

Inclusion Culture – Promoting Leadership in Intercultural Understanding within Mixed-ability Groups

This group photo was taken in the European Youth Centre, in Strasbourg, France on 3rd of June 2017.



Report¹ of the Study Session coordinated by the European Network on Independent Living Youth Network (ENIL Youth) and Erasmus Student Network (ESN AISBL) in partnership with the European Youth Centre of the Council of Europe

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¹ This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the European Network on Independent Living Youth Network (ENIL Youth) and Erasmus Student Network (ESN AISBL) educational team of this study session. It does not represent the official point of view of the Council of Europe.



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Executive Summary

This is the final report of the *“Inclusion Culture - Promoting Leadership in Intercultural Understanding within Mixed-ability Groups”* Study Session organized by the European Network on Independent Living Youth Network (ENIL Youth) and Erasmus Student Network (ESN AISBL) in partnership with the European Youth Centre of the Council of Europe between 28 May – 4 June 2017, in Strasbourg, France. This study session has brought together a diverse, mixed-ability group from European Network on Independent Living Youth Network (ENIL Youth) and Erasmus Student Network (ESN AISBL)². Participants have explored, discussed and created an open and inclusive intercultural environment for people of all abilities and backgrounds. The full composition of 38 attendants of the group included twenty-four participants from both organizations, there has been five personal assistants, two Palantypists (Speech to Text Service Providers), one Film –Maker Expert, five members of the programming team - supported by one Educational Advisor by the Council of Europe Youth Department. External guests were also welcomed during the duration of the study session, including a class of a Lycée-Kléber School and Ita Mirianashvili, Head of Unit of the Secretariat Rights of Persons with Disabilities of the Council of Europe.

One of the concrete results of our study session is *Training Manual* titled *“Inclusion Culture – Promoting Leadership in Intercultural Understanding within Mixed-ability Groups”* about how to approach, prepare and implement inclusive intercultural activities.

Realisation of an ENIL Youth & ESN joint study session came from a fruitful, long-term collaboration between ENIL and ESN which was initiated and supported by *Agnes Sarolta Fazekas*, who has been working with both organisations for many years.

Organisers

The European Network on Independent Living (ENIL) is a Europe-wide network of disabled people, with members throughout the Council of Europe Member States. ENIL is a cross-disability forum for all disabled people, Independent Living organisations and their non-disabled allies on the issues of Independent Living. Its main aim is to advocate and lobby for Independent Living values, principles and practices, namely for a barrier-free environment, provision of personal assistance support and adequate technical aids, together making full citizenship of disabled people possible. Young disabled

² [European Network on Independent Living Youth Network \(ENIL Youth\)](#) and [Erasmus Student Network](#) (ESN AISBL). Hereafter referred as ENIL Youth Network & ESN.

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people are among the core aims and activities of ENIL. There is an extraordinary focus to empower and support the involvement of young disabled people in becoming future leaders of Independent Living and in advocating for human rights in their countries and at the European level. ENIL has an active Youth Network, which is also among the few cross-disability youth networks (rather than focusing on a specific type of impairment) which bring together young disabled people to have their voice heard from across Europe and focuses on issues of interest to them and (such as education and employment). Members of the Youth Network are active in various policy consultations and other activities with ENIL.

The Erasmus Student Network (ESN) is the biggest inter-disciplinary European student organisation in the field of mobility. ESN is a non-political, non-profit and non-religious organisation with over 14,500 volunteer members from local student groups (so called sections) in more than 500 Higher Education Institutions in 40 countries. ESN supports educational, social and cultural integration of international students and provides practical information for incoming and outgoing students about various exchange programmes. Furthermore, ESN provides intercultural experiences to students who cannot access a period abroad (internationalisation at home). The vision of ESN is the enrichment of society through international students – thus, ESN works to foster the mobility of students under the principle of Students Helping Students. ESN provides its services annually to about 180,000 international students in Europe and beyond. ESN's activities comprise hundreds of projects developed at all levels.

Background and Overview of the study session in a nutshell

The purpose of this joint study session has been to create an opportunity for young disabled and non-disabled people to share skills and build each other's capacity, thus enhancing intercultural understanding and promoting active citizenship. ENIL Youth Network and ESN have co-operated in this study session because we have felt that there is knowledge, skills, and resources in both networks that should be shared to strengthen both organisations and others as well and to promote social cohesion and inclusion across Europe. In the current climate, we strongly believe that intercultural skills and understanding are essential. Often young disabled people have limited opportunities to gain these skills and our organisational experience suggests that interculturally focused organisations struggle to be intersectionally inclusive, including disability. At the same time, disability organisations tend to neglect intercultural challenges. For ENIL and ESN this study session

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has provided a remarkable opportunity to build the capacity of both sectors by experiential learning using non-formal education. For this activity, participants from ENIL have brought their experiences of inclusion and accessibility (as well as exclusion and barriers they face), while ESN participants have brought extensive intercultural youth activities. The complexity and the sensitivity of the study session have required a combination of trainers from both organisations in order to facilitate discussion and to meet the needs of ALL participants.

For both organisations, this study session has been exceptional to run a mixed-ability training which is not primarily focused on disability. This is an important step for both organisations because it embraces the concept of intersectionality and the belief that full inclusion happens when it supports all people, regardless of their background or needs, in a safe(r) space. We believe that this unique experience of collaboration between the two organisations will encourage other youth organisations to start their journey to inclusion and strengthen the wider youth field with the *Training Manual* which has been produced, highlighting the methods, challenges and solutions developed during the study session. The learning from the beginning through and afterwards of the study session has been used by both organisations to facilitate a deeper understanding & realisation of what inclusion means both on the grounds of disability and culture. All participants were able to bring their areas of expertise and knowledge, open-minded personality to create a rich study session, combining sharing of personal experiences, introduction to theoretical concepts, the concepts of social model of disability, intersectionality, intercultural learning and '*inclusion in Practice*' sessions provided space for participants put their learnings into practice putting inclusion into reality. As the Youth Department of the Council of Europe has been in the finalising phase of a manual on human rights education with mixed-ability groups, we have embraced this chance and used the already existing good practices included in the manual and we have provided further practices which might be considered for future activities. The study session was also a good example of a cross-sectoral cooperation between the Youth Department and the Secretariat of Rights of Persons with Disabilities of the Council of Europe. *Ita Mirianashvili*, Head of the Unit, [Secretariat Rights of Persons with Disabilities at the Council of Europe](#) joined the study session and we have explored and discussed how to bring into our realities the current Council of Europe Disability Strategy 2017-2023. Capturing the inclusive intercultural nature of the study session and the principles and values of the Council of Europe Youth Department could not happen without the excellent work of our Film-Expert, *Patrick Doodt*. We believe that the accessible video-report engages young disabled people to participate in **Inclusion Culture – Promoting Leadership in Intercultural Understanding within Mixed-ability Groups**



youth activities and other organisations to make their activities more inclusive. We are delighted to see already the short-term impact of the programme, as participants have been very active in sharing experiences, exchange knowledge and participating in activities which have enriched the study session. Participants created many practical initiatives which they will collaboratively further develop after the study session.

The “Inclusion Culture” training manual

One of the concrete outcomes of our study session is a practical *Training Manual* titled “*Inclusion Culture – Promoting Leadership in Intercultural Understanding within Mixed-ability Groups*” about how to approach and implement inclusive intercultural activities. This *Training Manual* is based on the collective experiences and knowledge of the participants and programming team, with the support of the Educational Advisor of the Council of Europe, highlights the methods, challenges and solutions developed over the study session to strengthen the wider youth field and encourage various actors to start their journey to inclusive intercultural activities. More on the purpose and the usage of the *Manual* can be found in its Chapter 3. We believe that this study session in a long-term is going to act as a catalyst to participants to support other individuals to work using inclusive intercultural understanding and inclusive methods in diverse communities at local, national and international levels also through the *Manual*. This current final report is also a joint product of the programming team which highlights the inclusive aspects of our activities, including the collective knowledge and experiences of challenges and solutions. Creating a joint inclusive study session takes a lot of collaboration, support, patience, creativity and “*Having a YES approach*” to make the environment inclusive to the greatest extent possible. The success of the study session was possible due to the open mindset, and commitment of the programming team, their devotion of energy, time, endless motivation, the enthusiasm and contribution of the all participants and last but not least all the collaboration, support we have received from various staff of the Council of Europe Youth Department, the Speech to Text Reporters (Palantypists) and the Film-Maker Expert. I would like to thank everybody who has been involved in contributing to the study session. We believe that this study session has further strengthened the already existing partnership between the two organisations and we have marked our little steps on the long journey to inclusion.

Agnes Sarolta Fazekas

Course director of the “Inclusion Culture” Study Session

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Final Report



Detailed Overview

Aims and objectives of the 'Inclusion Culture' study session

The aim of this activity is to promote leadership in intercultural learning among mixed-ability groups. The study session aims to promote cultural awareness, tolerance and solidarity among disabled and non-disabled young people. Specific objectives of the study session are as follows:

- To understand the framework and the essential dimensions of intercultural learning;
- To understand the concepts of inclusion and disability, including the concept of social model of disability;
- To develop the skills and competence of participants around delivering inclusive Intercultural youth activities, including how to celebrate diversity in non-formal education settings;
- To enhance intercultural cooperation and leadership between young disabled and non-disabled people;
- To provide methods and tools which participants can take to their local communities in order to promote inclusive intercultural activities

Programming Team & Invited Experts, Guests

Agnes Sarolta Fazekas comes from Hungary. Agnes Sarolta is a member of the ENIL Youth Board between 2015-2017. She has been delivering inclusive non-formal education training with ENIL Youth and ESN. She has been a Member of the International ExchangeAbility Project of ESN, fostering the mobility of students with disabilities in Erasmus Programme.

Zara Todd comes from the United Kingdom. She is the chair of the ENIL Youth Board 2015-2017. Zara is a youth participation and empowerment specialist currently working with a number of governmental and non-governmental organisations.

Frank Sioen comes from Belgium. Frank is the Advocacy Officer at ENIL and is responsible for lobbying and capacity building on issues such as personal assistance, direct payments, accessibility and others.



Eliza Popper comes from Hungary. Eliza is experienced in the topics of intercultural learning, training for trainers, communication, conflict management, social inclusion, advocacy and leadership training. She is a member of the pool of trainers of the Council of Europe and the European Federation for Intercultural Learning.

Safi Sabuni comes from Sweden. Safi was the president of the Erasmus Student Network between 2015-2017. She graduated in development aid and she is an expert in topics of student mobility, education and youth work. She has extensive experience of delivering training on leadership, intercultural communication, and children's rights. She is a member of ESN's Eduk8 Pool of Trainers.

The programming team has been supported by and worked in an equal partnership with **László Milutinovits**, Educational Advisor in the Youth Department of the Council of Europe to deliver a high quality study session which is in line with the overall aims, values and principles of the Council of Europe and especially with the aims, values and priority areas of the Council of Europe's Youth Department.

Besides the programming team members, the following experts, guests were also invited to make an invaluable contribution during the study session.

Julia Jacobie and Norma MacHaye are coming from the United Kingdom. As Speech to Text Reporters (Palantypist), they are providing real-time captioning, both onsite and remotely, at conferences and symposia throughout Europe and worldwide at [Global Real Time Captioning LLP](#). Their expertise was essential to the study session in order to accommodate access needs of All attendees.

Patrick Doodt comes from Germany. He has a degree in Master of Arts in Philosophy. Patrick has been an active member of Erasmus Student Network. His Erasmus+ exchange changed his life completely and led to allowing him to continue his passion as a career as a Film-maker expert at [Patrick Doodt Films](#). He has been working on several projects in the area of education, mobility and youth bringing positive change to societies through videos.

Ita Mirianashvili, Head of Unit, [Secretariat Rights of Persons with Disabilities at the Council of Europe](#). Mrs. Mirianashvili presented the current Council of Europe Disability Strategy 2017-2023 and



highlighted the five thematic areas of the Strategy. Her input helped participants to better understand and realise how participants can put the strategy into practice within their communities.

Isabel Jensen & the students of Lycée-Kleber School coming from Strasbourg, France. Mrs. Jensen has worked as a teacher, at the Lycée Kleber School, in Strasbourg, France. Mrs. Jensen is currently working with her students on the topic of today's democracy and societies today through exploring Orwell's Animal Farm. The visit and involvement of Mrs. Jensen's class have been an extraordinary opportunity to bring diverse youth together and collaborate on *"Inclusion in Practice"* session.

Profile of Participants

We invited participants from ENIL Youth, member countries of Erasmus Student Network and from other organisations who have interest, or experience in the topic of the study session. ENIL Youth is a wide network of young disabled people from the Member States of the Council of Europe. ENIL Youth network is loosely structured, therefore their members' work varies greatly and participants might have no specific organisational affiliation or if they have, that it is an affiliation of their local, regional or national Disabled People's Organisations or Independent Living Centres, rather than directly affiliation to the ENIL Youth. ESN has a long-established structure and a strong network, where individual members directly affiliate with their local, national and international ESN structures. Participants, affiliated with no organisations have been welcomed as well to apply to this study session. Participants were required to be multipliers after the study session sharing what they learnt with their local groups or other communities. Participants were selected based on their application answers. The programming team has created a criteria system to support the fair selection and taking into account the age, gender, geographical and organisational balance. Regarding the gender aspect, we have followed an inclusive and non-binary approach in order to create a space for self-identification. The specific access needs of participants were not part of the selection criteria. The age criteria have been set between with a broad age range between age eighteen (18) and thirty-five (35). Regarding the age dimension, we have taken into account the social barriers that might hinder the participation of disabled youth in different activities. We have experienced a broad age range, a good gender and geographical balance among selected participants. Regarding the organisational affiliation, approximately half of the participants have indicated their identification with either with ENIL Youth or ESN and few participants without specific affiliation have been among the selected group. Other diversity aspects of backgrounds, such as race, ethnicity, sexual orientation, religion,

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etc. have been respected, protected and given as a choice of non-disclosure or self-disclosure. In order to create a safe(r) and harmonious atmosphere among participants. To support this, the programming team created in advance an “About Me” form where all participants could indicate three things about them with an additional voluntary question – “What you want people to know about you so that you can be fully included?” With the attendees' consent, the programming team have circulated their answers among them in order create a smoother start for the group bonding and group dynamic for study session. At the beginning of the study session, the programming team created a "buddy system" in order to support the mixing of the participants with different organisational affiliations. This approach also helped participants individually and interpersonally support and look for each other during the entire duration of the study session. The programming team have been supported the individual bonding and support additionally mainly with small and voluntary activities, such as during energizer activities or free-time activities when "buddies" did small activities together.

Programme Flow

The programme flow has been created with a six block structure which is in line with the overall aims and objectives of the “Inclusion Culture” study session.

Block 1 “Group building activities”:

Sign with the word Expectations

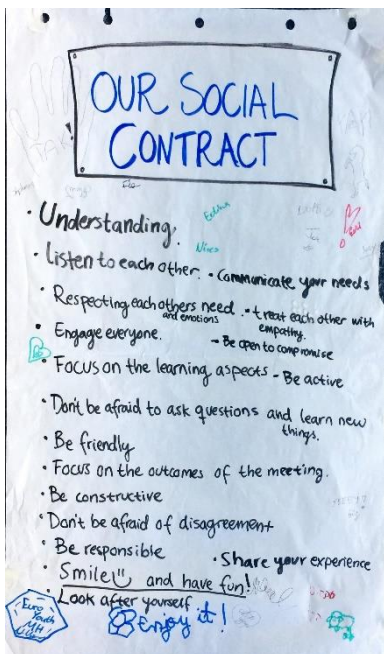


It aimed at creating a safe(r) and inclusive space from which participants could explore the subject matter together. During this time, we focused on providing opportunities for participants to get to know one another and their realities. Day 1 was fully dedicated to creating a safe(r) and inclusive space from which participants could have an overview of the 6 days long activity together and working on group building. The beginning of a study session is always a crucial part of the whole experience for everyone,

Sign with the word Inclusion



as people have various hopes, fears and expectations, new faces, environment, experiences, information, and fear of the unknown. The opening session catered a space for participants to get familiarised with the concept and nature of the study session, the environment and all essential information. In order to begin the study session with a smooth start and meet the needs, space was created for everyone sharing hopes, fears and expectations. (The picture of the flipchart paper with expectations is displayed on the left-hand side of the previous page.) The outcomes of this activity played as an indicator for the entire duration of the study session. The main outcomes have been recalled at the evaluation part of the study session and the group could evaluate the progress and positive change as the programme continued over the week. The majority of the fears have disappeared and many hopes & expectation have been met. The aim of the group building was to



break the ice and create a supporting basis to discuss various elements of a harmonic atmosphere where participants feel safe(r) and comfortable. Participants discussed the meaning of and **shared their own views and what does inclusive space mean individually to them.** (The picture of the flipchart paper with inclusion, inclusive space is displayed on the right-hand side of the previous page.) They have created a “*Social Contract*” which supported them work together during the week in a safe(r) and inclusive environment. Participants included in the “**Social Contract**” elements, such as “*Understanding*”; “*Listen to each other needs and emotions*”; “*Communicate your Needs*”; “*Treat each other with empathy*”; “*Engage everyone*”; “*Be open to compromise*”; “*Focus on the learning aspects*”; “*Be active*”; “*Be friendly*”; “*Focus on the outcomes of the meeting*”; “*Be constructive*”; “*Do not be afraid of disagreement*”; “*Be responsible*”; “*Share your experience*”; “*Smile :) and have fun!*”; “*Look after yourself*”; “*Enjoy it!*”.

Channelling the overall purpose of Block 1, discussions and activities of an inclusive space created a good basis and enabled participants to share their experiences which were essential to establish a common ground how the entire group can start working together in a respectful, inclusive way during the whole week.



Block 2: “Inclusion in action - Creating a common ground”:

In this block, participants were introduced to the concepts of Non-Formal Education, Identity, Intersectionality, Intercultural Learning and Inclusion to work with them to establish a diverse, inclusive atmosphere during the week. As individuals varied a lot in terms of backgrounds, experiences, skills, knowledge, organizational affiliation, this Block 2 was built into the programme with a suitable one-and-a-half-day time & space allocated in order to establish a common understanding and time to process knowledge and experiences through activities about different principles, values, approaches, methods which have frameworked the entire study session.

Supporting participants' exploration and understanding of the concept and use of Non-Formal Education, a brief input has been provided support with a practical element. Participants explored the concept of non-formal education and the benefits of non-formal education. The methodology was an activity where participants in small groups listed different "puzzle pieces" - statements of non-formal, formal and informal learning. After the group activity, participants were asked to explain the reasoning why they have listed different elements under the different educational settings. Participants also reflected on formal education and highlighted difficulties in terms of hierarchy and that learning and access needs are not always be accommodated. A combination of educational methodologies in both formal and non-formal settings was concluded.

Setting the scene with the understanding of non-formal education, participants jumped into the next sessions with discussions around the diverse layer of our identities and all the enablers, barriers, challenges, stereotypes which can be experienced. It is important to highlight that every person has an individual and unique lived experience, besides possible collective experiences of characteristics of a group. Un-wrapping the different dimensions of our identities facilitated the group's comprehension of the more complex concept, intersectionality. *“Disability does not exist in isolation; it must be considered in conjunction with other issues as well. If someone does identify as being a disabled person that may not be their dominant identity.”* (Todd, 2014, p.1) Young people must not be viewed as a single, homogeneous subset of society defined exclusively by age, as is often the case. They have diverse identities that can result in multiple forms of discrimination and/or intersecting forms of oppression (European Youth Forum, 2015, p.8).

Participants were then introduced to concepts of inclusion and disability including the social model of disability. During this sessions, participants explored the meaning of the following definitions: Exclusion, Inclusion, Segregation and Integration. Exclusion is not providing the ability for others to be included. There are different types of exclusion (economic, sexual, professional, gender, national, etc.) It's important to note that sometimes we don't have the resources to include people. Positive exclusion exists - for example, age limit to certain movies, drinking age, etc. Segregation is when a certain minority group is excluded or separated, not just individuals. Integration is allowing anyone who wants to play the game to join, however not making any adjustments in the rules or



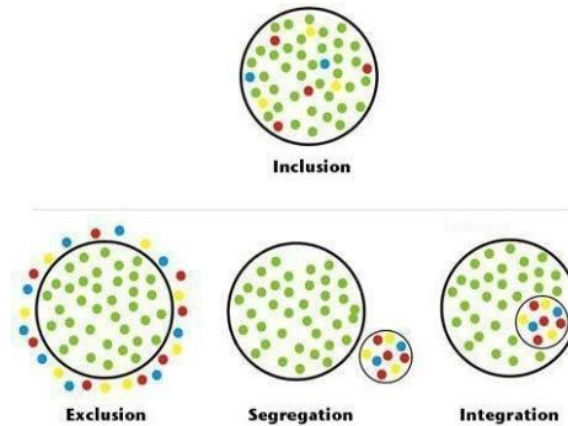
Sign with the word Integration

structures work to ensure everyone has equal chances to participate. **Inclusion** is where everyone lives in the same community embracing the different characteristics and needs.

Participants explored and discussed the differences between the terminologies of exclusion, segregation, integration and inclusion. **Participants highlighted that integration and inclusion are not the same terminologies and unfortunately they are often used interchangeably.** As participants indicated on the flipchart paper (visible on the right-hand side of this page). **Integration** is allowing disabled young people into mainstream activities, but not making any adaptations to their access needs. Integration expects everyone to fit into the current working settings. In conclusion, **Inclusion** is a broad approach that understands and encourages people to be different and values, respects and celebrates people equally with their diverse identities and backgrounds. Being inclusive requires everyone's commitment.

Photo Credit: [APRIL 24, 2013](#) [LEARNINGNEVERSTOPS](#)

Signs of Exclusion, Segregation, Integration, Inclusion



The session focused on introducing the Social Model of Disability, followed by a “Where do I stand” activity, where participants expressed their opinions based on different statements connected to inclusion.

Main outcomes of the session:

- Independent Living means having choice and control. It's having the same range of options and the same degree of self-determination that people without a disability take for granted.
- Spaces are needed to be designed to ensure all can be included.
- People's needs change all the time, therefore it is impossible to be fully inclusive at all times.
- Positive attitude brings a change in behaviour and mindset and can be a good start towards inclusion.
- Segregation is wrong when it's forced, but segregation can happen because of needs - to ensure learning happens effectively. Separate individual spaces are welcome if it's by choice.
- Charity is not only about pity; it's helping with the financial costs - an inclusive process costs money. The people are picking up the pieces that the states are failing to take care of. However, charity can also be seen as preventing those with disabilities from having an independent life, takes away opportunity and ownership.
- Equality is essential for inclusion. Inclusion is accepting the differences.



Block 3 “Exploring intercultural dimensions – “Bird’s eye view & on the ground perspectives”:

How does intercultural learning and inclusion fit into a European context and how the Council of Europe’s work promotes them in the area of youth. Having established how participants work inclusively as a group, this section used both a “bird’s eye-view” and an “on-the-ground” perspective, meaning, that first, we have looked at the overall purpose and role of the Council of Europe in general and how inclusion, and intercultural learning, Human Rights have been promoted across Europe and especially through the Council of Europe structures. The work of the Council of Europe and of its Youth Department was presented in an interactive way, by using a [“Kahoot”](#) online learning platform for quizzes. The online quiz was played by participants in small groups, and each question and answer was shortly discussed in plenary if needed. Basics about Member States of the Council of Europe, legal framework for protection of Human Rights and the Youth Department’s work were covered. In the afternoon participants got a better understanding of the Council of Europe’s work protecting the rights of persons with disabilities and with the aims, objectives and implementation of the [Council of Europe Disability Strategy 2017-2013](#) presented by our guest, *Ita Mirianashvili*, Head of Unit, [Secretariat Rights of Persons with Disabilities of the Council of Europe](#).

Block 4 "Non-formal education: an inclusive tool for intercultural understanding"

The flow of the Day 4 was challenged due to the fact that the presentation of the Council of Europe Disability Strategy 2017-2023 was only possible in the afternoon, therefore it cut the project work into two, but the programming team well-coordinated and supported the programme flow. Having in mind the principles of non-formal education from Block 2 participants explored and got familiarised with exact tools for non-formal education such as COMPASS, COMPASITO and BOOKMARK, investigated ways how these tools can be helpful for activity implementing, became more confident and ready to take the initiatives for the workshop preparations with French High School students. Participants spent time in small groups working on their practice projects. They worked in five groups: (1) working on inclusive intercultural learning resources for ENIL; (2) working on accessibility projects for ESN; (3) One group was preparing a training session for French students on the topic of inclusive societies, (4) one group was preparing a training session for French students on the topic of inequality and (5) one group was preparing a training session for French students on the topic of intercultural learning. Participants prepared workshops for the French students were challenged with



time limitations and fears working with French high school teenagers, but they managed well the preparations.

Block 5 “Delivering inclusive intercultural activities”

This block was practically focused. Participants had the opportunity to work together to develop and deliver activities and projects which support inclusive intercultural learning. Three groups worked with COMPASS, COMPASITO and BOOKMARKS to design sessions from Lycée Kleber High School students from a local. It required a smooth planning and preparation and a collaborative, focused approach from the programming team to facilitate meaningful, involvement and collaboration between the students of Lycée-Kleber School and the participants. A large part of the block 5 was saved for the debriefing and evaluation of the learning outcomes.

We have listed few of the main outcomes from the input, discussions and practical elements: Day 5 focused on delivering workshops to the French High School students from the Lycée Kleber School and developing projects, recommendations, action materials for ENIL and ESN. The majority of the day was spent in small groups working on their practice projects.

There have been five working groups as the following:

- One working group creating an inclusive intercultural learning resource for ENIL.
- One working group supporting ESN’s work around accessibility and inclusion and ESN’s work in the field of study abroad programmes
- Three groups delivering training on the topics of inclusive societies, inequality and intercultural learning.

Key learnings/outcomes:

- For the participants, there were different learning outcomes depending on whether they were producing resources or delivering training sessions.

For the three groups delivering resources key learnings were:

- How to produce something which was accessible and relevant to people but hadn't had a level of input of a study session that was usable.
- The groups were encouraged to think about the reality outside of the environment we had created. We learned a great deal about the division of tasks and how their respective organisations were likely to use any resources.



- From the practice sessions, each participant experienced their own learning although general feedback was that they had found the practice sessions beneficial to their own development but challenging.
- Trainer learning from this session was that it may have been better to do A living library, as the practice sessions are for more at a level of training of trainers rather than a standard study session.
- We received positive feedback from *Isabel Jensen*, teacher of the class from the Lycée Kleber High School.

Session 3 – Reflections

- Instead of doing a whole group reflection on the practice because of the level of distress of some of the participants it was decided that each group would do their own debriefing. This may have led to a feeling of over reflection for some participants.

Session 4 - Sharing Results of “Inclusion in Practice” works

Key learnings /outcomes

- Because the practice groups got immediate closure from their activity we felt it was important that the resource creating groups had an opportunity to share their work.

Actions / Concrete Results:

- The concrete result of this day was that 50 French High School Students received Human Rights Education around inclusion and inequality.
- Participants got to experience planning and delivering inclusive intercultural training sessions, for some participants this experience was the first one.
- ESN and ENIL have created materials which can be promoted to increase inclusion and accessibility.

Block 6 “Becoming an inclusive intercultural leader”

Block 6 has been designed to complete and reflect on all activities during the entire week, but also act as a catalyst to enable participants to be multipliers and share what they have learned and

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experienced to their communities and daily realities. Participants had a chance to reflect and work individually and together to plan how they will implement what they have learned during the study session. We believe this has provided a great chance for participants to look at how ESN and ENIL Youth members can work together at local, national and international levels. We have been delighted to see already the short-term impact of the programme, as participants were very active over the week in sharing experiences, exchanging knowledge and participating in activities which have enriched the study session. Participants created many practical initiatives which they will develop after the study session.

This **“closing and the way forward” block** combined tools for participants to become individual multipliers. The second half of the block has been dedicated to recalling the key learning outcomes during the study session, overview and critically and constructively evaluate positive and negative aspects of the various elements of the study session, re-evaluating the change of fears, hopes and expectations from the beginning of the study session. Catering the needs of a closure from an individual and collective point of view, the block included space to express closing remarks by individually and collectively. We have listed few of the main outcomes from the input, discussions and practical elements:

Session 1 - Personal Reflection (“Take a Breath & review your personal progress”)

Key learnings/outcomes:

Participants had time to go reflect on the Study session by closing their eyes and thinking about / re-living the Study Session and the progress they made/ things they did. They reflected with their buddy about gained skill, knowledge and attitudes. Facilitators supported with examples what skills, knowledge, attitudes might be, such as skill: able to work in groups, knowledge: concepts of inclusion and intercultural learning, attitudes: gained patience and understanding

Session 2 - Individual Action Plans

Key learning/outcomes:

- Participants started with the energizer - the sunflower - facilitated voluntarily by two participants, at first the energizer was not inclusive but the group made it inclusive. During this session, each participant had time to develop their individual action plan.

Session 3 - Recommendations

Inclusion Culture – Promoting Leadership in Intercultural Understanding within Mixed-ability Groups



Key learnings /outcomes:

ESN key points

- More cooperation with other organisations on inclusion, diversity
- More focus on accessibility
- More trainings on inclusion

ENIL key points

- More accessibility for NGO's fundings
- More local level work and trainings
- More visibility on youth activities

Council of Europe key points

- Council of Europe materials handed out before the start of the session
- More Human Rights education in classrooms
- More accessibility (online and offline/built environment)

Future study sessions key points

- More sessions in more places (accessible to all)
- More accessibility of the building, more wheelchair-user allowed at the upstairs floors of EYCS
- Setting the expectations of the workshop in advance

Session 4 - Evaluation & Closing

Key learning/outcomes:

Participant had a nice farewell activity with a "Trash" (leave behind), "Suitcase" (take home), "Shout Out Loud" and "Present" Here are few examples from participants:

- Trash: Fear, prejudice, fear to say something wrong
- Suitcase: Friendship, Experience, "Yes I can"
- Shout Out Loud: Inclusion works, more study sessions
- Gift: hugs, Believe! Energy, Enthusiasm

Last but not least across the whole week we used a reflection group structure which enabled individuals to share a concern, questions, challenges, positive & negative aspects, organisational and content-wise suggestions for improvements with the programming team., Each programming team



member was assigned a reflection group to facilitate. This element is an important tool for allowing space for a daily critical evaluation and constructive feedback by individuals in small groups, in order to maintain the quality of the study session and adjust its both content and organizational-wise elements in order to meet the needs of the participants, as we have called it during our study to ensure the greatest extent possible to facilitate and ensure the well-being and well-feeling of the participant and the in overall the whole group.

Outcomes & Follow-up Actions

Learning outcomes of participants

Participants' responses from the overall Study Session Evaluation Form.

- “Learned that we are all equal and everyone has a right to be heard”
- “Approach disabled people and offer support without being scared of mistakes.”
- “Share the materials and try and use the contents I learnt to organise workshops”
- “Sharing information I gained here”
- Perception by others, as just one aspect of one's identity, is being seen and often that is being disabled”
- The identity(s) that a one holds closest to themselves are not recognised by the wider world
- Peer support, being respectful towards each other
- Receiving energy and motivation from others as highlighted when asked what encourages and motivates participants
- It is important to show solidarity and to work together for meaningful social change
- Everybody involved is needed to make inclusion happen – inclusion only works if all of us are participating in the process of creating an inclusive environment
- Inclusion happens when we are aware of each other's needs and adapt to the situations we are in.
- Inclusion is mostly about attitude and willingness rather than expertise on methodology because there is no such thing as a 'one solution' for inclusion

Knowledge, Skills, Attitudes

Skills:

Participants mentioned that they gained skills in working as a team and taking into account the different learning and access needs in a mixed-ability environment. Gaining project planning and **Inclusion Culture – Promoting Leadership in Intercultural Understanding within Mixed-ability Groups**



management skills were highlighted and the workshop planning and delivery working with French High School Students were definitely a challenging, but rewarding new experience in terms of gaining skills.

Knowledge:

In terms of knowledge, participants highlighted that by the end of the study session they learned a lot of new things, and strengthen their knowledge in some topics which they knew before but added the inclusion and diversity aspect. Intersectionality as a concept was definitely a new area for many participants.

Attitudes:

In terms of attitudes, participants highlighted that by the end of the study session they are more patient, more comfortable to ask someone if they need any support, they became more patient towards each other and toward each other's access needs and an inclusion of others. They feel encouraged working together. They highlighted that in general, they gained more confidence to work in their local realities and communities on these topics covered during the study session.

Blogposts

Written by 2 participants. Follow the links below:

- <http://catchthesewords.com/study-session-unexpected-friends/>
- <https://councilfordisabledchildren.org.uk/news-opinion/news/inclusion-fusion-letter-strasbourg>

Webinar about the Inclusion Culture Study Session

It took place on 5th of July, 2017. Follow link here: <http://enil.eu/?p=15586>

“Inclusion in Practice” – Projects and Workshops, Actions planning

The working groups designing tools for ENIL and ESN have the option to continue with the implementation of their projects, supported by ENILYouth and ESN, though it is noted this must be self-organised and self-initiated, however, both organisations will provide opportunities and support for implementing the initiatives.

Project Outcomes by ESN Working Group

Description of activity:

ESN internal capacity building and cooperation with ENIL and “Top 10 tips for Inclusion! This activity will feed into ESN’s work on inclusion.

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- Discuss and list barriers that disabled students experience in mobility programmes and come up with recommendations of how students, universities and organisations can remove these barriers.
- Come up with top 10 tips for students travelling abroad. The recommendations will be promoted in ESNs student guide and support ESNs work towards accessible mobility for all.

Discussion of working group about barriers of study abroad programmes for disabled young people

- Lack of Support Systems
- Lack of Assistance
- Lack of provision and payment of services
- Lack of Financial Resources
- Are grants available? YES, but not everyone is aware of this information and grants:
 - https://ec.europa.eu/programmes/erasmus-plus/opportunities-for-individuals/physical-mental-conditions_en
 - <https://www.coe.int/en/web/european-youth-foundation>
- Lack of accessible Information
- Barriers accessing education
- Barriers accessing accommodations
- Barriers of learning environment (teaching and learning environment)
- Attitudes
- Barriers accessing built environment
- Lack of Information from International Relation Offices of Higher Education Institutions
- Travel from one place to another

Discussions on issues relevant to study abroad:

- Disclosure, Data protection on several grounds, including disability
 - Choice, control
 - Give option
- Discussion on rankings
 - The accessibility ranking is useful for some people, but maybe misleading a bit – it is open for discussion (How are the criteria is set up & who set up the list and is the list complex?)



- Accessibility – ranking of Higher Education Institution
- Already existing tools - but it is essential to promote these as not everyone is aware of them such as [ExchangeAbility](#), [MapAbility](#), [MappED](#)

Access Needs Form to support universities, organisations, students while study abroad

- Many Higher Educations ask disabled students about their impairment, but not exactly asking their access needs.
- Not re-invent the wheel, but incorporate these outcomes and support of local ESN sections, and Higher Education Institutions what various aspects should they take into account which might not have been considered earlier for study abroad managements for all students, including disabled students.
- Access Needs Form – to highlight it as well in teaching, learning environment
- Spread out the information
 - ESN as a valued partner for Higher Education Institutions to support the whole process of study abroad
 - ESN does exist – Higher Education Institutions should share workload with ESN in order to support diverse student mobility, including disabled students
 - Supporting the cooperation between disabled students, ESN, International Relation Offices and Disability Support Offices
 - “Nothing about us without us” disabled students must be always included in any process.

Elements for “Access Needs Form”

ESN supports Higher Education Institutions to accommodate access needs of disabled students during mobility experience

(Information Provision of facilities in Higher Educational Institutions & individual access needs questionnaire for disabled students)

- **Study Environment**
 - What format the study material is available in (e-books, large print, audio books, Easy English version (short sentences and vocabulary))
 - Study Department/Academic, Support Personnel (Personal/Academic Assistant) - Do Higher Education Institutions provide one or should the students bring their own? Do Higher

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Education Institutions provide assistive devices (e.g. direct speech to hearing aid; screen readers, braille displays, digital voice recorders);

- Classroom adaptation following the participation of students with accessibility needs (e.g. lectures in ground floors for wheelchair users)?

- **Accommodations**

- Do you require any modifications to the accommodation (e.g. Wheelchair accessibility to the bathroom and room, extra shelves for braille books)?
- Location (close to university/ grocery store/ public transport/...)
- contact person (to provide info)
- A number of accessible rooms available?
- Are service animals allowed?
- The possibility of an individual room, shareable only with a personal assistant.
- Are cleaning services available?
- Safety procedures' accessibility (e.g. silent fire alarms, multilingual safety, evacuation announcements)

- **Transport**

- Direct/ Gather Information about existing information
- Do Higher Education Institutions provide transport for students?
- Do Higher Education Institutions organise alternative transport?
- Do Higher Education Institutions have accessible parking spaces on campus? If so, please link them to **MappED** a project of Erasmus Student Network www.mapped.eu
- Could Higher Education Institutions provide contact(s) of the public transportation companies?

- **Free Time/ Recreation**

- social, extra-curricular activities, such as Higher Education Institutions are organising a Welcome Day or a Career Day – support these processes with an access need format, questions
- Do Higher Education Institutions support students with disabilities so they can be involved with recreational activities on campus?
- Do Higher Education Institutions provide a list of the students' clubs/associations' accessibilities?
- Are there any adaptive sports available on campus?

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- **Dietary Requirements**

- Listing Information about menu at the Cafeteria of Higher Education Institution
- Menu distribution
- Do Higher Education Institutions cater for students with dietary requirements?
- In what format are menus distributed (printed, screens, online, multilingual)?

- **Health Care**

- Are there medical services on campus? If so, please link them to **MappED**, a project of Erasmus Student Network (www.mapped.eu)
- Do Higher Education Institutions provide information about emergency and non-emergency healthcare services close to campus and their availability? Please consider their accessibility (e.g. linguistic, wheelchair access)
- Do Higher Education Institutions provide first aid kits and/or first aid providers? If so, does Higher Education Institution provide information on where to find them?

- **Mental Health Conditions**

- What services or support do Higher Education Institutions provide for those with mental health issues? If so what do they consist of? (e.g. counsellors, quiet rooms)
- Do Higher Education Institutions plan processes for students who may be having a crisis?
- In case a student is unable to attend a class or an exam are Higher Education Institutions open to adaptations in order for him to be engaged?
- Do Higher Education Institutions have flexible study environments support young people to stay engaged with their studies?
- Are there any support groups on campus?

- **Assistance:**

- Is Higher Education Institution able to provide assistance for any of the following:
 - ❖ Note-taker/study support;
 - ❖ Interpreter;
 - ❖ Outsourcing mechanisms
 - ❖ Daily activities
 - ❖ Orientation and mobility;



Top 10 Tips for disabled students to prepare for study abroad

These Top 10 Tips also support the ESN Student Guide Book

1. Get your documents

- Some countries may require proof of disability or health condition in order to access services
- Please contact the relevant person/doctor who can provide you with these document before your travel abroad

2. Choose the institution

- Check the accessibility and services available by contacting directly the university to ask further detailed information and also use already existing tools, such as the MapAbility, MappED, etc.

3. Contact International Relation Officers and Offices for students with disabilities and/or health conditions if applicable.

- Enquire about possible alternative access to study materials

4. Check Health Insurance, Health Centres, and Health Services provided by the Higher Education Institution if applicable.

- Check regulations and if more comprehensive insurance is needed to get organised.

5. Check what documentation is required for personal assistants, service dogs, and other relevant support personnel and equipment

6. Check Financial Support available by your country, organisations, such as the eligibility for the Erasmus Supplementary Grant

7. Require Information from Higher Education Institutions about the possibility of adjustments to the provided accommodations

8. Check what public transport options are available including possible alternatives

9. Gather Information about your human rights and anti-discrimination laws of the hosting country

10. If you are comfortable, talk to your Erasmus+ coordinator about hidden health conditions (e.g. depression, diabetes);

Further brainstorming:

- Local ESN providing support contacts (preferably in English) with the welcome kits;



- Depending on the relation between the local ESN section and the International Relations Office and ESN member could also serve as a bridge for disabled students communicating their conditions to the right people;

Project Outcomes by ENIL Working Group

Description of activity: The ENIL working group developed guidelines for inclusive intercultural learning. The guidelines start with exploring the key elements to define inclusive intercultural learning and why it is important. In the second part, the manual illustrates inclusive intercultural learning on the basis of 2 case studies and the manual ends with some concrete recommendations to put inclusive intercultural learning into practice. The manual will be finalised and put on the ENIL website and other communication channels of ENIL.

Outline of the manual 'Guidelines for inclusive intercultural learning'

DEFINITIONS

What do we mean by inclusive intercultural learning?

- Bringing together people from different backgrounds and countries
- Nobody is excluded because of their identity (eg. nationality, religion, beliefs, disability, etc.)
- Everyone is treated as equal members of society
- Taking account of everyone's access needs and accommodate them
- Participants have an open mindset and are willing to learn from each other
- Providing a safe place to exchange ideas without being judged
- Don't be afraid of making mistakes. Inclusion is a learning process.

CASE STUDIES

1. Freedom Drive (<http://enil.eu/campaigns/freedom-drive/>)

- An event which campaigns for the human rights issues within the specific sphere of disabled people.
- Held every two years since 2003. In 2017 the Drive will be held in honour of Martin Naughton, <http://enil.eu/news/independent-living-movement-lost-martin-naughton/> father of the Freedom Drive, who passed away in 2016.

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- The Freedom Drive consists of multiple events; as the key one is a March from the European Parliament to the European Commission in Brussels.

Why inclusive intercultural learning? Through its program, it makes it possible to exchange knowledge and ideas from different cultures through different meetings and sessions. The key point is respecting and taking care of each participant's needs. The event raises awareness of inclusive intercultural learning because it is open to everyone, it has people from many countries and they are able to share their cultures, ideas, future projects, etc.

2. Intercultural evening at ENIL-ESN Inclusion Culture Study Session

- Meet young people from both organisations from member countries of the Council of Europe.
- Learn from each other in a mixed-ability environment to understand the importance of inclusion.

As part of the event, an intercultural evening was held. It is a strong example of inclusive intercultural learning. The evening allowed people as a mixed group to share knowledge for the different cultures of the participants. These kinds of events help to build an appreciation of individuals' identity and celebrate what makes us unique and diverse regardless of any particular disability or need.

WHY IS IT IMPORTANT?

It is the way of meeting people from all over the world and improve our background, culture and knowledge. Helping people to change their mentality, become more flexible and awareness about diversity.

- Sharing different experiences
- Work together as a group
- Improvement of our knowledge and culture
- To overcome a cultural barrier

Helps foster better relations amongst groups and know better how to accommodate an individual's needs. Attracting a wider number of people to become involved with a more extensive number of activities and projects

We can summarise inclusive intercultural learning by using Benjamin Franklin's statement:

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"Tell me and I forget, teach me and I will remember, involve me and I learn."

RECOMMENDATIONS

We believe that these recommendations outlined below are a simple and cost-effective ways to ensure you can design intercultural learning projects in mind with inclusion.

- Promote among diverse networks which include those who work with disabled people (ENIL is willing to support the search for networks and established groups who can help identify potential participants)
- Help people from different countries to implement a local network that supports inclusion of disabled people
- Collaborate with partners who have different experience and can help to accommodate all access needs (you can find a list of organisation via ENIL)
- Take into account the different ways of participation (eg. videoconference, webinars, e-learning material, etc.) – this can also save costs and any difficulties for people who find travel challenging
- Ask participants beforehand to take into account what needs they might have (physical disabilities, dietary needs, allergies, personal assistant, cultural, religious, ethnic, gender needs, etc.)
- Provide a platform and safe space where everybody can share their thoughts (eg. reflection group)

FOLLOW UP:

To finalise and share this manual as a reference for organising inclusive intercultural learning activities

Project Outcomes by “Inclusive Societies” working Group working with French High School Students

Description of this activity

Discovering what an inclusive society is like according to the students, discuss basic terms and concepts. Possibly connecting the topic to their current studies and creating links with the study session theme, encourage students to think about inclusion and discuss possible questions they might have in mind. Working group members are invited to work out the content and methodology of the session.

Elements of the **Session Outline** are shared here which was prepared by participants from ESN and ENIL to deliver an inclusive intercultural workshops to French High School Students.

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Aim(s) of the session:

- Some ideas, knowledge about differences of the terms Inclusion, Integration
- Discovering what an Inclusive society is
 - Encourage French students to talk about their experiences, ideas of inclusion
 - Students are encouraged to describe what an inclusive society is for them
 - To discuss how we can make our society more inclusive

As a background Information, French high school students are working with the Book: Animal Farm.

Programme of the session:

- **Introduction about Inclusion Culture Study Session**
- **Reasoning of this workshop** : What to achieve together / objectives of the session
- **Performance and introduction with an Ice- Breaker**: questions: Which country do you come from? ; What is your name? ; What country do you wish to visit and why? ; What's your favourite food?; What is your favourite colour? ; What is inclusion for you in one word?
- **Activity about Inclusion and Integration** with 4 groups of French High School Students
(Supporting Materials: Slides/pictures of definition)
 - **Students should think of examples**
 - **Presentations of brainstormings**

Break - "Treasure Hunt" quiz activity to explore the European Youth Centre Strasbourg

After break

- **Welcome back**
- **Debrief of treasure hunt**
- **"Where do you stand activity"**
 - ❖ Answer sheet - 1 per group
 - ❖ Statements - 10 statements about inclusive societies
- **Group Work** (minimum of 1 idea from each group of French High School students)
 - ❖ Think of what needs to be changed in your school in terms of inclusiveness?
 - ❖ What you can do to make your school more inclusive?
 - ❖ Discuss in groups
- **Outcomes of discussions of group work** (might turn into an Action Plan (optional))
 - ❖ Each groups present their main outcomes
- **Closing of the Session**

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Methodology:

- ❖ Individual work & group work

Resources:

- ❖ flipchart paper, markers; signs for agree/disagree/ do not know for “Where do you stand”

Access Needs:

- ❖ To Consider language barriers (French, English) To support access needs of participants

Follow up ideas and activities after the Study Session:

ENIL & ESN:

- Supporting the participants’ projects by both organisations
- Create cooperation for training of trainers for mixed-ability groups within possible timeframes
- Disseminate the *Inclusion Culture Training Manual* through their various communication channels and social media
- Disseminate the **Accessible Video Report** created by [Patrick Doodt](http://www.patrickdoodt.com) (www.patrickdoodt.com)
- Disseminate the **Inclusion Culture Final Report** of the Study Session

ENIL:

- Maintains the Inclusion Culture Facebook Group as a long-term communication platform
- Continue liaising with the Advisory Council of the Council of Europe <https://www.coe.int/en/web/youth/advisory-council-on-youth> on youth, access, inclusion, diversity, disability
- Take into consideration how to implement the participants’ project outcomes in their work
- Take into consideration how to implement the recommendations created by the participants.

ESN:

- Disseminate the outcomes of the Inclusion Culture Study Session towards the entire network (40 countries) and especially the new International Board 2017-2018 and new International ExchangeAbility Team, 2017-2018 and International Eduk8 Team 2017-2018
- Take into consideration how to implement the participants’ project outcomes in their work
- Take into consideration how to implement the recommendations created by the participants.

Recommendations:

1. Tips and Tricks how ENIL can become more inclusive and intercultural

- Make ENIL more accessible and easy to understand for externals



- Work with Mental Health Youth <https://twitter.com/EuroYouthMH>
- Organise study sessions outside Strasbourg/ in different countries/ on local level - and considering accessibility factors
- Organise a training for trainers
- More user-friendly and youth-friendly marketing and online promotion
- Work with Funders to make sure their funding applications are more inclusive

2. Tips and trick how Council of Europe can become more inclusive

- More focus on how young people can become involved at different levels, local, regional, national, international
- More focus on Mental Health in overall strategies and practices of the CoE, and especially in the Youth Department
- Make sure dietary requirements are fully meeting the access needs, like gluten-free
- Stronger (accessible) promotion of Human Rights directly in classrooms
- More translation and easier online access (accessibility) of resources
- Have more awareness of diverse youth issues, especially disabled youth and incorporate into strategies and practices.

3. Tips and trick how ESN can become more inclusive

- More cooperation with other organisations on inclusion
- More focus on accessibility
- Training of Trainers on inclusion



“Bringing positive change to societies through videos” Perspectives about the Study Session

written by Patrick Doodt

During the "Inclusion Culture" Study Session at the European Youth Centre in Strasbourg, which was organised by the Erasmus Student Network (ESN) and the European Network on Independent Living Youth (ENIL Youth), I was kindly invited to capture the process of the session in order to create a video that can be used for further promotion. The central outcome was twofold: at first, it should motivate young disabled people to join for further training organised by the stakeholders involved and that such participation is easier than commonly expected. The second outcome for the video was to motivate organisations to create more mixed-ability training to benefit from the insights of the different perspectives.

From the film-making perspective, it is always interesting to put together the puzzle of all the different motivations and intentions of the people involved. Namely, we have the side of the participants from ESN - Erasmus Student Network who are mostly working in an intercultural environment and the participants from ENIL Youth who bring their knowledge about inclusion to the training. The goal of the training was now to find and harness the synergies coming out of this combination in order to foster capacity building in leadership for disabled and non-disabled young people.

Another perspective to capture and keep in mind was that of the trainers who have worked in both fields but have not yet delivered a mixed-ability training. The last important perspective is that from the institutional side to understand and make sure why the Council of Europe and especially the Youth Department of the Council of Europe is supporting such a training in collaboration with ESN and ENIL. It was interesting to see the link to the priority areas of the youth sector of the Council of Europe, to create generally peaceful and inclusive societies and then from such an overarching set of goals, how it motivates a real life training 'in the field'. A pleasantly surprising aspect was the generous time schedule with longer coffee breaks in comparison to other events in which the schedule is packed and thus, happens to be quite hectic for the participants and as well for me as the filmmaker. This allowed us to reflect on the discussed topics as well as from a team perspective to adjust and plan once unforeseen needs occurred. To sum up, I hope the video will help to shine a light on the issue to increase accessible training opportunities for all young people, including young disabled people as well as to increase the number of mixed-ability training. For the future, I think the



concept could be further developed to take a mixed-group approach to bring people from different organisations or institutions together to one training in order to foster cross-sector cooperation to avoid having concentrated hubs of knowledge without using their commonalities.

Accessible Video Report of the Inclusion Culture Study Session – by Patrick Doodt

The video is available on the following [link](#).

Information about accessibility features of the video:

- It was aimed to provide an accessible video to the greatest extent possible.
- Option for English subtitle is available and the video includes audio description as well.
- If you have any further questions regarding the video, please contact ENIL (www.enil.eu) via email: secretariat@enil.eu and Patrick Doodt via <http://www.patrickdoodt.com/>



Conclusion

Both organisations have strong networks in the field of intercultural understanding and disability. However, the framework which the European Youth Centre has and has offered us was a perfect space to bring these two fields together. We have benefited from the input of the Youth Department - particularly around intercultural learning and the non-formal education. We are delighted to see that both us as organisers and the Youth Department have mutually benefited from this activity, because of its inclusive intercultural nature. We hope, that the outcomes of the study session will be used by the Youth Department to support others in the youth field. We would thank all the support we have received from colleagues and staff of the Youth Centre in Strasbourg in order to accommodate the diverse access and learning needs of the participants. We are grateful for all service we have received, such as (without a comprehensive list, highlighting a few) service provision of the Palantypists (speech to text service) which has been not only essential for disabled young people who have sensory impairments, but it was beneficial for the access needs of the entire group of participants (to better included in case of different level of level of English language skills), accommodation of assistance animals, providing accessible workplaces.

I would like to thank every Programming Team Member, *Safi, Zara, Frank, Eliza* and *László* our Educational Advisor, and *Nina Kapoor* who was our contact person from the Council of Europe Youth Department, *Patrick* our Film-Expert, *Julia* and *Norma* for their speech to text recording services and our guests as well, *Ita Mirianashvili* and *Isabel Jensen*.



Appendix

Useful resources

Council of Europe

- <http://www.coe.int/en/web/portal/home>

Council of Europe Youth Department

- <http://www.coe.int/en/web/youth>

Advisory Council on Youth of the Council of Europe

- <http://www.coe.int/en/web/youth/advisory-council-on-youth>

Council of Europe - Rights of persons with disabilities

- <http://www.coe.int/en/web/disability/home>

Council of Europe - Disability Strategy 2017-2023

- <http://www.coe.int/en/web/disability/strategy-2017-2023>

Erasmus Student Network

- www.esn.org

European Network on Independent Living

- www.enil.eu

European Network on Independent Living Youth Network (ENIL Youth)

- [European Network on Independent Living Youth Network \(ENIL Youth\)](http://www.enil.eu/youth)
- <https://twitter.com/ENILYouth>

Bookmarks – Manual on combatting hate speech online

- <https://www.nohatespeechmovement.org/bookmarks>

Compassito – Manual on Human Rights Education with Children:

- <http://www.eycb.coe.int/compassito>

Compass – Manual on Human Rights Education with Young People:

- <http://www.coe.int/en/web/compass>

ExchangeAbility

- www.esn.org/exchangeability

MappED

- www.mapped.eu

Eduk8

- www.esn.org/eduk8

Patrick Doodt Films Initiative

- <http://www.patrickdoodt.com/>

Inclusion Beyond Borders

- <http://enil.eu/news/inclusion-beyond-borders/>

A Study Session and Unexpected Friends - Catch These Words

- <http://catchthesewords.com/study-session-unexpected-friends/>

Results for #InclusionCulture hashtag – to recall the memories of the #Inclusion Culture Study session

- <https://twitter.com/search?q=%23InclusionCulture>



Additional Resources provided by Participants of the Study Session

My Voice:

- <https://www.ambitiousaboutautism.org.uk/understanding-autism/are-you-age-16-25-and-on-the-spectrum/myvoice>

Know Your Normal

- <https://www.ambitiousaboutautism.org.uk/know-your-normal>

Finished at School

- <https://www.ambitiousaboutautism.org.uk/who-we-are/campaigns/finished-at-school>

Employ Autism

- <https://www.ambitiousaboutautism.org.uk/employ-autism>

When will we Learn

- <https://www.ambitiousaboutautism.org.uk/when-will-we-learn-campaign>

Top Tips for Participation

- <https://councilfordisabledchildren.org.uk/making-ourselves-heard/resources/top-tips-participation>

Young CDC

- <https://councilfordisabledchildren.org.uk/our-work/participation/practice/young-cdc>

Lenehan Review:

- <https://councilfordisabledchildren.org.uk/news-opinion/news/lenehan-review-calls-urgent-action>

European Youth Mental Health

- <https://twitter.com/euroyouthmh>
- <https://www.facebook.com/EuroyouthMH>

EAIE Access and Diversity Expert Community

- <http://www.eaie.org/community/expert-communities/access-diversity.html>

Centro de Vida Independente (Independent Living Center):

- www.vidaindependente.org

(d)Eficientes Indignados (Outraged disabled):

- <https://web.facebook.com/dEficientes.Indignados/>

Lisbon Pedestrian Accessibility Plan:

- <https://web.facebook.com/acessibilidadepedonal/>

Lisbon Accessible Tourism Guide (EN version):

- https://issuu.com/camara_municipal_lisboa/docs/guia_en_web

Programa SOMOS (WE ARE program):

- <http://www.programasomos.pt/>

Hashtag results for #InclusionCulture

- <https://twitter.com/search?q=%23InclusionCulture>



During our Study Session, we have shared with participants the Official A-Z Disability Etiquette by Independent Living Australia: <https://www.independenceaustralia.com/a-z>

Information provided by Independent Australia: *"Thanks for showing an interest in how to approach a person with a disability. This poster has been developed by Independence Australia to offer you some basic etiquette tips. As everyone is different, it's only a general guide. The good news is the tips are similar to the rules applied for good etiquette in general. We hope you can share this with your family and friends. To download a higher resolution copy of this poster click [here](#). We're happy for other organisations to use this poster but the graphic should remain as is with no alterations unless approved by Independence Australia. - See more at <https://www.independenceaustralia.com/a-z#sthash.6S7xm6fo.dpuf>"*

A = ASK before you help; it may not always be wanted

B = BE patient and don't pretend to understand or interrupt someone with a speech impediment

C = COMMUNICATE naturally with your language and expressions

D = Give specific DIRECTIONS considering distance, weather and obstacles eg. steps

E = Get down to EYE LEVEL during longer conversations by sitting or kneeling

F = FOCUS on the person, not the disability. Don't bring it up unless relevant.

G = Avoid patronising GESTURES like patting a head or shoulder and back slapping

H = A wheelchair is not a place to HOLD your bags without permission

I = Always respect a person's dignity, individuality and desire for INDEPENDENCE

J = JOIN the conversation and talk as you would with anyone else

K = KNOW that most people with a disability can make their own decision

L = LEAVE accessible car spots for people with a disability

M = Never MOVE a wheelchair without permission; it is personal property

N = Speak NORMALLY; don't shout or raise your voice unless asked to do so

O = Avoid OUTDATED terms like "handicapped", "crippled" and "wheelchair bound"

P = Don't PAT an assistance or guide dog if they're in working mode with their owner

Q = Increase QUALITY of life with a donation to disability support services

R = REARRANGE furniture to create a clear path for wheelchairs

S = SPEAK directly to the person with the disability and not to their companion

T = Offer a seat to people with limited mobility on public TRANSPORT

U = UNLOCK and unblock all ramps and wheelchair accessible doors

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V = VIEW a wheelchair as freedom to move about independently

W = Only push or lean on a WHEELCHAIR with permission

X = See their X-FACTOR and not their limitations

Z = ZIP it! Not everyone wants to talk about why they're in a wheelchair

See more at <https://www.independenceaustralia.com/a-z>



Picture of the A-Z Etiquette



List of abbreviations

CoE – Council of Europe

ESN – Erasmus Student Network

ENIL – European Network on Independent Living

EYCS – European Youth Centre Strasbourg (in France)

PA's - Personal Assistants

Literature Resources (mentioned in the report)

Todd, Zara: Training Session on: Understanding Disability and Inclusion. MapAbility Training & Conference of Erasmus Student Network, Brussels, Belgium, 2nd of June, 2014 p.1

[URL: http://esn.org/article/save-date-mapability-strengthen-accessibility-heis-students-special-needs-launching-conferen](http://esn.org/article/save-date-mapability-strengthen-accessibility-heis-students-special-needs-launching-conferen)

European Youth Forum: Multiple Discrimination and Young People in Europe. Brussels, Belgium 2015

URL: <http://www.youthforum.org/assets/2015/10/Multiple-discrimination-and-young-people-in-Europe.pdf>

Planning and Delivery of a Study Session – 25 Top Tips

1. Have your Idea about the overall topic of a (Joint) Study Session
2. Liaise with your organisation (and the other organisation) about this idea
3. Find the most suitable way for recruiting the team of trainers for this study session
4. Write & Submit your Application in collaboration with the organisation(s) and team of trainers for the Council of Europe Study Session Open Call
5. Be Happy if your Application is selected!
6. Start liaising with the Council of Europe Youth Department to find out who will be the Educational Advisor supporting your Study Session!
7. Once you have your Educational Advisor for your Study Session, meet your Team and Educational Advisor via a conference call before you actually meet in person.
8. Set-up a date for your 1st Preparatory Meeting – Make sure that you plan your 1st Preparatory Meeting at least 4 months before your actual Study Session. It is essential to have a suitable time for preparation!

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9. Before the Study Session starts you might consider a 2nd Preparatory Meeting (a 1,5 day long just before your actual activity starts) to make sure that all preparations are in place for your Study Session!
10. At the 1st Preparatory Meeting prepare the Open Call for Participants along with an invitation letter and Frequently Asked Questions, discuss logistics and prepare your Programme Flow. Set up an email account where you communicate with your future participants. Finalise a Timeline and Task Control to support your team how to work together in the upcoming months.
11. Appoint in your Team who is responsible for which element and make sure that your course director is coordinating the process with the support of the Educational Advisor and the Contact Person from Council of Europe.
12. Once Your Open Call is ready, disseminate with a broad audience, you can use various communication tools to reach out to your target audience!
13. When your Open Call is closed, find the most suitable ways to select participants for your Study Session! Make sure that your selection criteria are based on a fair system and you take into account several factors, such as geographical, gender, age, and other factors. Make sure you create a reserve list, in the case of Drop-Outs.
14. Announce the good news to the selected participants and attach the Financial & Travel Rules of the Council of Europe and a "Technical Information 1" where all relevant information is provided for your participants for the next steps. Make sure that the format is accessible for screen reader software, such as a plain Word Document.
15. Between the 1st Preparatory Meeting and Study Session with your team prepare your Programme and Session Outline Plans, liaise with the relevant stakeholders, experts, service providers who might contribute to your Study Session.
16. Logistics! Everybody loves them, Right? In order to create a smooth study session make sure that the appointed team members with the suitable support from the Council of Europe are taking care of the logistics, such as access needs, accommodation, dietary requirements, materials, arrangements of the additional support mechanisms.
17. Meantime within the given deadline (for submitting all information by participants) participants should confirm their participation, book their travel tickets and fill in the Access Needs, Contact Details and Travel Information Form and provide information if they require a VISA.
18. Once You have this information you should submit everything to the Council of Europe Youth Department in their requested Form.

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19. The next step is usually the VISA invitation letters which are issued by the Council of Europe for those participants who request that information.
20. In about one month time you should finalise the Technical Needs for your Study Session which includes materials needed for your Study Session, Dietary Requirements, Access Needs and information for Means of Evacuation.
21. You should inform participants well in advance of the next steps (one month before your study session starts) and you should remind them and send the information again about the Financial and Travel Rules of the Council of Europe and a "Technical Information 2" with all relevant information. You can also attach at this time a Pickup Request Form to accommodate access needs, A Photo/Video Consent Form so the participants are aware of this information well in advance. Make sure that the format is accessible for screen reader software, such as a plain Word Document.
22. Make sure that you have suitable information in case of various emergencies, such as availability of medical assistance, information about means of escape, information about accessible transport and a contact person from the Council of Europe who can help you with any emergency.
23. Your Study Session is just around the corner! Meet your Preparatory Team at the 2nd Preparatory Meeting to get ready everything for the Study Session!
24. Now you are there, enjoy your Study Session and make sure that you take into account the access needs of your team and participants to the greatest extent possible! Remember, inclusion requires everyone and we are learning in every minute how to accommodate diverse needs and create an inclusive environment! Make sure you share some updates of your study session during your activity with the outside world! Use various communication channels, but be always aware of photo/video consent of your attendees! At the end of your Study Session take a moment to be thankful for the involvement of many people, even those who have supported your activity from the background.
25. Your Study Session is finished, now this is time for collecting all learning outcomes in the Final Report! Future participants and other organisations are eager to learn about your experiences!

Example of multiple ways of information provision

Last but not least, an idea is shared about how we aimed at the Inclusion Culture Study Session to represent information in multiple ways to consider the diversity of the participants.

The picture shows a poster with the text *“Welcome All to the Inclusion Culture Study Session!”* provided with braille too. Methodology was to use sticky bumpers, (“adhesive bumpers”) and the online platform of Byron Knoll’s free tool which translates English characters to Grade 1 Braille .
<http://www.byronknoll.com/braille.html>



Poster of InclusionCulture Study Session



Daily programme -#InclusionCulture Study Session

Sunday 28th May 2017

Until 16:00	Arrival of participants
16:00	Orientation in EYCS (1)
17:00	Orientation in EYCS (2)
18:00	Dinner
19:00	ENIL and ESN network meetings
20:00	Welcome evening

Monday 29th May 2017

10:00	Opening
11:00	Break
11:45	Group Building
13:00	Lunch
14:30	Expectations/Hopes/Fears; How we work together /SAFER SPACE
15:30	Break
16:15	Sharing Experiences
17:30	Reflection groups
18:00	Dinner
20:00	Free Evening Activities / Game Night

Tuesday 30th May 2017

10:00	What is Non-Formal Education?
11:00	Break
11:45	Identities & "Boxes"
13:00	Lunch
14:30	Intersectionality
15:30	Break
16:15	What is Intercultural Learning?
17:30	Reflection groups
18:00	Dinner
20:00	Free Evening Activities

Wednesday 31st May 2017

10:00	Inclusion
11:00	Break
11:45	Social Model of Disability
13:00	Lunch
14:30	Free Afternoon
18:00	Dinner Out

Thursday 1st June 2017

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Final Report



10:00	Presentation of the Council of Europe, No Hate Speech Campaign
11:00	Break
11:45	Preparation for Practice - "Inclusion in Practice" PART 1
13:00	Lunch
14:30	Council of Europe Disability Strategy 2017-2023 Presentation by Disability Unit, CoE
15:30	Break
16:15	Preparation for Practice - "Inclusion in Practice" PART 2
17:30	Reflection groups
18:00	Dinner
20:00	Free Evening

Friday 2th June 2017

10:00	Practice, Preparation - "Inclusion in Practice"
11:00	Break
11:45	Practice, Preparation - "Inclusion in Practice"
13:00	Lunch
14:30	Outcome Presentations - "Inclusion in Practice"
15:30	Break
16:15	Debriefing Practice - "Inclusion in Practice"
17:30	Reflection groups
18:00	Dinner
20:00	Info Market

Saturday 3rd June 2017

10:00	Personal Reflection
11:00	Break
11:45	Action Plans
13:00	Lunch
14:30	Recommendations
15:30	Break
16:15	Evaluation, Closing
17:30	Evaluation, Closing
18:00	Dinner
20:00	Farewell Party

Sunday 4th June 2017

09:30	Check out
All day	Departure of participants



List of Participants, Programming Team and further Experts, Guests, Service Providers

First Name	Surname	Country of residence
André	Fontes	Portugal
Andrei	Sosnov	Russian Federation
Beyza	Ünal	Turkey
Cristina	Puiu	Romania
Denis	Redkin	Russian Federation
Diogo	Martins	Portugal
Edina	Gazda	Hungary
Fabio	Mantovani	Italy
Florence	Mierzwa	Belgium
Holly	Scott Gardner	United Kingdom
Iulia	Dănilă	Romania
Ivo	Stamov	Bulgaria
Jack	Welch	United Kingdom
Jamilbay	Zeynalzade	Azerbaijan
José	Trindade	Portugal
Luis Miguel	Real Kotbani	Spain
Luka	Khachidze	Georgia
Nickolas	Morgan	United Kingdom
Nives	Tomaš	Croatia
Stefanie	Nitsche	Germany
Stephanie	Skeffington	Ireland
Tomasz	Kuciński	Poland
Yevgenya (Eva)	Karapetyan	Armenia

List of the Programming Team

First Name	Surname	Country	Organization
Ágnes Sarolta	Fazekas	Hungary	ENIL Youth
Zara	Todd	United Kingdom	ENIL Youth
Frank	Sioen	Belgium	ENIL Youth
Eliza	Popper	Hungary	Erasmus Student Network
Safi	Sabuni	Sweden	Erasmus Student Network
László	Milutinovits	Hungary	Educational Advisor in Youth Department of the Council of Europe



List of further Experts, Guests, Speakers, Service Providers

First Name	Surname	Country	Role
Patrick	Doodt	Germany	Film-Maker Expert
Julia	Jacobie	United Kingdom	Palantypist
Norma	MacHaye	United Kingdom	Palantypist
Isabel	Jensen	France	Lycee-Kléber School Teacher
Ita	Mirianashvili	Georgia	Head of Unit, Secretariat Rights of Persons with Disabilities CoE