yourself

Our work and how well we perform are inextricably linked with how we feel and act in our team – whether we feel supported, valued or rejected or feel uncertain or not competent enough. Tensions and ambiguities are an intrinsic part of international youth work. They can occur in teams of educators and facilitators or within organisations. Acknowledging them in our day-to-day work is a challenge for everyone involved. Knowing in advance what can be expected and accepting the facts is one step towards resolving these tensions and ambiguities.

28 Adapted from https://www.theresiliencecentre.com.au/boundaries-why-are-they-important/.



Fundamental tensions and ambiguities include:

- Tension between individual interests and collective interests, between "being oneself" and "serving the community". Both sides are essential, and yet another indicator that teamwork is ultimately a balancing act.
- Tension between the need for change, flexibility and innovation and the need to adhere to established structures, principles and guidelines.
- Tension between the wish to set and reach ideal aims and the knowledge that they will never be fully reached.[29]

Striking the balance between challenge, capacity and connection

To establish your boundaries, you need to recognise whether certain aspects of your work require too much time or effort. One simple model of effective individual involvement that can be applied to youth workers is based on the three Cs: Challenge, Capacity and Connection. "Challenge" is the domain in which a person wishes to take action, "Capacity" denotes their capabilities, knowledge and skills for doing so, while "Connection" refers to the person's ability to relate to and enjoy the support of other individuals, organisations and institutions. There should be a dynamic balance between all three. The challenge should motivate people to fight for the cause – it should be major enough to give them a sense of achievement and pride. But it should not be too great a challenge to deter a youth worker, organiser or facilitator from connecting to the cause, to the core idea, to the project. And because capacity, meanwhile, refers to the skills necessary to carry out the actions, the lack of capacity causes frustration and a sense of powerlessness. When all three dimensions interact to create equilibrium, participation can thrive.

Reflection:

Look at the model. Are all components in balance in your work? Do you have enough support from your organisation and partners? What is missing? What skills or knowledge in your domain would you like to improve? Are there any obstacles in your work which make you feel you have not invested enough or perhaps too much?[30]

29 Pohl, Michael & Witt, Jürgen (2000): Innovative Teamarbeit.

30 cf. Jans and Backer (2001) in: T-Kit Social Inclusion, Council of Europe - European Commission Youth Partnership. 2003, p.19.

Using self-evaluation tools

Understandably, the 3C model only scratched the surface of your work. To fully comprehend the barriers standing in the way of your development, we need to apply self-assessment tools.

If you are an experienced youth worker, you are probably familiar with the Competence Model for Youth Workers. Why not check yourself against its eight key competences?

1. Facilitating individual and group learning in an enriching environment
2. Designing programmes
3. Organising and managing resources
4. Collaborating successfully in teams
5. Communicating meaningfully with others
6. Displaying intercultural competence
7. Networking and advocating
8. Developing evaluative practices to assess and implement appropriate change

Resource:

https://www.salto-youth.net/downloads/4-17-3460/CompetencemodelForYoutworker_Online-web.pdf.pdf

Reflection:

Reflecting on your work in the team

Ambiguities and challenges can arise due to lack of clarity of the roles in the team or its priorities. A climate of trust and balanced roles in the team are vital for your personal and professional wellbeing. It is essential to have an open and respectful discussion with your colleagues about your perception of the team's interaction, communication and contribution to your goals. You may want to go through these questions by yourself and together with the team:

1. How would you describe the nature of your interactions when your team gets together to plan, solve problems, or make decisions?
2. How would you describe the team's relationships with your partners (such as other teams or units, organisations, suppliers)?
3. What are your team's greatest strengths? How can you build on these strengths?
4. What two or three things does your team need to improve? What are you personally doing to improve them? What is the team as a unit doing to improve them? What could you and the team do that you are not doing now?
5. How would making the improvements identified under question 4 benefit your team's planning, problem-solving, decision-making, interactions, or relationships with your partners?

You may wish to discuss and reflect on your place and your work in the team in more depth, and/or analyse carefully what need to be changed so that you feel more supported/

inspired/appreciated/relaxed. If so, take a look at the team questionnaire. Ask everyone in your team to complete the questionnaire individually. Then share, compare and discuss the results in your team. What works well? Which aspects would you like to improve?

➔ **Checklist 6.1.**

Input:
Self-support

Sometimes projects go wrong. Sometimes things become "too much" or frustrating. One of the key skills in dealing with difficulties and feelings of being overwhelmed is to remain accepting and to process your emotions and feelings (without labelling them as "negative" or "positive"); admitting that it is OK to feel weak, exhausted or to be wrong. This ability to turn acceptance and understanding and love inward is known as self-compassion – the ability to help people to become more confident, self-assured and motivated. Practicing self-compassion is a form of self-acceptance even in the face of a wrong choice or a failure. By allowing self-compassion, you become kinder towards yourself. You exercise mindfulness by maintaining a non-biased awareness of experiences even if they are painful, instead of ignoring them.

Self-compassion encourages our drive, gives ourselves focus and healthy, wholesome boundaries (LiveScience.com), and improves mental health and resilience. To learn more about self-compassion and how to foster it, take a look at the following videos:

How to practice self-compassion (2 min)
https://www.youtube.com/watch?v=8lnU4fZ3eiM

The power of vulnerability, TED Talk:
https://www.ted.com/talks/brene_brown_the_power_of_vulnerability/transcript

To learn more about managing emotions, see *https://positivepsychology.com/emotional-intelligence-frameworks/*

2. Use of support structures and cooperation

Input:

Support structures and cooperation can improve and facilitate the work of youth workers and youth organisations. Exchanging experiences and good practices, cooperation between youth work and disabled people's organisations, and working with experienced trainers strengthen everyone's efforts to work towards inclusion and reassure you that you are not alone on this journey.

Have a look at this good practice example of an inclusive youth activity in partnership with a disability organisation and youth work.

➔ **Example 6.2.**

Possible support structures include

- Disabled Persons' Organisations (DPOs)
- Expert pools
- Online platforms for exchanging experiences
- Contact-making seminars, tool fairs, trainers' events, expert exchange and so on

Key stakeholders in youth work on an international level include

- Youth information providers (such as Eurodesk)
- Youth associations and organizations
- National and local youth councils
- SALTO-YOUTH Inclusion & Diversity Resource Centre
- Erasmus+ National agencies
- Researchers and youth participation experts (Council of Europe in the field of youth, notably the European Pool of Youth Researchers (PEYR), European Knowledge Centre for Youth Policy (EKC-YP), RAY network, Youth Wiki Correspondents)
- Youth Sector of the Council of Europe (CoE Youth Department, Advisory Council on Youth, European Youth Centres in Strasbourg and Budapest)

Group reflection or self-reflection and practical transfer

- How is my working environment supporting myself and my colleagues?
- How can I influence my organisation to allow for supportive working conditions?
- Is my organisational environment set up to cause exhaustion or disappointment?
- Which structures and organisations can support me and my organisation?
- What tools and resources can I use for self-support?

Background material and further reading

DARE DisAble the barRiErs - www.dare-project.de (2020): DARE Digital Storytelling Handbook of Empowerment – Peer Support Model *https://dare-project.de/handbook/*

IJAB (ed.)(2017): VISION:INCLUSION-An inclusion strategy for international youth work *https://ijab.de/fileadmin/redaktion/PDFs/Shop_PDFs/VisionInklusion_Handreichung_engl.pdf*

VISION:
INCLUSiON

The training modules "How to set up an inclusive international youth project" support organisations in the field of international youth work, experts, youth workers, volunteers as well as team leaders in making their international youth projects more inclusive. They are also suitable for youth workers or facilitators who have already gained experience in the field of inclusion and are looking for new impulses and in-depth information.

The training modules consist of this manual and numerous supplementary online materials such as factsheets, activities, checklists, videos, and specialist texts (which are linked at the appropriate point). This interaction enables both individual, self-directed learning and the implementation of workshops for youth workers or team members.

The content is divided into six modules with different focal points:

1. It's normal to be different: Diversity and Inclusion as an opportunity for everyone
2. Steps towards an Inclusive culture
3. Steps towards Inclusive structures and practices
4. Communicating in a variety of ways
5. Creating an Inclusive learning space - Adapting methods and habits
6. Appreciating diversity - Recognising limits - Getting support

This manual contains a description of the didactic process as well as basic information on each of these focal points.

The training modules have been developed within the IJAB project VISION:INCLUSiON. Impaired young people are still less often reached by the offers of international youth work or cannot use them due to existing access barriers. The aim of VISION:INCLUSiON was to move forward on the path towards fully inclusive international youth projects.

The manual is also available in German and in German plain language.

https://ijab.de/en/topics/inclusion-and-diversity

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