

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

A Training Manual

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



Training Manual¹ 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

28 May - 4 June 2017 in European Youth Centre, Strasbourg, France

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¹ This Training Manual 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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1. Acknowledgements

The European Network on Independent Living (ENIL) and the Erasmus Student Network (ESN) are thankful to a group of dedicated young people who prepared and delivered the week-long study session: ***“Inclusion Culture – Promoting Leadership in Intercultural Understanding within Mixed-ability Groups”*** held on 28 May – 4 June 2017 in the European Youth Centre of the Council of Europe in Strasbourg, France. They are *Agnes Sarolta Fazekas* (Hungary), *Zara Todd* (UK), *Eliza Popper* (Hungary) *Safi Sabuni* (Sweden), *Frank Sioen* (Belgium). ENIL and ESN would like to thank *László Milutinovits*, Educational Advisor from the Council of Europe Youth Department for supporting the team of trainers before and during the study session, the Council of Europe Youth Department for financially supporting this event and the Council of Europe Youth Centre Strasbourg for hosting this study session.

2. Organizers

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 the barrier-free environment, provision of personal assistance support and adequate technical aids, together making full citizenship of disabled people possible. Young disabled people are a central part of the activities of ENIL. ENIL are dedicated to the empowerment and support of young disabled people to become the 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 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.



3. About the Inclusion Culture Study Session

Background and Overview of the study session in a nutshell

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.

The purpose of this joint study session was 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 cooperated in this study session because we have felt that there was knowledge, skills, and resources in both networks that should be shared to strengthen both organisations as well as being a great opportunity 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 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.

This study session has been 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 this manual 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 personal expertise and knowledge, open-mindedness to create a rich study session. The study session provided space for sharing of personal experiences, introducing to theoretical concepts such as the social model of disability, intersectionality, intercultural learning and providing space for participants put their learnings into practice putting inclusion into reality through '*Inclusion in Practice*' sessions. 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 Disability Unit of the Council of Europe. **Ita Mirianashvili**, Head of 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** from [Patrick Doodt Films](#). We believe that the accessible video-report engages young disabled people to participate in youth activities and other organisations to make their activities more inclusive.

The full breakdown of 38 attendees of the group included twenty-four participants from both organizations, there has been five personal assistants, two Palantypist (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, Secretariat Rights of Persons with Disabilities.

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 Departments, 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



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



Photo of Agnes Sarolta Fazekas

Agnes Sarolta Fazekas comes from Hungary. Agnes Sarolta is a member of the ENIL Youth Board 2015-2017. She has been delivering inclusive non-formal education trainings with ENIL Youth and ESN. She has been a Member of the International Exchange Ability Project in 2013/2014 and ESN survey 2017 Coordinator in 2016/2017, working on the access & inclusion of students with disabilities in mobility programmes.

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.



Photo of Zara Todd



Photo of Frank Sioen

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 & European Federation for Intercultural Learning.



Photo of Eliza Popper



Photo of Safi Sabuni

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 and worked in an equal partnership with **László Milutinovits**, Educational Advisor in the Youth Department of the Council of Europe in order 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.



Photo of László Milutinovits

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

Experts



Photo of Julia Jacobie



Photo of Norma MacHaye

Julia Jacobie & 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 has 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.



Photo of Patrick Doodt

Guests

Ita Mirianashvili, Head of Unit, [Secretariat Rights of Persons with Disabilities at the Council of Europe](#). She 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 they can put the strategy into practice within their communities.

Isabel Jensen & the students of Lycée-Kleber School coming to France. She has worked as a teacher, at the Lycée Kleber School, in Strasbourg, France. She is currently working with her students on the topic of today's democracy & societies today through exploring Orwell's Animal Farm. Their visit has been a great opportunity to bring diverse youth together work together on “inclusion in Practice” session.



Purpose of the Training Manual

This training manual brings together materials and templates developed for the study session, called: ***Inclusion Culture – Promoting Leadership in Intercultural Understanding within Mixed-ability Groups***. These can be used by any organisations, as well all young people and other relevant stakeholders planning to organise similar activities on inclusion, disability, inclusive intercultural youth activities, volunteering, in their communities. Materials included in this publication should be adapted based on the objectives of your activity, its length and the target audience (also taking into consideration different access requirements and organisational rules).

How to use the Training Manual?

The remainder of this training manual consists of the following sections:

Planning and Delivery of Inclusion Culture Study Session

1. Session Outlines
2. Outcomes of the Study Session
3. Templates
4. Additional Resources

This Training Manual can be used by any organisations, volunteers, trainers, young people, including young disabled people, and other relevant stakeholders planning to organise similar events on inclusion, disability, inclusive intercultural (youth) activities, volunteering, in their communities. Materials included in this publication should be adapted based on the objectives of your activity, its length and the target audience (also taking into consideration different access requirements). Additional materials, such as handouts, etc. which are not included at the end of the manual mentioned in the Training Manual can be requested from ENIL's resource centre. Any questions about this Training Manual can be sent to secretariat@enil.eu.



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!
- 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 finished, 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 mechanism.
- 17) Meantime within the given deadline (for submitting all information) 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.
- 19) The next step is usually the VISA 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 Pick-Up 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!



Day by Day Programme: Inclusion Culture 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
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

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



4. Session Outlines

Arrival Day: Welcome Evening

Day 1 Session 1 & 2: Welcome to the Study Session & Group Building

Day 1 Session 3: Fears, Hopes and Expectations

Day 1 Session 4: Sharing Experiences

Every Day Session 5: Reflection Groups (except free afternoon)

Day 2 Session 1: What is Non-Formal Education?

Day 2 Session 2: Identities and boxes

Day 2 Session 3: Intersectionality

Day 2 Session 4: What is Intercultural Learning?

Day 3 Session 1 & 2: Inclusion What is that?

Day 4 Session 1: Quiz about the Council of Europe & Youth Department

Day 4: Session 2 & 4: Preparation for project works and workshops with French High School students

Day 4 Session 3: Council of Europe Disability Strategy 2017-2023

Day 5 Session 1 & 2: "Inclusion in Practice" Sessions

Day 5 Session 3: Presentations of ENIL and ESN Projects

Day 5 Session 4: Reflection and debriefing

Day 6 Session 1: Personal Reflection ("Take a Breath & Review Your Personal Progress")

Day 6 Session 2: Individual Action Plans

Day 6 Session 3: Recommendations

Day 6 Session 4: Evaluation & Closing

Departure Day



4. Session Outlines: Inclusion Culture Study Session

Title & Duration	Arrival Day: Welcome Evening (1 hour)
Aim(s) & Objectives	<ul style="list-style-type: none"> • Welcome evening for the study session participants • Provide information on accessibility, fire and evacuation system • Introduction of Attendees
Methodology	<ul style="list-style-type: none"> • Plenary Discussions, • Get to know each other
Programme	<ul style="list-style-type: none"> • Welcome Evening <p>Hello & Welcome from the programming team. Explaining participants, the basic logistical, fire, evacuation plans, accessibility, basic housekeeping rules, and Travel Reimbursement Process. The welcome evening closes with a short name game and the welcome buffet.</p>
Materials needed & space required	<ul style="list-style-type: none"> • Accessible Room set up • Welcome Drinks Buffet
Further readings/appendixes	<ul style="list-style-type: none"> • Start & End of the Sessions (10:00-18:00) • Breaks, Breakfast, Lunch, Dinner Hours • Fire, Evacuation, Accessibility Information, Quiet Room Location • Respect for Sleeping Hours • Respect for Working Hours & Co-Working Space • Respect for Dietary Requests • No Smoking Inside the Building • Accessible Post Office for nice message to each other • Materials are available in electronic format
Access Needs	<ul style="list-style-type: none"> • Prior to the session: • During the session: <ul style="list-style-type: none"> ◦ Facilitators offer support/assistance for participants if needed to accommodate access needs. • After the session: <ul style="list-style-type: none"> ◦ Provide written materials (if any) in digital format.

Title and duration	Day 1 Session 1 & 2: Welcome to the Study Session & Group Building (2 hours 15 minutes & 45 minutes break)
Aim(s) & Objectives	<p>The aims of this sessions are:</p> <ul style="list-style-type: none"> • Welcome to the Study Session



	<ul style="list-style-type: none"> • Introduction of Programming Team • Fire and safety regulations of the European Youth Centre. • Programme of the Study Session and information about the practice project. • Get to know each other.
<p>Methodology</p>	<ul style="list-style-type: none"> • Visual Agenda (and also accessibility in electronic format) • Line up • Present my friend • Common Ground
<p>Programme</p>	<ul style="list-style-type: none"> • Welcome from the CoE Youth Centre Strasbourg, Programming Team <p>Welcome the participants to the study session on behalf of ENIL, ESN and the CoE & Accessibility, Fire and security regulations further information about the building.</p> <ul style="list-style-type: none"> • Group & Programming Team Introductions: <p>Name, country of origin of attendees. Few words about the programming team. For any questions, concerns or comments participants are welcome to talk to any of the facilitators during the week.</p> <ul style="list-style-type: none"> • Photo/video permission with the group <p>Making sure that whole group is aware of that and if anyone doesn't want to be recorded they should notify it. (Photo/Video Consent Form)</p> <ul style="list-style-type: none"> • Overview of the Agenda <p>Weekly Agenda (visually) is on the black board of the Youth Centre. (The weekly programme is also available in electronic format). Trainers briefly go through the agenda, & during this overview, it's important to mention key elements:</p> <ul style="list-style-type: none"> ❖ Practice Project - to implemented in the second half of the week. ❖ Reflection Groups - a permanent element at the end of each day. (except free afternoon) ❖ Comment Box: To improve the study session during the week. (anonymous) ❖ Buddy System: Everyone will be given a buddy. ❖ Post Office: Wall of envelopes where you can leave comments to each other. <p>To make sure that everything is clear to the participants. If any changes are made to the agenda, changes are updated visually, in electronic format and verbally. Set the tone for how to work in the coming days – be patient and respectful.</p>



	<ul style="list-style-type: none"> ● Get to know each other: Name game A simple name-game where participants line up in alphabetic order. They should state their name and an adjective starting with the first letter of their name. ● Break (45 minutes) Invitation of participants to the 45 minutes' coffee break. After break activities are continued. ● Buddy System Everyone gets a buddy! Meet your buddy and introduce yourself. ● Common Ground Participants are working in 5 groups, and each group has a facilitator from Programming Team). Each team receives papers and markers. Teams should list everything they can think of that all team members have in common. For example, attending the same school, prefer the same kind of music, have the same brand of tennis shoes. The only rule is they cannot list similar body parts, i.e. "We all have a stomach, etc." The one with the longest list wins. At the end of this activity, groups move back to the main session area where lists are shared with the similarities. Similarities in groups which have not already been read should be added. ● Discussion: <ul style="list-style-type: none"> ● How easy was it to discover something in common with another group member? ● How can similarities draw us closer together? ● Did anything that you listed as a similarity start off as a difference? ● How can our differences draw us closer together? <p>The conclusion of the discussions and mentioning that this weekend will be full of opportunities to get to know each other with similarities and differences, it all comes down to the perspectives we add to the information that is in front of us.</p> <ul style="list-style-type: none"> ● Lunch Break (90 Minutes) Invitation of participants to the 90 minutes long lunch break.
<p>Materials needed & space required</p>	<ul style="list-style-type: none"> ● Accessible Room set-up with chairs, tables, half -circle ● Colourful A4 / A3 papers and markers ● Agenda in electronic format and visual format on the blackboard.
<p>Further readings/appendixes</p>	<ul style="list-style-type: none"> ● http://www.coe.int/en/web/portal/home ● http://www.coe.int/en/web/youth/home ● http://www.coe.int/en/web/youth/eyc-strasbourg



Access Needs	<ul style="list-style-type: none"> ● Prior to the session: <ul style="list-style-type: none"> ○ Send out the final agenda beforehand in digital format. ● During the session: <ul style="list-style-type: none"> ○ Description of all visual content ○ If needed, provide assistance for visually impaired participants to navigate in the session area. ○ Access & Working Needs of Palantypist (such as not blocking screen, using microphone. Make sure not blocking screen where is the speech to text is displayed) ○ Use the microphone so that everyone can hear you and especially the palantypists. ○ Avoid Acronyms, abbreviations - if you use it, always explain in a short & simple way the context. ○ Respect working mode & working hours of the Guide Dog - petting only with permission ● After the session <ul style="list-style-type: none"> ○ Provide written materials (if any) in digital format.
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Title & Duration	Day 1 Session 3: Fears, Hopes and Expectations (1 hour)
Aim(s) & Objectives	<p>Creating a safe space to share expectations, fears, needs and hopes for how to work with each other in the coming days.</p> <ul style="list-style-type: none"> ● Overview of the participants' needs ● Sharing Expectations and Fears
Methodology	<ul style="list-style-type: none"> ● Individual reflection ● Collective brainstorming
Programme	<ul style="list-style-type: none"> ● Speed Friending <p>Each participant receives a set of post-it notes. On the note, they should add their access need. Facilitators offer support/assistance if needed with writing on post-its. Once access needs are written, participants stand in two lines to share them in a speed-friending methodology. If needed, participants should be around during this activity around the palantypists, so voices could be recorded. Participants have 2 min per couple to share their needs, then facilitators give a signal for when one of the lines should move one step to the right. After the speed-friending participants are asked to put their post-it on the "Inclusive Session" flipchart and come back to the circle. Participants can add another post-it to the flipchart during the week.</p> <ul style="list-style-type: none"> ● Expectations, Hopes & Fears



	<p>This session is a reflective session where each participant thinks of what their expectations, hopes and fears. Participants individually think about these and put on separate post-it and put on a flipchart. Facilitators offer support /assistance if needed writing on post-its. Participants voluntarily can mention their expectations, hopes and fears in the circle. Participants can add another post-it to the flipchart during the week.</p>
Materials needed & space required	<ul style="list-style-type: none"> ● Post-its ● Pencils for all participants ● Markers ● flipcharts
Further readings/appendixes	
Access Needs:	<ul style="list-style-type: none"> ● Prior to the session: <ul style="list-style-type: none"> ○ Draw flowers for hopes, expectations, and ocean & sharks for fears. ● During the session: <ul style="list-style-type: none"> ○ Trainers are offering support/assistance if needed with writing on post-its. Make sure to read instructions, post-its clearly. ● After the session: <ul style="list-style-type: none"> ○ Provide written materials (if any) in digital format.

Title & Duration	Day 1 Session 4: Sharing Experiences (1 hour)
Aim(s) & Objectives	<ul style="list-style-type: none"> ● Creating a safe(r) space to share how to work with each other in the coming days.
Methodology	<ul style="list-style-type: none"> ● Individual work ● Collective brainstorming
Programme	<ul style="list-style-type: none"> ● Social Contract <p>Participants are invited to the circle and facilitators introduce the concept of creating a social contract which states the rules for how we work and socialise together in a respectful and inclusive way. Participants brainstorm about how they want to work and socialise during the entire activity week. Facilitators offer support/assistance if needed. After each persons' contribution, the facilitator asks the group, if everyone agrees and participate should indicate this. Facilitators should explain the consensus or disagreement and if there are any disagreements try to find a compromise). Once everyone has stated one thing, ask if there is anything else missing. The elements of the social contract are written on a flipchart and once the</p>

	<p>contract is done each participant should indicate their agreement. Facilitators offer support/assistance for participants, if needed with an indication of agreement and also provide adhesive bumpers (sticky bumpers) if needed to indicate agreement.</p> <ul style="list-style-type: none"> ● More than one story <p>Participants are introduced to their permanent reflection group and facilitator; each group has their own reflection space Groups receive a deck of cards. On each card, you have a task to explain something about yourself. You can choose a 'Veto' to a card and pick another card participant can do this as often as they want. The game goes in rounds meaning that participants have one question – one answer and then the next person picks up another card. To make the game inclusive each group facilitator should ask if there is anyone in the group that needs assistance with the reading card and if there's anyone who is willing to volunteer to be 'the reader'. The cards are also available in electronic format. Trainers facilitate the discussion and make sure that participants feel comfortable placing a Veto if needed.</p>
<p>Materials needed & space required</p>	<ul style="list-style-type: none"> ● Post-its ● Pencils for all participants ● Markers ● Flipcharts
<p>Further readings/appendixes</p>	
<p>Access Needs:</p>	<ul style="list-style-type: none"> ● Prior to the session: <ul style="list-style-type: none"> ○ Provide statements on cards in advance in electronic format. ● During the session: <ul style="list-style-type: none"> ○ Trainers are offering support/assistance if needed with writing on post-its. ● After the session: <ul style="list-style-type: none"> ○ Provide written materials (if any) in digital format.

<p>Title & Duration</p>	<p>ALL DAYS, Session 5: Reflection Groups (30 minutes) (except free afternoon)</p>
<p>Aim(s) & Objectives</p>	<ul style="list-style-type: none"> ● This session is a space for reflection on the content and experience ● Provide a space for reflection cementing learning ● Give space for participants to raise issues comments and suggestions to the programming team
<p>Methodology</p>	<ul style="list-style-type: none"> ● Group Discussions



<p>Programme</p>	<p>Every reflection group will start with a 5-minute check-in about how was the day and is there anything that they want fed in.</p> <p>Day 1</p> <p>Group to introduce themselves so everyone knows who is in their group. Facilitators explain what reflection groups are that we will meet in the same place and time every night except the free evening. This is a space to reflect, give feedback to the team and share experiences from the day. Each different method is used to reflect.</p> <p>Permanent elements/questions for discussions for each day are:</p> <ul style="list-style-type: none"> ● How are you feeling? ● Is there anything you are unsure about? ● What did you enjoy about today? ● What could be improved? ● Is there anything the programming team can do to support you to be included? ● Anything else you would like to raise <p>Day 2</p> <p>Participants should find words for each letter of the word INCLUSION that describe the day.</p> <p>Day 3</p> <p>Free Afternoon (No Reflection Groups are scheduled)</p> <p>Day 4</p> <p>Each participant finds /chooses an imaginary or exact object that represents their day and shares their object and explanation with the group. For example, someone might choose their room key because today unlocked an idea.</p> <p>Day 5</p> <p>Free- style reflection of Inclusion in Practice Day.</p> <p>Day 6</p> <p>Farewell. An overall reflection of the whole week and in pairs what would you give you're the other person as a gift (you don't have to actually give it to them so you can be imaginative as you want for example I might give you a sunny day,</p>
<p>Materials needed & space required</p>	<ul style="list-style-type: none"> ● markers ● A4 papers (if necessary) ● INCLUSION wrote on printed paper & available in electronic format too.
<p>Further readings/appendixes</p>	
<p>Access Needs</p>	<ul style="list-style-type: none"> ● Prior to the session:



	<ul style="list-style-type: none"> ● During the session: <ul style="list-style-type: none"> ● Facilitators offer support/assistance for participants if needed to accommodate access needs. ● After the session: <ul style="list-style-type: none"> ● Provide written materials (if any) in digital format.
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Title & Duration	Day 2 Session 1: What is Non-Formal Education? (1 hour)
Aim(s) & Objectives	<p>Participants familiarise themselves with the concept of Non-Formal Education</p> <ul style="list-style-type: none"> ● Supporting Participants to explore & understand the difference between formal and non-formal-education (and informal learning) ● Participants explore formal education and the potentials of NFE
Methodology	<ul style="list-style-type: none"> ● Group Work with PUZZLES ● Provision of INPUT & Discussion of the emerging questions from groups ● Wrap up by facilitator the results/the process of their discussion
Programme	<p>Before the session starts Inclusive energizer is introduced.</p> <ul style="list-style-type: none"> ● Group Work with PUZZLES <p>Facilitators divide participants into groups and provide a set of puzzles to each group. (in each piece there is a statement which either belongs to Non-Formal, Formal and Informal Educational Settings. Participants should brainstorm what puzzle pieces belong to Non-Formal, Formal and Informal Education. Facilitators offer support/assistance for participants if needed during the group work to accommodate access needs. After finishing this activity, with one rapporteur from each group items are listed in a big circle and listed by facilitators on the flipcharts. Groups provide their opinion during the listing. Facilitators provide a space for discussing elements and a brief input about these different educational settings. Discussion of the emerging questions from groups and at the end of the session facilitators wrap up the session.</p>
Materials needed & space required	<ul style="list-style-type: none"> ● Upload in advance the puzzle pieces for groups and cut puzzle pieces. ● Markers, and Flipchart Paper
Further readings/appendixes	<ul style="list-style-type: none"> ● http://pjp-eu.coe.int/en/web/youth-partnership/non-formal-learning ● http://pjp-eu.coe.int/en/web/youth-partnership/related-documents12?inheritRedirect=true
Access Needs:	<ul style="list-style-type: none"> ● Prior to the session: <ul style="list-style-type: none"> ○ Provide in advance the puzzle pieces in electronic format.

	<ul style="list-style-type: none"> ● During the session: <ul style="list-style-type: none"> ○ Facilitators offer support/assistance for participants if needed during the group work to accommodate access needs. ● After the session: <ul style="list-style-type: none"> ○ Provide written materials (if any) in digital format.
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Title & Duration	Day 2 Session 2: Identities and boxes (1 hour 15 minutes)
Aim(s) & Objectives	<ul style="list-style-type: none"> ● Understanding that people do not just fit into boxes (and what happens when we are put into boxes) ● Exploring assumptions, dominant identities, less dominant, who gets to choose what identity one has ● Labelling yourself and labelling by society
Methodology	<ul style="list-style-type: none"> ● Every participant is asked to write down 3 identities of their own (apart from nationality) on post-its (example: woman, trainer, European) ● We collect them and put them in a hat. ● One by one the facilitator reads out the identities ● If a participant identifies with it, they stand up and state their name (for the visually impaired) ● <i>Warning: You don't have to share whatever you don't want to share. We won't know when you lie. It's just whatever you want to share publicly.</i> ● Debriefing: <ul style="list-style-type: none"> ○ was there anyone who didn't stand up at all or only stood up once? ○ What does this activity show us? ○ Why is it important to be aware of the different identities we have?
Programme	<ul style="list-style-type: none"> ● Identities & Boxes <p>Introduction to the activities by the facilitator (What is identity?) afterwards Writing on post-its: Every participant is asked to write down 3 identities of their own (apart from nationality) on post-its (example: woman, trainer, European) Collecting, reading out loud, standing up and down: Facilitators collect them and put them in a hat. One by one the facilitator reads out the identities. If a participant identifies with it, they stand up and state their name (for the visually impaired). <i>Warning: You don't have to share</i></p>



	<p><i>whatever you don't want to share. We won't know when you lie. It's just whatever you want to share publicly.</i></p> <p>Debriefing:</p> <ul style="list-style-type: none"> o Was there anyone who didn't stand up at all or only stood up once? o What does this activity show us? o Why is it important to be aware of the different identities we have? <p>Summary of the activity by the facilitator.</p>
Materials needed & space required	<ul style="list-style-type: none"> • Chairs in circle • 3 post-its per person (total 100)
Further readings/appendixes	<p>http://www.coe.int/en/web/disability; https://www.coe.int/en/web/sogi/home?</p>
Access Needs:	<ul style="list-style-type: none"> • Prior the session: • During the session: <ul style="list-style-type: none"> o Facilitators offer support/assistance for participants if needed during the group work to accommodate access needs. o State your name when moving forward • After the session: <ul style="list-style-type: none"> o Provide written materials (if any) in digital format.

Title and duration	Day 2 Session 3: Intersectionality (1 hour)
Aim(s) & Objectives	<ul style="list-style-type: none"> • Support participants to familiarise themselves with the concept of intersectionality.
Methodology	<ul style="list-style-type: none"> • Reminder of identities (think about your own) • Participants work with their buddies. • <i>Warning: These stories won't be shared. You share whatever you want. If at the end you feel distressed, come talk to one of us.</i> • First, they are asked to share a story of an identity from the previous activity when they felt proud to associate with that. • Share a story: about a time when it was painful to be identified with one of the descriptors. • Who is your identity idol that shares one or more of your identities and that makes you feel proud? • Participants gather in a circle for debriefing: <ul style="list-style-type: none"> o Was there anything surprising you heard? o Do we all look at the different identities the same way?

	<ul style="list-style-type: none"> o What can we learn from these stories? o How are our stories culturally affected? o One identity or more?
<p>Programme</p>	<ul style="list-style-type: none"> ● Intersectionality: <p>Recapture of identities: Reminder of identities (think about your own), then participants work with their buddies. Proud stories: First participants are asked to share a story of an identity from the previous activity when they felt proud to associate with that. Painful stories - share a story: about a time when it was painful to be identified with one of the descriptors. Stereotypes. Who is your identity idol that shares one or more of your identities and that makes you feel proud? Sharing & Discussions: Participants gather in a circle for debriefing:</p> <ul style="list-style-type: none"> o Was there anything surprising you heard? o Do we all look at the different identities the same way? o What can we learn from these stories? o How are our stories culturally affected? o One identity or more? <p>Facilitators are summarising this activity.</p> <p><i>Warning: These stories won't be shared. You share whatever you want. If at the end you feel distressed, come talk to one of us.</i></p>
<p>Materials needed & space required</p>	<ul style="list-style-type: none"> ● Provide the definitions of Intersectionality in advance in electronic format. ● Prepare cardboard with yarn to demonstrate intersectionality - this is a visual support for this activity, to provide multiple ways of information to meet the access and learning needs of the participants.
<p>Further readings/appendixes</p>	<ul style="list-style-type: none"> ● https://rm.coe.int/1680665ab5 ● http://pjp-eu.coe.int/documents/1017981/8421013/26_coyote_22.pdf/2ddf1019-3b8d-4c2f-86b9-49c87ecd60ac
<p>Access Needs:</p>	<ul style="list-style-type: none"> ● Prior to the session: ● During the session: <ul style="list-style-type: none"> o Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs. ● After the session: <ul style="list-style-type: none"> o Provide written materials (if any) in digital format.

Title and Duration	Day 2 Session 4: What is Intercultural Learning? (1 hour 15 minutes)
Aim(s) & Objectives	<ul style="list-style-type: none"> • Understand intersectionality • Understand that ICL helps us work together with others of different identities/cultures • What is culture/identity
Methodology	<ul style="list-style-type: none"> • The story of Abigail (5 groups) • Announce that materials are available in electronic format
Programme	<ul style="list-style-type: none"> • What is intercultural learning? <p>The facilitator provides information to the session and an Intro to the story of Abigail and divides participants into five groups. Participants work in groups with the story and discuss and exchange their opinion about the characters in the story and by the end of the group activity groups make an order about the characters in the story. Participants meet in the big group and share their lists with each other. The facilitator provides the following questions for the discussion:</p> <ul style="list-style-type: none"> • How was to agree on the order as a group? • What did this activity show us? • What is culture? • What defines our culture? • What is intercultural learning? • Why does it help us? • Would it be different if they were a different age? • Which culture is it Is? <p>Participants share their assumptions, judgements, as they created a lot of assumptions and based judgements on the story. Participants should come to agreements, by listening and as well, there are things we can and cannot agree on. Society would be boring if we all agreed on everything. Facilitator summarises the activity.</p>
Materials needed & space required	<ul style="list-style-type: none"> • 5 tables with markers and A4 papers.
Further readings/appendixes	<ul style="list-style-type: none"> • http://pjp-eu.coe.int/en/web/youth-partnership/intercultural-learning-in-non-formal-education • http://pjp-eu.coe.int/documents/1017981/1667851/9501_Intercultural_learning_Lafraya_Final.pdf/40bc369d-d8aa-430f-b608-20c6edb0de3d
Access Needs:	<ul style="list-style-type: none"> • Prior to the session: <ul style="list-style-type: none"> ○ Provide materials in advance in electronic format.

	<ul style="list-style-type: none"> ● During the session: <ul style="list-style-type: none"> ○ Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs. ● After the study session: <ul style="list-style-type: none"> ○ Provide written materials (if any) in digital format.
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Title & Duration	Day 3 Session 1 & 2: Inclusion What is that? (2 hours 15 minutes & break 45 min)
Aim(s) objectives	<p>This session is a fundamental part of the study session as to work inclusively the participants need to understand the philosophy and challenges in inclusion</p> <ul style="list-style-type: none"> ● By the end of the session, participants have a shared understanding of inclusion. ● They have an opportunity to explore theory which influences inclusion practice ● Start thinking about what is required in practice
Methodology	<ul style="list-style-type: none"> ● group work ● presentation
Programme	<p>Facilitators coordinate the flow of the programme instruction on how the activity is delivered and timings.</p> <p>Activity 1: Inclusion, exclusion, segregation-integration</p> <p>Participants form into 4 groups on per term define the term they have to think of a creative way to share their definition, role play, art, music, etc. At the end of this activity, groups share their stories and each group has a certain amount of time to showcase their performances.</p> <p>Activity 2: Understanding Disability and Inclusion</p> <p>Facilitators provide a brief presentation on understanding disability and inclusion. Facilitators provide the materials in electronic format in advance.</p> <p>Activity 3: Where do you stand?</p> <p>Facilitators divide the room into 1 side "Agree" 1 "Disagree" and read a statement Participants are asked to place themselves in the relevant space to their opinion. The middle is "I don't know". Participants volunteer to share their reasons for their position and others are free to move if the</p>

	<p>opinion changes as their view.</p> <p>Statements:</p> <ul style="list-style-type: none"> ● Some people cannot be included ● Inclusion cannot happen naturally ● Fully inclusive does not exist ● All you need for inclusion is a positive attitude ● Segregated spaces are needed to facilitate inclusion ● Charity is a barrier to inclusion ● inclusion can only happen in homogeneous societies Equality is essential for inclusion ● Self -Exclusion must always be a choice if you are truly inclusive ● Facilitators coordinate the debrief of this activity with questions for discussions. ● How did it feel responding to the statements? ● What was difficult to decide where to stand? ● Did you change any of your views? ● Did anything surprise you? ● What do results mean?
<p>Materials needed and space required</p>	<ul style="list-style-type: none"> ● Room set-up ● presentations ● paper ● pens ● flip chart, ● projector ● computer
<p>Further readings/appendixes</p>	<ul style="list-style-type: none"> ● http://ec.europa.eu/social/BlobServlet?docId=14848&langId=en ● http://www.humanrightseurope.org/2013/11/viewpoint-q-a-with-zara-todd/
<p>Access Needs</p>	<p>Prior the session:</p> <p>During the session:</p> <ul style="list-style-type: none"> ○ Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs. <p>After the session:</p> <ul style="list-style-type: none"> ○ Provide written materials (if any) in digital format.



Title & Duration	Day 4 Session 1: Quiz about the Council of Europe & Youth Department (1 hour)
Aim(s) & Objectives	<ul style="list-style-type: none"> • This day is partly dedicated to presenting the relevant work of the Council of Europe, in order to enable participants to create a link between CoE and their future follow-up actions. • To make participants to get acquainted with CoE and the YD, EYF and No Hate Speech Movement
Methodology	<ul style="list-style-type: none"> • Quiz online (accessibility check) • Video on No Hate Speech Movement (accessibility check such as subtitles, audio description)
Programme	<ul style="list-style-type: none"> • Council of Europe Quiz: <p>Facilitators set up the room with laptop and projector and the online quiz. Participants form groups with 3-4 people and use one smartphone or laptop device to connect to the quiz. The quiz is displayed through the www.kahoot.it accessible platform. Facilitators always indicate the questions and options for answers.</p> <ol style="list-style-type: none"> 1. When was the Council of Europe created? 2. How many members states the Council of Europe has? 3. Which country is not a member of the Council of Europe? 4. Which values does the Council of Europe stand for? 5. Which is some decision to make bodies of the Council of Europe? 6. Which is not an institution of the Council of Europe? 7. Which is not a priority of the Youth Department of the Council of Europe for 2016-2017? 8. What kind of Education and Training Activities the Council of Europe does? 9. Where is the other Youth Centre located? 10. What is COMPASS? 11. What does the acronym NHSM stand for? 12. Does the European Youth Foundation support local projects? <p>Activity 2: To watch the NHSM Ninja video and call attention to Action days: Video https://www.youtube.com/watch?v=kp7ww3KvccE</p> <p>Calendar of action days for 2017 and their thematic focus:</p> <ul style="list-style-type: none"> • 22 July – Action Day in support of victims of hate crime • 21 Sept – Action day against Islamophobia and xenophobia targeting refugees • 9 Nov – Action Day countering Anti-Semitic hate speech • 10 Dec. – Action Day for human rights online and the marking of



	<p>the campaign last action day.</p> <p>The European Secretariat will also pay attention to other days. These are not Action Days but national campaigns and partners are warmly invited to also raise awareness of these extra days. They are:</p> <ul style="list-style-type: none"> • 17 May – International Day against Homo, Bi and Transphobia • 20 June – World Refugee Day • 2 August – Day of Remembrance for the Roma Holocaust • 3 December – International Day for Persons with a Disability
Materials needed & space required	<ul style="list-style-type: none"> • laptop • beamer • www.kahoot.it • room-set up in plenary
Further readings/appendixes	<ul style="list-style-type: none"> • Video https://www.youtube.com/watch?v=kp7ww3KvccE • https://www.nohatespeechmovement.org/ • http://www.coe.int/en/web/youth/ • http://www.coe.int/en/web/portal/home • http://www.coe.int/en/web/youth/advisory-council-on-youth • https://rm.coe.int/1680707de5
Access Needs:	<ul style="list-style-type: none"> • Prior to the session: • During the session: Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs. • After to the session: Provide written materials (if any) in digital format.

Title & Duration	Day 4: Session 2 & 4: Preparation for project works and workshops with French High School students (2 hours 30 minutes)
Aim(s) & Objectives	<ul style="list-style-type: none"> • This day is partly dedicated to preparing for the workshops next day and alternatively for work on future projects. Participants need to be properly informed about the structure of the two days and to have time to work in groups depending on their interest. • To inform the group about the next steps and forming working groups. Participants indicate their preference 1 and 2 the day before. Groups are set up by the team taking access needs and rooms into consideration. • Groups are to be provided manuals to be potentially used when



	<p>preparing the workshops:</p> <ul style="list-style-type: none"> ○ COMPASS (advanced skills required) ○ COMPASITO (beginner skills) ○ BOOKMARKS (intermediate skills)
<p>Methodology</p>	<ul style="list-style-type: none"> ● Presentation of next steps ● group work
<p>Programme</p>	<p>Three workshops with French high school students</p> <p>1) Intercultural learning</p> <p>Introducing and discovering ICL with students, possibly connecting the topic to their current studies and local reality. Creating links with the study session theme, encourage students to think about inclusion and discuss possible questions they might have in mind. Workgroup members are invited to work out the content and methodology of the session</p> <p>2) Inclusive society</p> <p>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. Workgroup members are invited to work out the content and methodology of the session.</p> <p>3) Inequality</p> <p>Discovering inequality in our present day societies with students, discuss basic terms and concepts about existing challenges, barriers and possible solutions. Potentially 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. Workgroup members are invited to work out the content and methodology of the session.</p> <p>ENIL and ESN working groups:</p> <p>The working groups are mixed groups of ENIL and ESN members.</p> <p>Extra tasks for facilitators with student groups</p> <ul style="list-style-type: none"> ● Intro to the Study session and round of names ● Announce the treasure hunt game for the break for students ● Debriefing the treasure hunt ● Resource Materials list from groups. <p>4) ENIL internal capacity building and cooperation with ESN.</p> <p>Create a guideline of activities that focus on intercultural learning and</p>



	<p>inclusion. Activities that could be carried out to create a more inclusive environment.</p> <p>Outline a communication plan of how to reach out to the general public and ENIL members with this guideline. Once created, the guideline will be used and published by ENIL to promote intercultural learning and it will be promoted using the communication plan created in the working group. A great opportunity to contribute to a concrete output.</p> <p>5) ESN internal capacity building and cooperation with ENIL and “Top 10 tips for Inclusion!</p> <p>a) This activity will feed into ESNs work on inclusion. 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.</p> <p>b) Come up with top 10 tips for students travelling abroad. The recommendations made will be promoted in ESNs student guide and support ESNs work towards accessible student mobility for all.</p> <p>The workshops are presented by facilitators. Participants have chosen their priority workshops on the previous day with the printed and electronically available description of working groups.</p>
<p>Materials needed & space required</p>	<ul style="list-style-type: none"> ● Provide Session Outline Templates for workshops in electronic format ● Facilitators set up beforehand the locations/ meeting rooms for workshops. ● Bookmarks – Manual on combatting hate speech online ● Compasito – Manual on Human Rights Education with Children: ● Compass – Manual on Human Rights Education with Young People
<p>Further readings/appendixes:</p>	<p>Bookmarks – Manual on combatting hate speech online</p> <ul style="list-style-type: none"> ● https://www.nohatespeechmovement.org/bookmarks <p>Compasito – Manual on Human Rights Education with Children:</p> <ul style="list-style-type: none"> ● http://www.eycb.coe.int/compasito <p>Compass – Manual on Human Rights Education with Young People:</p> <ul style="list-style-type: none"> ● http://www.coe.int/en/web/compass
<p>Access Needs:</p>	<ul style="list-style-type: none"> ● Prior to the session: ● During the session: <p>Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs.</p>



	<ul style="list-style-type: none"> ● After the session: Provide written materials (if any) in digital format.
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Title & Duration	Day 4 Session 3: Council of Europe Disability Strategy 2017-2023 (1 hour)
Aim(s) & Objectives	<ul style="list-style-type: none"> ● As a part of the related work of the Council of Europe, the Strategy is introduced and links are to be identified with possible follow-up projects or workshops the day after. ● To present the strategy and continue preparations and group work.
Methodology	<ul style="list-style-type: none"> ● Presentation by Ita Mirianashvili – Head of the Unit, Secretariat Rights of Persons with Disabilities
Programme	<ul style="list-style-type: none"> ● Council of Europe Disability Strategy 2017-2023 http://www.coe.int/en/web/disability/strategy-2017-2023 & Easy to read large print version: https://rm.coe.int/16806fe7d5. The Council of Europe adopted its new Strategy on the Rights of Persons with Disabilities 2017-2023 on 30 November 2016. Promoting and protecting human rights of all persons and upholding democracy and the respect of the rule of law is the core of Council of Europe work. The protection of rights, safeguarded and guaranteed under the European Convention on Human Rights, apply to all, including persons with disabilities. The new Council of Europe Strategy on the Rights of Persons with Disabilities 2017 – 2023 was drafted over the past year by Council of Europe member States in co-operation with civil society and other stakeholders.
Materials needed & space required	Oral presentation in plenary (no PowerPoint presentation)
Further readings/appendixes	Link to the Strategy: http://www.coe.int/en/web/disability/strategy-2017-2023 Link to the Easy to read large print version: https://rm.coe.int/16806fe7d5
Access Needs	<ul style="list-style-type: none"> ● Prior to the session: <ul style="list-style-type: none"> ○ Rooms for groups (if needed) ● During the session: Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs. ● After the session: ● Provide written materials (if any) in digital format.

Title & Duration	Day 5 Session 1 & 2: “Inclusion in Practice” Sessions (2 hours 15 minutes) 45 minutes break
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Aim(s) & Objectives	<ul style="list-style-type: none"> • These aim of these sessions is to put theory into practice and give participants the possibility to take their ownership on the projects and workshops and improve their leadership skills when working on inclusive intercultural youth activities, and projects.
Methodology	<ul style="list-style-type: none"> • group work • project developments in group work • workshop facilitations and delivery
Programme	<ul style="list-style-type: none"> • “Inclusion in Practice” Sessions <p>Trainers are facilitating and supporting all workshops and project working groups. ESN & ENIL Project Teams join together for a short time to exchange ideas and afterwards they continue their project development on their own with the trainer's facilitation. The three workshops with French High School Students deliver the activities.</p>
Materials needed & space required	<ul style="list-style-type: none"> • Room set-up & Materials for all working groups • papers, markers • Flipchart & flipchart papers for workshops
Further readings/appendixes	<p>Bookmarks – Manual on combatting hate speech online</p> <ul style="list-style-type: none"> • https://www.nohatespeechmovement.org/bookmarks <p>Compasito – Manual on Human Rights Education with Children:</p> <ul style="list-style-type: none"> • http://www.eycb.coe.int/compasito <p>Compass – Manual on Human Rights Education with Young People:</p> <ul style="list-style-type: none"> • http://www.coe.int/en/web/compass
Access Needs:	<ul style="list-style-type: none"> • Prior to the session: • During the session: <p>Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs.</p> <ul style="list-style-type: none"> • After the session: <p>Provide written materials (if any) in digital format.</p>

Title	Day 5 Session 3: Presentations of ENIL and ESN Projects (40 minutes)
Aim(s) & Objectives	This session provides a possibility to present the outcomes of the ESN & ENIL Working groups to all participants in the plenary.
Methodology	<ul style="list-style-type: none"> • Presentation of the groups and Q& A Time
Programme	<ul style="list-style-type: none"> • Presentations of ENIL and ESN Project Teams <p>After the lunch break, trainers welcome back participants and provide information about this session. ENIL and ESN Working groups present their outcomes and time is allocated for Questions and Answers. Trainers</p>



	summarise the session and welcome participants to the break.
Materials needed & space required	<ul style="list-style-type: none"> ● markers ● A3 Papers ● Room setup in plenary room: half circle
Further readings/appendixes	<ul style="list-style-type: none"> ● ESN Student Guide Book: https://esn.org/studentguidebook ● MappED: www.mapped.eu ● ExchangeAbility https://esn.org/exchangeability ● Eduk8 https://esn.org/eduk8 ● ENIL - www.enil.eu ENIL Youth: @ENILYouth (twitter) #ENILYouth
Access Needs:	<ul style="list-style-type: none"> ● Prior to the session: ● During the session: Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs. ● After the session: Provide written materials (if any) in digital format.

Title & Duration	Day 5 Session 4: Reflection and debriefing (1 hour 15 minutes)
Aim(s) & Objectives	To support the reflections for the groups who have been working on each project/workshops.
Methodology	<ul style="list-style-type: none"> ● Group Discussions ● Groups exchange key points with each other in the plenary
Programme	<ul style="list-style-type: none"> ● Reflection and debriefing Trainers meet with their practice groups and facilitate the discussions: <ul style="list-style-type: none"> ● How are you feeling about the session? ● What worked/ What could be improved? ● What did you learn: <ul style="list-style-type: none"> ○ About topic ○ Inclusion ○ Specific point for yourself? <p>Task: Finalise / Improve your session outline based on your evaluation for future use. The format should be accessible and available in electronic formats</p> <p>Questions for ESN & ENIL Project Teams</p> <ul style="list-style-type: none"> ● How do you feel about the feedback received? ● Are you satisfied with the outcome, do you think they will be useful for the organisation? ● What can you do personally to help these ideas become reality?

	<ul style="list-style-type: none"> • What did you learn about your specific topic? • What did you learn about inclusion? • One specific learning point for yourself <p>Participants come back to main plenary to debrief in plenary together. Trainers facilitate the discussions with questions:</p> <ul style="list-style-type: none"> • What was your biggest learning from this experience? • We pass the yarn around, everyone speaks and share? <p>Trainers summarise the day and along with participants celebrate the achievements.</p> <p>At the end of the Day, participants join to their reflection groups to share and discuss their experiences about the practical experience.</p>
Materials needed & space required	<ul style="list-style-type: none"> • markers • A3 papers
Further readings/appendixes	
Access Needs	<ul style="list-style-type: none"> • Prior to the session: • During the session: <p>Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs.</p> <ul style="list-style-type: none"> • After the session: <p>Provide written materials (if any) in digital format.</p>

Title & Duration	Day 6 Session 1: Personal Reflection (“Take a Breath & Review Your Personal Progress”) (1 hour)
Aim(s) & Objectives	<ul style="list-style-type: none"> • The study session week had aims and objectives. In order to value the impact of the study week, it is vital to assess and evaluate the impact of the study session and provide space & time for reflection for individual and with your buddy • Provide participants space, time to reflect on the study session individually • Encourage participants to look at their individual learning & progress Participants work with their buddies
Methodology	<ul style="list-style-type: none"> • Personal Review and with buddy regarding Fears/Hopes/Expectations <ul style="list-style-type: none"> o Participants individually process their learning with the support of the flower. • Review with your buddy <ol style="list-style-type: none"> (1) List/Share min 2 new skills you have developed? (SKILLS) (2) List/Share min 2 new things you have learned? (KNOWLEDGE) (3) List /Share min 2 things, you got a AHA moment/ have changed

	feelings/attitude about? (ATTITUDE)
Programme	<ul style="list-style-type: none"> ● Personal Reflection (“Take a Breath & review your personal progress”) <p>Participants get energised with an Inclusive Energizer, facilitated by the trainer. Facilitators introduce session & reasoning why we do this. (1) Personal Review and with a buddy - Participants work Individually (thinking about the whole week of the study session and afterwards participants work with Buddy reflecting on elements (2) Review of Fears/Hopes/Expectations Flower with your buddy (3) Collect individually /with your buddy SKILLS, KNOWLEDGE, ATTITUDES. Facilitators are summarising this activity.</p>
Materials needed & space required	<ul style="list-style-type: none"> ● Post-its, markers, pens, flipcharts for knowledge, skills, attitudes ● 3 supporting questions provide in electronic format: (1) List/Share min 2 new skills you have developed? (SKILLS) (2) List/Share min 2 new things you have learned? (KNOWLEDGE) (3) List/Share min 2 things, you got a AHA moment/ have changed feelings/attitude about? (ATTITUDE) ● Accessible Room setup with chairs, half-circle
Further readings/appendix	
Access Needs	<ul style="list-style-type: none"> ● Prior to the session: <ul style="list-style-type: none"> ○ 3 supporting questions provide in electronic format ● During the session: <p>Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs.</p> ● After the session: <p>Provide written materials (if any) in digital format.</p>

Title & Duration:	Day 6 Session 2: Individual Action Plans (1 hour 15 minutes)
Aim(s) & Objectives	<ul style="list-style-type: none"> ● To create a space starting the brainstorming about multiplier activities for their local community after the study session ● To devise an individual action plan; ● To assist the participants in using what they have learned from the study session to take action in their own communities.
Methodology	<ul style="list-style-type: none"> ● Individual Action Plans ● Peer support and self-directing activities
1. Programme	<ul style="list-style-type: none"> ● Individual Action Plan <p>Participants get energised with an INCLUSIVE ENERGIZER (self-organized). Facilitators introduce session to participants and provide</p>



	Materials (Electronic Format of Individual Action Plan) provide reasoning why we are doing this and Provide an example how to complete them. Participants will work first individually on their own to complete their own action plan with assistance from facilitators if required. After this individual activity is finished, facilitators summarise this activity and invite participants for lunch break.
Materials needed & space required	<ul style="list-style-type: none"> ● Individual Action Plan adapted to the study session printed & electronic format ● Room set-up for individual work ● pens
Further readings/appendix	
Access Needs	<ul style="list-style-type: none"> ● Prior to the session: <ul style="list-style-type: none"> ○ Provide action plan in advance (online, visual format) ○ Ensuring the accessibility of the space required for working. ● During the session: <ul style="list-style-type: none"> ○ Ensure all written materials are suitable for visually impaired participants and other formats are provided considering everybody's access needs. ○ Need to ensure session introduction /exercise and feedback is accessible to individuals ● After the session: <ul style="list-style-type: none"> ○ Provide written materials (if any) in digital format.

Title & Duration	Day 6 Session 3: Recommendations (1 hour 15 minutes)
Aim(s) & Objectives	<ul style="list-style-type: none"> ● To create a space starting the brainstorming about possible ways for recommendations for ESN, ENIL, CoE, and Study Sessions after the study session.
Methodology	<ul style="list-style-type: none"> ● World Cafe style with topics
Programme	<p>Participants have an INCLUSIVE ENERGIZER before the session start.</p> <ul style="list-style-type: none"> ● Recommendations <p>Facilitators introduce session to participants and provide the reasoning why we are doing this. Provide an example of the process of the work. Participants are invited to float between tables giving suggested recommendations and ideas work together.</p> <ul style="list-style-type: none"> ○ Table 1 How to make ESN more inclusive ○ Table 2 How to make ENIL more inclusive ○ Table 3 Ideas for future Study Sessions



	<ul style="list-style-type: none"> ○ Table 4 Recommendations for the Council of Europe <p>Participants share the outcomes to the whole group in plenary and facilitators have summarised this activity.</p>
Materials needed & space required	<ul style="list-style-type: none"> ● To arrange Room and Space with flipchart papers & pens ● Facilitators by each table - they are staying & Group is moving.
Further readings/appendixes	
Access Needs	<ul style="list-style-type: none"> ● Prior to the session: <ul style="list-style-type: none"> ○ To provide in advance the 4 Topics of Tables ● During the session: <p>Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs.</p> ● After the session: <p>Provide written materials (if any) in digital format.</p>

Title & Duration:	Day 6 Session 4: Evaluation & Closing (1 hour 45 minutes)
Aim(s) & Objectives	<ul style="list-style-type: none"> ● The study session week has many aims and objectives. In order to value the impact of the study week, it is vital to assess and evaluate the impact of the study session (short-term) on the participants this week. ● Gain insight into what the participants thought of the study session ● Encourage reflection and promote the concept of feedback ● Encourage participants to look at their learning
Methodology	<ul style="list-style-type: none"> ● Individual Reflections ● Individual Work ● Reflection Groups
Programme	<ul style="list-style-type: none"> ● Activity 1: Re-Group with your own Reflection Groups <ul style="list-style-type: none"> ○ Final Small Group Reflections & Farewell ● Activity 2: Official Evaluation Form - CoE Form <ul style="list-style-type: none"> ○ Participants answer the evaluation form, either on printed or digital format (Depending on access needs), facilitators to support if needed to accommodate access needs. ● Activity 3: Collective/group Reflection: TRASHBIN-SUITCASE-SHOUT OUT LOUD- GIFT <ul style="list-style-type: none"> ○ A personal reflection with a voluntary sharing with group ○ After individual work, (with support if needed) group sits together in a circle ○ SUITCASE: one thing they liked about the study session & want to take home



	<ul style="list-style-type: none"> o TRASHBIN: one thing they disliked about the study session. o SHOUT OUT LOUD - A message/statement they want to share o GIFT: What imaginary gift would you give to someone or to the entire group. ● Activity 4: Closing Ceremony and certificates <ul style="list-style-type: none"> o The programming team closes the week, the course director provides the certificates and says the closing remarks.
<p>Materials needed & space required</p>	<ul style="list-style-type: none"> ● To arrange Room & Space with flipcharts & pens & in advance upload to the Drive the 3 Topic of Tables ● Facilitators by each table -they are staying & Group is moving. ● 3 groups to allocate - mix ESN/ENIL participants
<p>Further readings / appendixes</p>	
<p>Access Needs</p>	<ul style="list-style-type: none"> ● Prior to the session: ● During the session: Facilitators offer support/assistance for participants if needed during the activity to accommodate access needs. ● After the session: Provide written materials (if any) in digital format.



5. Outcomes of the Study Session

It is very important to record the learning outcomes of the study session, as it enables participants to see the progress they have made and what has been achieved. A written record is also important as it ensures that there is a collective understanding of the topic and what happens next.

- **Recommendations** were created to strengthen intercultural aspect in ENIL's work.
- **"Access Needs Form"** was created to support Higher Education Institutions in cooperation with ESN to meet access needs of disabled people in the overall mobility experience.
- **"Top 10 tips for Inclusion"** were created to support the [Student Guide Book](#) of ESN.
- Plan for the involvement of more young disabled **Ambassadors** for ExchangeAbility, MappED projects. It will be followed-up by ESN and potentially with the International ExchangeAbility Team of ESN.
- **Experiences, ideas contributed** to ESN's already existing projects: [ExchangeAbility](#), [MappED](#) and [Eduk8](#). ExchangeAbility has a dual aim to make ESN a more accessible, foster the participation of disabled youth in mobility programmes. MappED is a multifunctional platform to provide information support smooth mobility experience of disabled people. Eduk8 is a training project with non-formal educational settings.
- The study session provided an inclusive intercultural non-formal training example how [Eduk8](#) trainings can be more inclusive in the future. ENIL and ESN is now seeking future collaboration of **training of trainers** via the Eduk8 project
- **A video** capturing the inclusive intercultural aspects of the study session by our Film-Expert, Patrick Doodt at [Patrick Doodt Films](#). The video will be available soon via the following [link](#).

Information about accessibility features of 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/>
- **Blogposts** written by two participants. Follow links here:
 - <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** took place on 5th of July, 2017
 - Follow the link here: <http://enil.eu/?p=15586>



6. Templates

Template for Frequently Asked Questions (FAQ)

To establish a basis for information when creating the Open Call for Participants for the Study Session it is essential to prepare a **“Frequently Asked Questions (FAQ) attached to Open Call for Participants for Study Sessions”** document. This template contains general information about the Study Session and provides answers which can come up when participants are applying for the study session. This template should be adapted based on the objectives of your activity, its length and the target audience also taking into consideration different access requirements and organisational rules.

Template for Access Needs Requirements

To establish everyone's access requirements it is essential to prepare a **“Your Access Requirements”** document. This helps to ensure that everyone's access requirements are met when preparing and delivering the study session. If unsure about something, trainers should confirm with the relevant participants about how they would like a particular requirement to be met. This template should be adapted based on the objectives of your activity, its length and the target audience also taking into consideration different access requirements and organisational rules.

Template for Travel and Contact Information

To collect everyone's contact details and travel information it is essential to prepare a **“Your Travel and Contact Information”** document. This helps to ensure that everyone's contact details and travel information are collected when preparing the study session and as a necessity to provide this information to the Council of Europe. This template should be adapted based on the objectives of your activity, its length and the target audience also taking into consideration different organisational rules.

Template for 'What People Should Know About Me' Form

To establish some basis participants for getting know each other. This template contains general information about the participants. This template should be adapted based on the objectives of your activity, its length and the target audience also taking into consideration different access requirements and organisational rules.

Template for Pick-up Request to accommodate your access need in Strasbourg, France

To establish everyone's access requirements it is essential to prepare a **“Your Pick-Up Request”** document. This helps to ensure that everyone's access requirements are met when welcoming them to the Study Session. If unsure about something, trainers should confirm with the relevant participants about how they would like a particular requirement to be met. This template should be adapted based on the objectives of your activity, its length and the target audience also taking into consideration different access requirements and organisational rules.



Template for Permission for usage of photographs and images

To establish a safe environment and attention to data protection and privacy, it is essential to prepare a **“Permission for usage of photographs and images”** document. This helps to ensure that everyone is aware of the photo and video usage and have the choice and control to deny permission or give permission for taking pictures and or videos about them. If unsure about something, trainers should confirm with the relevant participants about how they would like a particular requirement to be met. This template should be adapted based on the objectives of your activity, its length and the target audience also taking into consideration different access requirements and organisational rules.



Template for Frequently Asked Questions (FAQs)
- attached to Study Session Open Call for Participants-
The study session programme team answers your questions!

1. When and where is the study session?

The study session will take place in (**Date, Location**). This includes (**duration of activity**) of programmes (**Dates**) and travel days (**Dates**).

2. Do I need to be from a particular country to participate?

Yes. You must be from one of the 47 Member States of the Council of Europe. To find out if your country is one of these 47, please go to <http://www.coe.int/en/web/portal/47-members-states> to find a list of participating countries. Please be aware the Council of Europe is not the same as the European Union!

3. I live in Switzerland, Norway, Turkey or Russia. Can I apply?

Yes.

4. I need a visa to travel to France. Can I still participate?

Yes. If you are selected, we will help you get a visa to travel to France. We will also help you obtain a transit visa if you need one in order to travel to Strasbourg, France.

5. Is there a participation fee?

Yes. Study Session participants are required to pay a 50€ participation fee (this excludes personal assistants). This is usually deducted from the travel expenses reimbursement.

6. Will my travel costs be covered?

Yes. The Council of Europe will cover the costs associated with your travel to and from the study session. You will receive travel reimbursement in cash during the study session in Strasbourg or by bank transfer after the Study Session

7. Which modes of transport can I use to come to the study session?

You can travel by plane, train, car or coach, but you travel must adhere to the Council of Europe travel regulations. Basically, it means travelling by the cheapest airfare if you use a plane, and 2nd class tickets if you use trains. Selected Participants will receive a guide regarding travel regulations.

8. Will someone help me to plan my travel to and from the study session?

Yes. The programming team in cooperation with the Council of Europe provides guidance and advice



on travel arrangements. You can ask this by after being offered a place on the study session.

9. Do I need to take travel insurance?

Yes, you need to arrange travel insurance. You will not be reimbursed for your travel insurance cost. We recommend that you bring or apply for a European Health Card.

10. Will the study session be completely accessible?

We will carefully consider all aspects of the study session and attempt to meet all participants' access needs. We will ask you to outline your access needs in the application form and we will also send you a comprehensive access form for you to fill in if your application is successful. This will help us to make suitable arrangements to make the study session as accessible as possible.

11. Can I bring a personal assistant?

Yes. If you require support from a personal assistant, then please bring one. We ask that you inform us on your application form or at the earliest moment you can that you will bring a personal assistant. You will need to be able to name your personal assistant if you are offered a place.

12. Are the costs covered for my personal assistant?

Yes. We will cover their expenses and they will not need to pay a participation fee. We cannot pay a wage or fee for personal assistants, however.

13. Can you provide personal assistants?

Unfortunately, we cannot provide personal assistants however you are welcome to bring your own.

14. Can I bring two personal assistants?

Yes. If you need two personal assistants, this is possible, but you will have to explain why in your access form we will ask you to complete if your application is successful.

15. Will you provide information at the study session in alternative formats?

Yes. We aim to ensure all participants are fully included in all aspects of the study session. Please inform us how you would like to receive information (e.g. print-outs, presentation slides) and we will make suitable arrangements. We need to know this information in advance of the study session and you can tell us in the access form we will ask you to complete if your application is successful.

16. I need a host – can you provide this?

If your application is successful, we will contact you to find out what you need access-wise and where



possible we will try and provide what you need.

17. I need a sign language interpreter – can you provide this?

If your application is successful, we will contact you to find out what you need access-wise and where possible we will try and provide what you need.

18. I need a Speech to Text Reporter (Palantypist) – can you provide this?

19.

If your application is successful, we will contact you to find out what you need access-wise and where possible we will try and provide what you need.

20. I need to stay an extra day before or after, can I?

In exceptional circumstances, you could request to stay an extra night before or after the study session. For example, if there is no possibility of coming and leaving on the designated dates, e.g. if there are no flights. You will have to explain why you have to come earlier and leave later and have this agreed in advance with us we cannot guarantee that this would be agreed by the Council of Europe.

21. When will I hear if I have a place at the study session?

We will get back **(Date, Time)** to let you know if your application has been successful or not.

If you have further questions, please email us **(Provide details for an email account)** We look forward to receiving your application soon!



Template for Access Needs Requirements Form

- Please answer all the questions.
- We kindly ask everyone to complete this Access Requirements form with your own needs.
- This form will give us information about your specific requirements to cater for your needs.
- You can complete the digital form here. If you need a plain WORD format, please ask for one by emailing us: **(Provide an email account)**

Thank you! Your Programming Team

***Required**

PART 1: CONTACT DETAILS

1.) First Name/ Given Name (as written in your passport) *

Description: Please write your First Name/Given Name (as written in your passport) in CAPITAL LETTERS (e.g. ANNE)

Please write your answer here:

2.) Family Name/ Surname (as written in your passport) *

Description: Please write your Family Name/Surname (as written in your passport) in CAPITAL LETTERS (e.g. SMITH)

Please write your answer here:

PART 2: INFORMATION & WAY of COMMUNICATION with YOU

Description: This section is about information, and how we communicate it to you.

3.) Which format would you prefer study session information in? *

Description: Please indicate which format you prefer to use.

- electronic document
- standard print
- braille
- large print

4.) Do you require information in any other formats? *

Please write your answer here:

5.) Do you require a Palantypist (speech to text) at the Study Session? *

Yes



No

6.) Do you need a Sign Language Interpreter? *

Yes

No

7.) If yes, please indicate what language:

Description: Write Answer Here:

PART 3: PLANNING the Study Session

Description: This section is about planning the Study Session.

8.) Would you like a guided tour of the Youth Centre upon arrival? *

Description: The purpose of the guided tour of the Youth Centre is get familiarise with the building and accessibility of the building.

Please indicate your answer with an X.

Yes

No

9.) Do you need a quiet break-out room? *

Description: The purpose of the quiet room is to provide a quiet space to accommodate your access needs.

Please indicate your answer with an X.

Yes

No

10.) Do you need a prayer room during the daily activities? *

Description: Please indicate your answer with an X.

Yes

No

11.) Do you need car parking space? *

Description: Please indicate your answer with an X.

Yes

No

12.) If yes, do you need a car parking space at:

Description: Please indicate your answer with an X.



Hotel

Youth Centre

Both

13.) Do you have any medical conditions that may require urgent attention during the study session such as epilepsy, diabetes or allergies? *

Description: Write Answer Here:

14.) Do you have any specific dietary requirements? *

Description: Write Answer Here:

15.) In the event of fire, are you able to exit the building? *

Description: Please indicate your answer with an X.

Yes

No

16.) If No, what assistance do you need during fire emergency? *

Description: Please write your answer here:

PART 4: Access to ACCOMMODATION

Description: This section is about access to the accommodation.

17.) Do you require step-free access? *

Description: Please indicate your answer with an X.

Yes

No

18.) Do you require a room with an accessible bathroom? *

Description: Staying in accessible rooms in the European Youth Centre Strasbourg, France is limited, so the Youth Centre may not be able to get you a type of room you identified, but we will contact you if needed. If you require a room with an accessible bathroom you will be accommodated outside of the European Youth Centre. This will mean a 15 min accessible tram journey (transport costs reimbursed). Please indicate your answer with an X.

Yes



No

19.) If yes, does your bathroom need a:

Description: Please indicate your answer with an X.

Bath

Roll-in-Shower

Other (Write Answer Here) _____

20.) Do you need to use a hoist in the bathroom?

Description: Please indicate your answer with an X.

Yes

No

21.) What type of bed do you prefer?

Description: Please write your answer here:

22.) Do you need to use a hoist in the bathroom?

Description: Please indicate your answer with an X.

Yes

No

23.) Are you able to share a room with your Personal Assistant (IF APPLICABLE)?

Description: Please indicate your answer with an X.

Yes

No

24.) If yes, can your room have:

Description: Please indicate your answer with an X.

Twin beds (2 separate single beds)

Double bed (one large bed to share)

PART 5: EMERGENCY CONTACT INFORMATION

Description: This section is in the case of an emergency; a person we can contact ideally who can understand English.

25.) First Name /Given Name of the contact person *

Description: Please write your answer here: First Name/Given Name of the contact person in



CAPITAL LETTERS (e.g. ANNE)

26.) Family Name / Surname of the contact person *

Description: Please write your answer here: Family Name/Surname of the contact person in CAPITAL LETTERS (e.g. SMITH)

27.) Relationship of the contact person to You *

Description: Please write your answer here: Relationship of the contact person to You (e.g. MOTHER)

28.) Phone number of the contact person (including country code) *

Description: Please write your answer here: phone number of contact person - including country code: (e.g. +44 for UK)

29.) Is there anything we need to know in the event you are unconscious, for example drug allergy, pregnancy etc.? *

Description: Please write your answer here:

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

Description: Please write your answer here:



Template for Contact Details and Travel Information

- Please answer all the questions.
- We kindly ask EVERYONE to complete this Contact Details & Travel Information form.
- Please be aware you need to participate in the full duration of the study session.
- Once you have booked your travel, please complete this contact details and travel information digital form here.
- If you need a plain WORD format please ask for one by emailing us: **(Provide an email account)**

Thank you! Your Programming Team

***Required**

PART 1: CONTACT INFORMATION

Description: This section is about your contact details.

1. First Name/ Given Name (as written in your passport) *

Description: Please write your First Name/Given Name (as written in your passport) in CAPITAL LETTERS (e.g. ANNE)

2. Family Name/ Surname (as written in your passport) *

Description: Please write your Family Name/Surname (as written in your passport) in CAPITAL LETTERS (e.g. SMITH)

3. Your Address *

Description: Please write your answer here: number of street & name of street (e.g. 2. Bond Street)

4. Zip Code /Post Code of your address *

Description: Please write your answer here: (e.g. 67000)(this is the Zip Code/ Post Code for Strasbourg, France)

5. Town of Residence *

Description: Please write your answer here: (e.g. Strasbourg)

6. Country of Residence *

Description: Please choose your country of residence from the list. If you do not find it, you can write it at the next question)



7. Country of Residence (if other than in the list)

Description: If you did not find your country of residence in the list above, please write your answer here:

8. Nationality (as written in your passport) *

Description:

9. Mobile Phone (including country code) *

Description: Please write your answer here: Mobile Phone Number including country code e.g. +44 for UK

10. Your Email Address *

Description: Please write your answer here: (example: example@example.com)

11. Gender (as written in your passport) *

Description: Please write your answer here as written in your passport

Male
Female

12. Date of Birth (as written in your passport) *

Description: Please write your answer here date of birth as written in your passport)

13. Passport Number or your Identification Number in your Identity Card (as written in your passport or Identity Card) *

Description: Please write your answer here:

PART 2: TRAVEL INFORMATION

Description: This section is about your travel information.

14. Do you need any adaptations to make your travel accessible? *

Description: Please indicate your answer with an X.

Yes
No

15. If yes, what do you need to make your travel accessible?



Description: Please write your answer here:

16. ARRIVAL DATE to Strasbourg, France *

Description: Please write your answer here: (example: 1st of January, 2017)

17. ARRIVAL TIME to Strasbourg, France *

Description: Please write your answer here: (example: 15:00 PM CET)

18. DEPARTURE DATE from Strasbourg, France *

Description: Please write your answer here: (example: 5th of January, 2017)

19. DEPARTURE TIME from Strasbourg, France *

Description: Please write your answer here: (example: 20:00 PM CET)

PART 3: MEANS OF TRANSPORT

Description: Means of Transport (to/from Strasbourg)

20. Means of Transport to/from Strasbourg, France*

Description: Please indicate your answer with an X.

- Plane & Shuttle bus
- Plane
- Train
- Coach
- Other: _____

21. Additional Information about Your Travel Itinerary (OPTIONAL)

Description: You can give additional information about your travel itinerary

Template for 'What People Should Know About Me' Form

- Every member participating in the **(provide the name of your activity)** will receive a copy of this document.
- The document aims to help participants learn about each other.
- You can put as much or as little information as you. (Need some ideas? Check out the



examples listed at the description at each section).

- In the 'Three Interesting Facts' section, please write three things about yourself, they can be about anything and do not need to be linked to the (provide the name of your activity).
- In the 'Access Needs' (optional) section, please write what you want people to know about you so that you can be included to the greatest extent possible.
- You can complete the digital form here. If you need a plain WORD format, please ask for one by emailing us: (**Provide an email account**)

Thank you! Your Programming Team

***Required**

PART 1: CONTACT DETAILS

1. CONTACT DETAILS (Optional)

Description: Please list here your CONTACT Details (OPTIONAL) (See example: Email address or your Social Media (OPTIONAL) (See example: Twitter: @coe)

2. Your First Name: *

Description: Please write your first name as written in your Passport) (See example: STEFANIE)

3. Your preferred name (what you like to be called by the participants)

Description: Please write your answer here: (See example: STEF)

PART2: "THREE INTERESTING FACTS" Section

Description: please write three things about yourself, they can be about anything and do not need to be linked to (**Name your activity**).

1. *

Description: Please write your answer here. See example: I like to swim.

2. *

Description: Please write your answer here. See example: I have been in Iceland

3. *

Description: Please write your answer here. See example: I do not like spinach.



PART 3: ACCESS NEEDS (Optional)

1. What you want people to know about you so that you can be included to the greatest extent possible. (Optional)

Description: Please write your answer here. See example: If I do not reach something which is located high, I will ask your help. I would really appreciate if you could avoid acronyms or abbreviations when you share info about your organisation. Please explain it in a simple way. Thanks :)



Template for Pick-up Request to accommodate your access need in Strasbourg, France

- If you request a pick up for to accommodate your access needs, we are delighted to support you and pick you up either at the Main Railway Station in Strasbourg or at the Lufthansa Bus Stop in Strasbourg.
- Please indicate your request with your (1) name, (2) precise arrival date & time (3) arrival location & (4) phone number.

Thank you! Kind Regards, Your Programming Team

***Required**

1. First Name/ Given Name (as written in your passport) *

Description: Please write your First Name/Given Name (as written in your passport) in CAPITAL LETTERS (e.g. ANNE)

2. Family Name/ Surname (as written in your passport) *

Description: Please write your Family Name/Surname (as written in your passport) in CAPITAL LETTERS (e.g. SMITH)

3. Your Arrival Date and Time in Strasbourg, France *

Description: Please write your answer here: (Example: 28 May, 2017 17:00 PM CET)

4. Your arrival location in Strasbourg, France *

Description: Please write your answer here: (Example: Hilton Hotel, Strasbourg, France, Lufthansa Bus Stop Strasbourg, France or Gare Centrale Strasbourg, France (Main Train Station))

5. Mobile Phone (including country code) *

Description: Please write your answer here: Mobile Phone Number including country code e.g. +44 for UK



Template for Permission for usage of photographs and images

PERMISSION FOR USAGE OF PHOTOGRAPHS AND IMAGES

I, the undersigned, hereby authorise the Council of Europe and the **(List here your organization(s))** to use and disseminate photographs and images representing me in the Study Session: **(Title, Location, Date)** alone or together with other participants, in any form, medium or format, including live streaming, and to edit and use them for any cultural, scientific or educational purpose; this permission is non-exclusive and free of any charge or royalties. Thank you!

(Date, Location)

- List here all participants, and other relevant individuals for this consent form.

First Name | Surname | I give permission (Y=Yes/ ✓ & N=No/ X) | Signature

Accessibility Information:

- Please make sure that you avoid tables, in order to make this document accessible for screen-reader users, and also you provide this document in an electronic format and provide an option for electronic signatures.



7. Appendix:

There is a wealth of resources online as well, which can be used when preparing workshops for young people.

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>

Compasito – Manual on Human Rights Education with Children:

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

Compass – Manual on Human Rights Education with Young People:

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

ExchangeAbility

- www.esn.org/exchangeability

MapED

- www.mapped.eu

Eduk8

- www.esn.org/eduk8

Patrick Doodt Films

- <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/acessibilidadapedonal/>
- 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
- 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>

Independence AUSTRALIA

The Official A-Z of DISABILITY Etiquette

ASK before you help; it may not always be wanted.

<p>B</p> <p>BE patient and don't pretend to understand or interrupt someone with a speech impediment.</p>	<p>C</p> <p>COMMUNICATE naturally with your language and expressions.</p>	<p>D</p> <p>Give specific DIRECTIONS considering distance, weather and obstacles eg steps.</p>	<p>E</p> <p>Get down to EYE LEVEL during longer conversations by sitting or kneeling.</p>	<p>F</p> <p>FOCUS on the person, not the disability. Don't bring it up unless relevant.</p>
<p>G</p> <p>Avoid patronising GESTURES like patting a head or shoulder and back slapping.</p>	<p>H</p> <p>A wheelchair is not a place to HOLD your bags without permission.</p>	<p>I</p> <p>Always respect a person's dignity, individuality and desire for INDEPENDENCE.</p>	<p>J</p> <p>JOIN the conversation and talk as you would with anyone else.</p>	<p>K</p> <p>KNOW that most people with a disability can make their own decisions.</p>
<p>L</p> <p>LEAVE accessible car spots for people with a disability.</p>	<p>M</p> <p>Never MOVE a wheelchair without permission; it is personal property.</p>	<p>N</p> <p>Speak NORMALLY; don't shout or raise your voice unless asked to do so.</p>	<p>O</p> <p>Avoid OUTDATED terms like "handicapped", "crippled" and "wheelchair bound".</p>	<p>P</p> <p>Don't PAT an assistance or guide dog if they're in working mode with their owner.</p>
<p>Q</p> <p>Increase QUALITY of life with a donation to disability support services.</p>	<p>R</p> <p>REARRANGE furniture to create a clear path for wheelchairs.</p>	<p>S</p> <p>SPEAK directly to the person with the disability and not to their companion.</p>	<p>T</p> <p>Offer a seat to people with limited mobility on public TRANSPORT.</p>	<p>U</p> <p>UNLOCK and unblock all ramps and wheelchair accessible doors.</p>
<p>V</p> <p>VIEW a wheelchair as freedom to move about independently.</p>	<p>W</p> <p>Only push or lean on a WHEELCHAIR with permission.</p>	<p>X</p> <p>See their X-FACTOR and not their limitations.</p>	<p>Y</p> <p>YIELD and give way to wheelchairs on the move.</p>	<p>Z</p> <p>ZIP it! Not everyone wants to talk about why they're in a wheelchair.</p>

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RAISING MUCH NEEDED FUNDS FOR Independence AUSTRALIA

Picture of the A-Z Etiquette

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 Inclusion Culture Study Session

List of abbreviations

- CoE – Council of Europe
- ESN – Erasmus Student Network
- ENIL – European Network on Independent Living
- EYCS – European Youth Centre Strasbourg
- PA’s - Personal Assistants

