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Promoting Accessibility of the Training and Education Programme at the European Youth Centres

Promoting the inclusion and participation of young people with disabilities in programmes and events of the Youth sector of the Council of Europe.

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1. Introduction

1.1 Purpose and Aims

The aim of the Council of Europe's youth policy is to provide young people - girls and boys, young women and young men - with equal opportunities and experience which enable them to develop the knowledge, skills and competencies to play a full part in all aspects of society. Furthermore Agenda 2020 has prioritised the need for social inclusion of youth people, with special emphasis on, among others, the integration of excluded young people¹.

Within the 2012-13 priorities of the Council of Europe's Youth Department it was emphasised the need to mainstream the participation of youth people with disabilities in European youth activities². As such, the European Youth Centres in Budapest (EYCB) and Strasbourg (EYCS) are reviewing their work in line with this priority and this manual represents one aspect of the EYC's work in this area. This manual provides information for staff working within the European Youth Centres on promoting accessibility in order to facilitate the participation of young people with disabilities in youth activities hosted at the centres. The manual could also be made available for preparation teams and External Educational Advisors when they involve youth with disabilities in their activities.

The manual draws on a wide range of sources (a full index of which can be found in Appendix I) as well as the Inclusion of Young People with Disabilities in Youth Activities of the Council of Europe, Consultative Meeting (05/2012) Report³.

¹ For more information on the Agenda 2020, see:
http://www.coe.int/t/dg4/youth/IG_Coop/Agenda_2020_en.asp

² For more information on the Council of Europe's Youth Department Priorities 2012-3, see
[Council of Europe - Youth Department - Priorities 2012-3](#)

³ The Inclusion of Young People with Disabilities in Youth Activities of the Council of Europe, Consultative Meeting (05/2012) Report can be found at
http://www.coe.int/t/dg4/youth/Source/Resources/Documents/2012_Consultative_Meeting_Inclusion_disabilities.pdf

1.2 Structure of the Manual

The manual is divided into seven chapters. The first chapter is relevant for all staff working at the European Youth Centres. The subsequent chapters contain information on accessibility relevant to the specific work of each team within the centre. Information about accessibility at the EYCB and in Budapest, as well as details about disability organisations in Hungary, can be found in Appendix II⁴.

2. Information for All Staff

2.2 Accessible Communication

This section provides some basic tips for you to follow when interacting and communicating with people with disabilities. If you are ever unsure how to interact with a person who has a disability, just ask!

- **Ask before you help.**

Just because someone has a disability, do not assume they need help. If the setting is accessible, people with disabilities can usually get around fine. Offer assistance only if the person appears to need it. A person with a disability will often communicate when they need help and if they do want help, ask how before you act.

- **Be sensitive about physical contact.**

Some people with disabilities depend on their arms / legs for balance. Grabbing them, even if your intention is to assist, could knock them off balance. Avoid patting a person or touching their wheelchair, scooter or cane. People with disabilities often consider their equipment part of their personal space.

⁴ Information on accessibility in Strasbourg will be added soon, updated accessibility information can also be gained from the reception of each centre.

- **Speak directly to people.**

Always speak directly to the person with a disability, not to their companion, assistant or sign language interpreter.

- **Do not make assumptions.**

People with disabilities are the best judge of what they can or cannot do. Do not make decisions for them about participating in any activity.

- **Respond graciously to requests.**

When people who have disabilities ask for an accommodation or adjustment, it is not a complaint. It shows they feel comfortable enough to ask for what they need.

2.3 Terminology Tips

- Put the person first. Say “person with a disability” rather than “disabled person.” Say “people with disabilities” rather than “the disabled.”
- For specific disabilities, saying “person with Tourette syndrome” or “person who has cerebral palsy” is usually a safe bet. Still, individuals do have their own preferences. If you are not sure what words to use, ask.
- Avoid outdated terms like “handicapped”, “crippled”, or “retarded”. Be aware that many people with disabilities dislike jargon, euphemistic terms like “physically challenged” and “differently abled.”
- Say “person who uses a wheelchair” rather than “confined to a wheelchair” or “wheelchair bound.” The wheelchair is what enables the person to get around and participate in society, it is liberating, not confining.
- With any disability, avoid negative, disempowering words, like “victim” or “sufferer.” Say “person with Huntington’s disease” instead of “Huntington’s disease victim” or “person who suffers from Huntington’s disease.”
- It is okay to use idiomatic expressions when talking to people with disabilities. For example, saying, “It was good to see you,” and “See you later,” to a person who is blind is completely acceptable, they use these expressions themselves all the time.

- Many people who are Deaf communicate with sign language and consider themselves to be members of a cultural and linguistic minority group. They refer to themselves as Deaf with a capital “D,” and may be offended by the term “hearing impaired.” Others may not object to the term, but in general it is best to refer to people who have hearing loss but who communicate in spoken language as “hard of hearing” and to people with profound hearing losses as Deaf or deaf.

2.4 Information about Specific Disabilities

This section introduces basic information and tips for staff on interacting with people with different kinds of disabilities, as well as reference to further information on specific disabilities.

2.4.1 People Who Use Wheelchairs or Other Mobility Devices

- Do not touch a person’s wheelchair unless they ask for your assistance, it is part of their personal space. Equally, do not touch or move other mobility aids such as walkers, canes or crutches without informing the user.
- If you help someone in a wheelchair, wait for instructions. You may detach the chair’s parts if you lift it by the handles or the footrest.
- Be aware of a person’s reach limits. Place as many items as possible in their grasp, place information and registration sheets at a reachable height.
- Make sure that there is always a clear path of travel for wheelchair users and users of mobility aids. This means ensuring that there is a widened, unblocked path to tables, shelves, display racks, notice boards etc.
- When talking to a person using a wheelchair, grab your own chair and sit at their level. If that is not possible, stand at a slight distance, so that they are not straining their neck to make eye contact with you.

2.4.2 People Who are Visually Impaired or Blind

Persons who are blind cannot see, or are so restricted in their sight, that they do not rely on their sight to process information, such as orienting and moving in a space, reading etc. Persons with visual impairments encounter limitations in their sight but are still, sometimes with aids, able to process information using sight. The impairments vary widely and therefore make sure to ask what type of assistance persons with visual impairments could need. For example some persons with a visual impairment can read a document if the text is printed in large font or high contrast colours. Others can see clearly with the periphery of their eyes but not the centre. This means they can see what is happening to the side of them but not in front. This might mean for example that they might need to sit with an angle of 45 degrees towards a presentation they wish to follow.

- Identify yourself verbally when you approach a person who is visually impaired or blind. Tell them your name and your role, if it is appropriate. Be sure to introduce them to others who are in the group, let them know the person's name, role and where they are standing / sitting in the group. Equally, verbally chair and say who speaks next in a meeting and announce your departure.

For example: 'Hello I'm Menno and I work for the Youth Department and will chair the meeting today. 2 meters to your left sits Marcus, Marcus please say hi.....

Marcus will take notes today. Opposite you sits Mirela, Mirela can you say hi.... She will be the trainer in our course. I sit to your right.' And 'Ok I see that Mirela wants to continue the discussion....' And 'Ok, it is now coffee break, I will leave the room, but Marcus and Mirela are staying here'

- People who are blind may need their arms for balance, so offer your arm – do not take their arm – if they need to be guided. It is appropriate to guide a blind person's hand to a banister or the back of a chair to help direct them to a stairway or a seat.
- As you are walking, describe the setting, noting any obstacles, such as stairs ('up' or 'down') or a big crack in the pavement. Other hazards include: revolving doors, half-opened filing cabinets or doors, and objects protruding from the wall at head level such as hanging plants or lamps. For example: 'We are now at the entrance of the

Youth Centre Budapest lobby. The meeting room is opposite side of the lobby, about 20 meters away. 1 meter to the left of you is the reception and security desk which is 4 meters wide. If you walk straight ahead with the reception desk on your left you will reach small stairs of 3 steps. Take the stairs and continue straight. You will notice some chairs on your left. There is also a big square pillar, which you keep to your left. At the end of the lobby is the wall piano. On the right of that piano is the entrance to our meeting room. There are no hanging obstacles, but there are big paintings on the square pillar. They are covered in glass so don't worry if you touch them.'

- If you are going to give a warning, be specific. Shouting "Look out!" does not tell the person if he should stop, run, duck or jump.
- Do not use 'here' and 'there' but describe these places according to the orientation points the blind persons know or go to these places and say 'here'.
- If you are giving directions, give specific, non-visual information. Rather than say, "Go to your right when you reach the magazine rack," which assumes the person knows where the magazine rack is, say, "Walk forward to the end of this corridor and make a full right."
- Do not touch the person's cane or guide dog. The dog is working and needs to concentrate. The cane is part of the individual's personal space. If the person puts the cane down, do not move it. Let them know if it is in the way. (For more information about guide dogs, see the section 'people using service animals').
- People who are blind or visually impaired may ask for assistance in reading written information, such as menus, posters, or travel information. Count out money so that they know which notes are which.

2.4.3 People Who are Hard of Hearing or Deaf

There is a range of communication preferences and styles among people who are hard of hearing or Deaf. It is helpful to note that many people who are hearing impaired or Deaf may communicate using a sign language, in a spoken language, or via writing and

assistance listening devices. Follow the person's cues to find out if they prefer sign language, gesturing, writing or speaking, if in doubt ask "how would you prefer us to communicate?".

- If you have trouble understanding the speech of a person who is Deaf or hard of hearing, let them know.
- Before speaking to a person who is deaf or hard of hearing, make sure that you get their attention. Depending on the situation, you can extend your arm and wave your hand, tap them on the shoulder or flicker the lights.
- Rephrase, rather than repeat, sentences that the person does not understand.
- There is no need to shout. If the person uses a hearing aid, it will be calibrated to normal voice levels and your shout will just distort the words.

Sign Language:

- When using a sign language interpreter, look directly at the person who is Deaf, and maintain eye contact to be polite. Talk directly to the person ('What would you like?'), rather than to the interpreter ('Ask her what she'd like.').
- Users of sign language need to have clear sign of the person they are communicating in sign language. Therefore the room needs to be well-lit and bright and busy background avoided, for example no bright colour wall paper with many patterns or strips or direct sunlight from windows which may obscure your face.

Speech Reading (Lip Reading):

- Speech reading is difficult for people who are Deaf if their first language is a sign language because the majority of sounds in spoken languages are formed inside the mouth, and it is hard to speech read a second language.
- Persons using speech reading can find it hard to speech read you if you are using a language you are not fluent in because you will use slightly different lip movements than natives (which cause the accents in your speech) and often you use more foreign words.

- When talking, face the person. A well-lit room is best for effective communication. If you are in front of the light source (for example, a window) with your back to it, the glare may obscure your face, making it difficult for the person to speech read.
- Speak clearly. Many people with hearing impairments count on watching people's lips as they speak to help them understand. Avoid chewing gum, smoking or obscuring your mouth with your hand while speaking.

Hearing aids

- There are many different types of hearing aids used. Some consist of one piece placed on or in the ear that amplify sounds through vibrations of the ear drum. Many of them are very small and not clearly visible. Others users of hearing aids also have an additional external aid such as a microphones that transmits information to the aid in or on the ear.
- In general avoid background noise because all noise is amplified to an equal strength making it difficult to distinguish between sounds for the user of hearing aids.
- Ask were you should place yourself and the distance required between you and the external hearing aids for the best reception by the aid of your speech.

2.4.4 People with Speech Disabilities

A person who has had a stroke, is deaf, uses a voice prosthesis or has a stammer (stutterers) or other type of speech disability may be difficult to understand.

- Give the person your full attention. Do not interrupt or finish the person's sentences.
- If you have trouble understanding, do not just nod. Just ask them to repeat or rephrase. In most cases the person will not mind and will appreciate your effort to hear what they has to say. If you are not sure whether you have understood, you can repeat for verification. If, after trying, you still cannot understand the person, ask them to write it down or to suggest another way of facilitating communication.

2.4.5 People with Learning Disabilities

A person with a learning disability can show inadequate development of specific academic, language, and speech skills. Learning disabilities include reading (dyslexia), mathematics (dyscalculia) and writing (dysgraphia) disability, as also difficulties with focussing and maintaining attention (ADHD)

- Speak to the person in clear sentences, using simple words and concrete, rather than abstract, concepts. Help them understand a complex idea by breaking it down into smaller parts. For example: 'Our HRE programme aspires to manifest a culture of Universal Human Rights, as it is believed to be of incalculable value in shaping Democratic Citizenship for all young people.' Could also be: We think our programme for Human Rights Education will help realise a world where everybody can enjoy and works for Human Rights. This is also called a Culture of Human Rights. Many people believe a Culture of Human Rights is extremely important for young people to work for Democracy in their society.'
- Do not use baby talk or talk down to people who have learning disabilities. Adapt the pace, complexity, and vocabulary of your speech according to theirs.
- It can be difficult for people with learning disabilities to make quick decisions. Be patient and allow the person to take their time.

2.4.6 People Who Use Service Animals

Some people who are Deaf, blind or have low vision, or who have traumatic brain injury, seizure disorder, or a range of other disabilities may use a service animal to assist them with daily living.

- Do not touch the service animal without permission.
- The animal may be adorable, but it is on the job.
- If the person has a guide dog, walk on the side opposite the dog.

2.4.7 Further Information on Specific Disabilities

For further information on specific disabilities, please see Disability Etiquette: Tips on Interacting with People with Disabilities

(<http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>) which contains detailed information on interacting with people with disabilities, including information in relation to people of short stature, people with cerebral palsy, people with Tourette syndrome, people with non-visible disabilities, and people with brain injury.

2.5 Accessible Text Documents

These guidelines introduce some of the key considerations to take into account when producing accessible text documents (such as Word or OpenOffice). They include relevant adjustments that need to be made in order to ensure that people with physical, sensory and learning disabilities can access, read and use documents such as invitation letters, information documents, instructions for activities or reports and publications in printed and digital format.

In ANNEX I links are provided to additional resources that provide tips on how to ensure other types of documents are accessible, such as posters, PowerPoints, PDF's. There are also tips on how to prepare an accessible presentation for an audience.

When producing accessible text documents, it is important to ensure that both the **style** and **content** are accessible to potential readers / users. Where possible, offer to produce documents in alternative formats (more information on alternative formats can be found in the section Alternative formats).

2.5.1 Style

- **Bullets and Numbering**

Avoid using 'fancy' bullets, use either solid black circles (●) / squares (■) or black outlined circles (○). Avoid mixing numbering styles (for example 1.a i.), use 1.1, 1.2 etc.

- **Capitals**

CAPITAL letters are visually too similar in size and shape for readers to be able to visually distinguish letters. Avoid using capitals for block text (i.e. more than one or two words).

- **Colour and Paper:**

The stronger the contrast between writing and paper, the easier to read. Black on white / yellow is best.

Avoid placing text over images, instead place the text below the image.

Avoid 'reversing out' (for example white text on a black background).

- **Font**

Use 'san serif' fonts (such as Arial or Verdana).

Avoid 'serif' fonts (Times New Roman or Garamond).

- **Font Size**

Use font size 12 as a minimum.

Large print font size is 16-18.

- **Font Style**

Avoid large sections of text in *italics* (for example italicise no more than 3 words).

Use **bold** for (sub)headings.

Use underlined text sparingly, only for (sub)headings.

- **Layout**

Avoid using columns, they can be hard to read.

Avoid fitting text around illustrations as this creates irregular line lengths.

- **Lines and Paragraphs**

Spacing between lines should be at least 1.5 lines.

Spacing between paragraphs should be at least 1 line.

Use left-align. Justification creates irregular spacing and is harder to read.

2.5.2 Content

When writing the content of documents, it is useful to familiarise yourself with the principles and guidelines of Easy Read. Easy Read is an initiative to make documents more accessible for people with learning disabilities. Easy Read is easier to understand because it uses more accessible forms of language such as shorter sentences, simple jargon free word choices etc. Easy Read does not need to be an alternative format, rather all documents can be made more accessible by following Easy Read guidelines. The tips below outline some of the main considerations for producing accessible documents in terms of Easy Read and in relation to people with disabilities other than learning disabilities.

- **Abbreviations**

Avoid abbreviations which have not been given in full on the same page.

Avoid using common abbreviations. Use for example and do not, not for example and don't.

- **Grammar**

Use active verbs, avoid using passive verbs. For example, "the Youth Centre offers training" instead of "training is offered by the Youth Centre".

- **Images**

If you need to include an image, add alt text so that people who are blind or visually impaired can use their screen readers to describe the image.

Adding Alt Text:

Right click on image in document

Select Format Picture

In the dialogue box that appears, select the Alt Text tab and type description of the image in this box

- **Links**

Avoid using links as this makes it more difficult to navigate a document when using a screen-reader.

If necessary, include in brackets so it is clear they are a link and not part of the text.

- **Numbers**

Use numerals for numbers not words. 23 instead of twenty three.

- **Page Numbering**

Always add page numbers (in font size 14) to the footer not header.

- **Punctuation**

Use full stops and commas. Try not to use other punctuation.

- **Sentences**

Write in short clear sentences. Try to just have 1 idea in each sentence.

Do not split sentences over 2 pages.

- **Tables**

Avoid using tables. They are not easy to navigate for screen-readers.

- **Wording**

Avoid jargon or unnecessarily complicated words.

Avoid using foreign or borrowed words, for example per annum, à la carte.

Avoid splitting words over 2 pages.

2.3.3 Converting text to PDF

Not all PDF document are accessible for screen readers. The most common problem is text documents that are converted to a PDF 'image' instead of PDF 'text'. You can notice the difference as follows. If you can copy a sentence from a PDF document it is converted to a PDF 'text' version. If you try to copy a sentence and instead the whole text or paragraph gets marked, and after copying it into to a new word file you see it as an image, the PDF is converted to a PDF 'image' format.

In Word 2010 you can save a document as PDF. The Standard setting normally allows for accessibility for screen readers. You can check by opening the 'Save As' box and then select PDF next to 'Save as Type'. The button 'Options' will appear which you should open. Under 'Include non-printing information ' make sure 'Document properties' and 'Document structures tags for accessibility' are selected.

2.3.3 Alternative Formats

There are a number of different alternative formats you can produce documents in to ensure accessibility. The most commonly requested alternative formats are: Braille, Large Print and Audio-taping.

- **Braille**

Producing documents in Braille is time-consuming and very expensive.

Check if readers have alternative means of accessing the document, such as through using a digital screen reader.

- **Large Print**

Large print is the most frequently requested alternative format.

It is very easy to produce large print documents. You simply enlarge font size.

Large print is normally 16-18 point. Check with the reader which size they prefer, if in doubt use 18 point.

The document will reorganise itself after increasing the font size, so remember to check if line / paragraph spacing has been affected before printing or emailing.

Keep a text (for example Word) version of all documents you produce, as it is easiest to change the font size there, rather than after you have converted it to another format, such as a PDF.

The Council of Citizen's with Low Vision International has produced detailed guidelines for large print documents (<http://www.cclvi.org/large-print-guidelines.html>)

- **Audio-taping**

Audio-taping is also time-consuming and requires a lot of work.

Again, check if readers have alternative means of accessing the document, such as through using a digital screen reader.

If not and the information is essential, for example key details about an upcoming training or how to reach the Youth Centres, offer to record a summary of the information.

2.3.4 More Information on Accessible Documents

For more detailed information on stylistic considerations for accessible documents, see Chapter 2 'Written Documents' (especially pages 11-13) in Save the Children's publication 'Access for All' (http://www.eenet.org.uk/resources/docs/access_for_all.pdf).

A printable list of tips for creating accessible documents is available on page 9 of the UK Disability Office guide to accessible documents (<http://webarchive.nationalarchives.gov.uk/20130812104657/http://odi.dwp.gov.uk/docs/iod/prep-aword.pdf>).

For further information on ensuring the content of documents is accessible, particularly in relation to Easy Read and people with learning disabilities, see Mencap's publication Make It Clear (<http://www.mencap.org.uk/sites/default/files/documents/2008-04/make%20it%20clear%20apr09.pdf>) and Annex A (pages 26 – 29) of the UK Office for Disability Issues publication 'Making Written Information Easier to Understand' (<http://webarchive.nationalarchives.gov.uk/20130812104657/http://odi.dwp.gov.uk/docs/iod/easy-read-guidance.pdf>).

3. Reception

3.1 Providing Information on Accessibility

- Ensure that all reception staff are aware of accessibility in the Youth Centre and in the city and where to find additional information. Keep detailed information on accessibility at hand. For example, a printed version behind the reception desk or bookmark online information. An example of accessibility information is provided in Appendix 5.
- Guests with a disability might need additional information about the layout and facilities of their room and bathroom and the Youth Centre. For example some users of a wheelchair might have a bigger turning circle and will ask measurements between doors and furniture. Some persons with reduced mobility will be able to step into a bathtub or a bed until a certain height without using assistance. Others might need a room that can be completely darkened or is soundproof. When such questions come:

Clarify what information and details the guest needs but avoid asking about the specific conditions of the disability. Instead ask what information is needed to assess if the room/building is accessible for them. Persons with a disability most of the time know what practical information they need to share about their aids and accessibility needs and they don't want to share more personal information.

If possible provide pictures of the rooms and settings they inquire about.

Measurements are often very important, be clear from where to where you measure. Make pictures for example. Try to save collected information for future use.

3.2 Booking Accessible Transport

- When booking accessible transport for visitors to the Youth Centre arrange a meeting point at the airport and ask the driver to take a written sign with the name of

the passenger. In case of a person has a visual impairment provide the driver with a description or point of recognition of the person to be picked up.

- If the visitor needs assistance from the driver or has additional needs, especially if these are not visually obvious (for example, if they are unable to carry their luggage unassisted), communicate this to the driver in advance.
- The above points are especially important if drivers are unable to speak a language the visitor communicates in (for example English or French).

4. Restaurant

4.1 Assisting People with Disabilities in the Restaurant

- It is a good idea to make sure there is a staff member around and available for people with disabilities to ask if they need assistance either with carrying the tray to the table, for people with physical disabilities, or with reading the menu, for people with visual impairments or who are blind.
- The service counter may be too high for a person using a wheelchair to see over. If this is the case step around the service counter to provide service.
- If you serve food to a person who is blind, let them know what is on the plate and where, as well as where the knife and fork are located on the tray. You can describe a location according to a clock orientation (12 o'clock is furthest from them, 6 o'clock is nearest). Remove garnishes and anything that is not edible from the plate.
- Some people with disabilities may ask you to cut their food. This is best done in the canteen kitchen before the meal is served.
- The option to eat in their rooms may be important for some participants. For example, for wheelchair users to be able to rest their backs during breaks or for audio-sensitive guests to have a rest from noise. You could enquire whether this is needed and make special arrangements to facilitate this, if not in their room maybe another location can be found that meets their needs.

5. Secretariat

5.1 Providing Information on Accessibility

As the Secretariat are often the main point of contact for (potential) participants, it is important that all staff members are aware of accessibility in the Youth Centre, as well as accessible travel to and from the Youth Centre, and can communicate this information to participants.

5.2 Accessible Calls for Activities

The online application system of the Youth Department is accessible for several different screen readers used by persons with visual impairments and persons with other types of disabilities. However it will not be accessible for all applicants. When producing accessible calls and application forms, follow the guidelines outlined in Chapter 2 on Accessible Documents. Some additional considerations for both calls and forms are listed below. An example of an application form is provided in appendix 4. It may also be useful to disseminate these to external colleagues if they are involved in the drafting of calls and application forms.

- Use Word or open office formats commonly used as it allows for conversion to large print and easy read.
- Do not lock or protect the word document for editing or filling in forms format. This makes the document difficult to access to screen readers and makes it impossible to increase font for example.
- The call should not be too long, for example, two pages.
- State clearly in the call that:

The Youth Department welcomes applications from people with disabilities and will make necessary adjustments and accommodations to ensure that facilities, materials and programmes are accessible. The European Youth Centre is an accessible building and has rooms and facilities accessible for people with disabilities. Support and

accommodation is also available for personal assistants or support workers accompanying people with disabilities. If you have any questions about the accessibility of activities or the Centre itself, please contact...

- Give detailed information about venue accessibility at the Youth Centre see for example: EYCB website - Facilities and Useful Information - Useful Info for Guests - Adapted Facilities for Users with Disabilities (http://www.coe.int/t/dg4/eycb/Conf_facil/useful_en.asp#P62_903)

- Send out the call through the European Disability Forum – Youth Committee and other European networks with / for young people with disabilities.

European Disability Forum - Committee on Youth with Disabilities (http://www.edf-feph.org/Page_Generale.asp?DocID=28558)

European Union of the Deaf Youth (EUDY) (<http://www.eudy.info/>)

International Federation of Hard of Hearing Young People (IFHOHYP) based in Berlin (http://ifhohyp.org/new_site/)

European Blind Union (EBU) Youth Group (<http://www.euroblind.org/working-areas/youth/nr/76>)

Nordic Association of Youth with Disabilities (NAYD) (<http://nordisy.org/>)

European Association of Neuromuscular Disorders Associations (EAMDA), EAMDA is actively engaged with young people and organises annual youth camps (<http://www.eamda.eu/>)

- For distributing calls and other information, it is best to work with disability partner organisations who can forward the information in their networks, especially as the present websites of the Youth Department are not fully accessible.
- Allow time for the call to be sent to grassroots organisations.
- Allow time for participants to respond to the call. Some young people with disabilities may require assistance with filling forms.
- Facebook is a tool that reaches many youth with disabilities, including those who are visually impaired. Activities could be linked to the Disability Forum and European

Disability Forum Youth facebook pages as well as the facebook pages of other European disability networks.

Disability Forum facebook

(<https://www.facebook.com/EuropeanDisabilityForumEDF>)

European Disability Forum Youth facebook (<https://www.facebook.com/EDFYouth>)

5.3 Accessible Application Forms

- Avoid using tables. They are not easy to navigate for screen-readers.
- Do not protect (block) the document and provide additional space for answering questions.
- Avoid asking for details (name etc.) about personal assistants in the application form. Most people have 3 to 4 people as assistants so asking would cause complications. This should be a question for after selection.

- Avoid using complex language.

Instead of “please provide details about your experience”, write “what is your experience”; if there are questions such as, “Have you applied for and attended any other activities of the Council of Europe?”.

- Application forms should begin with questions that determine the selection. This should be clearly stated before these questions. This will allow persons with limited attention span or who have difficulties working with the forms to concentrate on essential questions first. If the question has only an administrative role, put them as much as possible at the end of the form.
- Ensure that application forms are designed to obtain all the information which may be needed to make adjustments about potential participants. Alternatively a separate form with request for additional information about specific needs could be sent to the participants after selection. Selected participants could receive this form together with the confirmation email and request for visa and travel information. An example

of detailed questions about specific needs and adjustments can be found in Annex II.

5.4 Supporting Visa Applications

When sending the invitation letter to Embassies, in the support letter of the visa applications the Secretariat should inform the Embassy of possible access needs and / or adjustments participants with disabilities may require. For participants with physical disabilities, the Secretariat should organise so as to limit travelling to an embassy where possible.

5.5 Technical Needs Sheets

In the technical needs sheet sent out to the EYC team, the Secretariat must indicate clearly any needs required by a participant.

5.6 Accessible Youth Department Websites

The Youth Department Website is hosted on a platform determined by the Council of Europe Department of Information Technology. Therefore accessibility features of the website and the level to which they are implemented are determined in consultation with DIT. However there is a lot that can be done to ensure accessibility of the Youth Department websites at secretariat level.

When preparing a text for a website keep in mind the following:

- Use simple and plain to understand language.
- Limit the number of headings in a web text and give them logical names. With screen readers it is possible to navigate between headings, which enables the users to find information faster.
- avoid “read more” links, give the concrete name of what can be found under the link, so the user knows what it is (to read more about staff of the Youth Department, click.)

- Provide all images with a clear description, and add them as Alt Text (for example: Picture of participants in Youth Peace Camp 2011) see section 2.5 for more information on alt text.
- Downloadable PDF documents should be in text format instead of Image format.

When designing and uploading web pages keep in mind the following:

- Choice clear and contrasting colours to increase readability. (no light blue on dark blue for example)
- Avoid copy pasting text and inserting non visible sentence endings, because screen readers then stop mid-sentence. This happened for example if a text does not fit in a box and the developer just adds a enter somewhere in the middle of a sentence.
- Give icons and clickable links represented with an icon a clear names/tags. So the user of a screen reader knows what the link leads to.
- Avoid repetition of links on a given page, this will reduce the number of links for a screen reader and make navigation of the information easier.
- When using CAPTCHA forms use a CAPTCHA that poses a logic question in plain text. Such questions are easy for humans to answer, but difficult for a machine to parse. For example a CAPTCHA question might be "Which animal is larger—a mouse or a horse? Or please finish this sum: $10+2 = ?$
- Avoid unnecessary codes, because they are read by screen readers.
- Ensure front can be enlarged and background colours of the site changed to increase contrast.

For more on accessibility of websites, text and design, see appendix 1.

6. Educational Advisors

6.1 Accessible Activities

When organising and supporting participants with disabilities, in addition to the information on their needs gained from the application form, it is useful to maintain contact with their sending organisation. Sending organisations can assist in determining access requirement and provide additional supporting information on how to best adjust activities so as to include and involve participants with disabilities.

6.2.1 General Recommendations for Mixed-Ability Activities

- Place additional attention on a “group agreement” or set of group rules about working in a group in order to provide understanding within the group of importance of following some of the “rules”, for each participant to be included in activities.
- Inform well in advance and support the trainers/facilitators team when participants with disabilities take part. However also be clear that this should be standard quality of a trainer to ensure a sphere of inclusion in our Human Rights educational projects.
- Trainers should focus mostly on abilities while keeping in mind limitations of participants.
- It is essential for trainers to have positive, human rights and inclusive approach while creating the positive atmosphere and safe and secure learning space.
- If disability is not the topic of the specific session, then safeguard it does not become the topic if a person with a disability is taking part. Cooperating with a person with a disability is often a new experience for the other participants. They will have a range of questions which they feel they have the opportunity to ask. This risks that a discussion will focus on the experience of a person as a disabled rather than for example as a young woman being discriminated when applying for a job as a woman. For the person with a disability it can be uncomfortable to have to speak about their experiences related to their disability and they should be enabled to

share their experiences just as a young person. Persons with a disability share often the same challenges as persons without a disability. Their disability might be an aggravating factor which the person with a disability might wish to share or not.

6.2.1 Activities with Participants Who Use Wheelchairs or Mobility Devices

- Foresee more time for moving between areas during breaks and doing activities outside, so that a person with reduced mobility can start moving on time. Get a venue where the working rooms and accommodation are close to each other
- Do activities where people are sitting down or are at the same height (or alternatively where everybody is at a different height anyway). When talking to people in a wheelchair, put yourself at eyelevel for longer conversations or do not lose eye-contact when you are talking standing up.
- Place sign-up lists (for example for working groups), materials or flipcharts to write on at a lower level, within reach of people in wheelchairs
- Foresee alternatives when doing activities with people with hand/body movement restrictions. For example instead of lifting your hand, you could ask everybody to lift their heads – instead of pointing to someone, you could nod or blink. It is good to use this alternative for the whole group in order to not stigmatise the persons with a disability as the odd-ones-out.

6.2.2 Activities with Participants who are Blind or Have Visual Impairments

- Read out/mention all the things you show or do, for example when you write something on a flipchart, then say: I'm writing on a flipcharts the answers of the group. I'm writing that john said 'Human Rights are for everyone'.
- It is possible to prepare 'three dimensional flipcharts' with things in different texture stuck on it, for example different texture tape, thick paint, etc so that blind persons can come and feel it - this should not replace, but add to the spoken information. This can be specially interesting when presenting for example the timeline of the

training week, when you symbolise a coffee break with table cloth, meals with a fork, and a lecture on Human Rights with a microphone and the letter HR next to it in thick paint. etc.

- Provide, as much as possible, all written materials before the activity either in large print format so that they can read it (with a magnifying glass if needed) or in electronic format to read it with Braille or screen readers.
- Blind people focus on sounds, so avoid exercises and activities in places where there is lots of background noise or loud music in the background.
- Avoid visual references, such as “the second point from the top”.
- Give verbal instructions rather than or in addition to using gestures for example say “take the first turning on the left” rather than or in addition to indicating to the left
- Participants should state their names before speaking so that blind and partially sighted participants know who is speaking. This is also beneficial for autistic participants with facial recognition impairments
- Do inform blind participants or people with visual impairments of a change in the setup of the room, for example if you rearranged chairs for a session, if you created a little stage for a theatre play etc.
- If a blind participant is assisted by a guide dog, make sure the other participants do not distract and start playing with it – unless they have asked the owner. Also provide toilet and drink breaks for the dog.

6.2.3 Activities with Participants who are Deaf or Hard of Hearing

- When working with participants who are Deaf or Hard of Hearing, you need to write or visualise everything you say. For example, provide handouts, write on the board or flipcharts.
- Use an assistive listening system and require everyone to speak into the microphone, however loud their voice is.

- When having group discussions, agree on a sign for the deaf participants which they can use to indicate they want to contribute. Some deaf or hard-of-hearing persons have speech disorders which can make it difficult to understand them so do not feel embarrassed to ask them to repeat.
- Some waves (for example, mobile phones) could interfere with the assistive hearing devices used by the participants that are hard of hearing. Make sure that participants switch off their mobile phones during sessions.
- The Deaf or hard of hearing can party and dance – they can feel the beat (add a bit of extra bass) or dance to the lightshow based on the music (according to rhythm). No need to scrap the disco night from your programme.
- If possible, provide separate rooms for group work to reduce background noises.

6.2.4 Activities with Participants with Learning Disabilities

- Be specific in the things you say or ask. Avoid figurative speech, difficult expressions and subtleties like irony or sarcasm.
- Reduce long introductions to activities and cut up the activities and explanations into different sequential parts, which you introduce one at a time. Help make complex ideas understandable by breaking them down into smaller more accessible and comprehensive parts.
- Use different creative ways of expression, for example art, dance, painting, collage, theatre.
- Persons with mental disabilities might have trouble concentrating in an over-stimulating environment, for example too many people, too much noise, too vivid colours. Take care to provide a working space that allows them to concentrate, when needed.
- Ask persons with learning disabilities what helps them to understand and remember, for example, some people benefit from writing instructions down or from saying them aloud.

6.2.5 More Information

For more tips and information about accessible activities, please see Salto Youth's publication 'No Barriers, No Borders' (<http://www.salto-youth.net/downloads/4-17-913/NoBarriersNoBorders.pdf?>)

7. Technical Team

7.1 Preparing Rooms for Accessible Activities

- **Know about the needs of participants:** consult the event organisers beforehand to find out about additional needs or adjustments you may need to make. It is particular important to find out if any participants will be using assistive technologies or medical devices (more on assistive technologies in the next section).
- **Consult participants:** where possible, plan the room beforehand, together with the users with disability, their personal assistants and service providers, such as sign interpreters.
- **Last-minute adjustments:** ensure the technical team is present in the room at the start of the activity for last-minute adjustments.
- **Uncluttered rooms:** make sure that all passageways and rooms are uncluttered. Leave additional space between chairs / passageways for wheelchair users to pass.
- **Cables:** are tripping hazards for people with visually impairments and users of mobility aids. Ensure all cables are not causing an obstruction at floor level and around chairs and tables. Simply securing cables using tape can prevent them from moving and becoming an obstruction.
- **Power sockets and extension cables:** some technologies / devices may require participants to be sat close to power sockets. For example, participants may need to use a laptop to take notes or participants who use ventilators to assist with

breathing. If possible provide additional extension cables in the room, make sure the person with a disability is aware where these are located should they need them.

- **Emergency procedures:** it is important to consider what procedures are in place in case of emergency and communicate them to the participants. How are deaf participants notified if the fire alarm sounds? How will blind participants be evacuated safely? A buddy system can be used to alert deaf people to an alarm and to assist in evacuating blind participants. A buddy system is when one participant is buddied with another and they are made responsible for each other. Persons in a wheelchair need special assistance to go up and down stairs safely. In case of emergencies never use elevators, but gather behind fire safety doors and/or near an emergency phone instead. Wait here for professional assistance or instructions through the emergency phone.

7.2. Assistive Technologies for People with Disabilities

The range of assistive technologies used by people with disabilities is large. This section briefly introduces the most common assistive technologies: hearing loops, screen-readers and speech-synthesisers. Given the range of assistive technologies participants may use one of many different devices. If you are unable to find information about whether such a device may require adjustments, it is best to contact the participant in advance to ask for more details.

Hearing Loops: also known as audio induction loops, are an aid for people who have hearing impairments. They are a loop of cable around a designated room which generates a magnetic field picked up by a hearing aid. The loops carry baseband audio frequency current and no carrier signal is used. They eliminate distracting noise from the environment.

Screen-readers: also known as text-to-voice software, are an aid for people who are blind or have visual impairments. A screen-reader is a software application that converts textual information into an audio output.

Speech-synthesisers: also known as speech-generating devices, are an aid for people who have speech impairments. They are electronic systems which aim to either supplement or replace speech for individuals. A text-to-speech converter converts textual input into spoken information.

Appendix 1: Sources and Further Information

This section lists resources used in this manual as well as others which offer further information on promoting accessibility including accessibility in general, accessible communication, accessible documents, accessible presentations, and accessibility online. Resources are organised according to topic.

Accessibility in General

- **Access for All** (Save the Children via Enabling Education Network): a guide to facilitating participation for all by promoting accessibility. Outlines important considerations when organising mixed-ability programmes.
 - Introduction to accessibility in practice, covers both spoken and written language, with information on how to adapt for specific disabilities (pages 7 to 17)
 - Guide to promoting participation during meetings, presentations and discussions, covers spoken / visual communication and atmosphere / physical environment (pages 19 to 31).
http://www.eenet.org.uk/resources/docs/access_for_all.pdf
- **No Barriers, No Borders** (SALTO-Youth): a practical booklet for setting up international mixed-ability programmes.
 - Specific information / advice for wide number of different disabilities: checklists for adapting venues / activities, accessibility guidelines, practical tips etc. (pp.88-103). <http://www.salto-youth.net/downloads/4-17-913/NoBarriersNoBorders.pdf?>

Accessible Communication

- **Disability Etiquette: Tips on Interacting with People with Disabilities** (United Spinal): booklet with tips on interacting with people with disabilities covering a wide range of disabilities. <http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>

Accessible Documents

As there are many resources on accessible documents, they are organised alphabetically according to their sub-topic: general, easy read, large print, PDFs, PowerPoint, Word.

General

- **Access for All** (Save the Children via Enabling Education Network): detailed information on stylistic considerations when producing accessible documents, see Chapter 2 'Written Documents' (especially pages 11-13).
http://www.eenet.org.uk/resources/docs/access_for_all.pdf

Easy Read

- **Make it Clear: A guide to making easy read information** (Mencap): short but informative guide to adapting written text for people with learning disabilities.
<http://www.mencap.org.uk/sites/default/files/documents/2008-04/make%20it%20clear%20apr09.pdf>
- **Easy Read Guidance** (Office for Disability Issues, UK): Annex A provides a good summary of the guidelines for producing easy read documents (pp.26-30).
<http://odi.dwp.gov.uk/docs/iod/easy-read-guidance.pdf>

Large Print / Paper

- **Best Practices and Guidelines for Large Print Documents used by the Low Vision Community** (Council of Citizen's with Low Vision International): concise but detailed guidelines on producing large print documents.
<http://www.cclvi.org/large-print-guidelines.html>
- **Creating Accessible Materials: Large Print and Coloured Paper** (University of Edinburgh): brief outline of guidelines for large print fonts and use of (non) coloured paper.
<http://www.ed.ac.uk/schools-departments/information-services/services/help-consultancy/accessibility/creating-materials/large-print>

PDFs

- **Creating Accessible Materials: PDFs** (University of Edinburgh): covers creating and converting docs into pdfs as well as how to check accessibility.
<http://www.ed.ac.uk/schools-departments/information-services/services/help-consultancy/accessibility/creating-materials/pdfs>
- **Creating Accessible Pdfs** (High Tech Center Training Unit): short guide on accessible pdfs.
http://www.htctu.fhda.edu/trainings/manuals/web/Creating_Accessible_PDFs.pdf

Posters

- **Accessible Poster Presentations** (American Public Health Association): guidelines for designing accessible posters / textual support material.
<http://www.apha.org/NR/rdonlyres/FB4127CC-2995-4B75-85B2-7EFC5220DDA6/0/AccessPosterPresenterguidelines.pdf>

Word

- **Creating Accessible Word Documents** (UK Disability Office): concise and informative guide to accessible word documents. A printable list of tips for creating accessible documents is on page 9. <http://odi.dwp.gov.uk/docs/iod/prep-aword.pdf>
- **Creating Accessible Materials: Word Documents** (University of Edinburgh): comprehensive, concise guide to adapting word docs covers: font size / style, alignment, spacing etc. <http://www.ed.ac.uk/schools-departments/information-services/services/help-consultancy/accessibility/creating-materials/word-documents>

PowerPoint

- **Creating Accessible Materials: PowerPoint Presentations** (University of Edinburgh): guidelines for producing accessible slides and handouts.
<http://www.ed.ac.uk/schools-departments/information-services/services/help-consultancy/accessibility/creating-materials/powerpoint-presentations>

Accessible Presentations

- **How to Make Presentations Accessible to All** (Web Accessibility Initiative): step by step guide on how to make presentations more accessible.
<http://www.w3.org/WAI/training/accessible.php>
- **Creating Accessible Materials: Lectures / Tutorials** (University of Edinburgh) useful info about delivering spoken presentations. <http://www.ed.ac.uk/schools-departments/information-services/services/help-consultancy/accessibility/creating-materials/accesslectures>

Accessibility Online

Websites

- **Easy Read Online**: good example of accessible website design. It outlines a number of considerations when designing websites. <http://www.easy-read-online.co.uk/easy-access.aspx>
- **Accessify**: extensive range of resources on making websites / e-learning more accessible. <http://www.accessify.com/>
- **Usability Guidelines for Accessible Web Design** (Neilson Norman Group): very detailed to designing accessible websites based on extensive research with people with physical disabilities
 - Introduction to wide range of assistive online devices with photos (pp.22-33)
 - Detailed guidelines on designing accessible websites, with examples of inaccessible design and how it can be amended (pp.40-125)
 - Summary of guidelines on accessible design (pp.35-39)http://media.nngroup.com/media/reports/free/Usability_Guidelines_for_Accesible_Web_Design.pdf

E-learning

- **Guidelines for Accessible Distance Learning** (Centre for Assistive Technology and Environmental Access): detailed guidelines on how to make e-learning portals / documents accessible. Also useful for power point presentations / documents in general. [Guidelines for Accessible Distance Learning](#)

Appendix 2: Example Application Form

The online application platform of the Youth Department is accessible for many screen readers. However occasionally an application needs to be provided in a Word document format. When this is the case pay special attention to the structure layout of the document as described in the section 2.5 Accessible Text Documents.

The structure of below example can be used in the online and Word format applications.

- Title, three sentence description of the activity, date, venue , deadline
- Key personal information of applicant
- Information on the applicant's organisation
- Information on the applicant's experience
- Information on the applicant's motivation and plans for follow-up
- Additional Personal Information.

For example:

Training of Trainers in Human Rights Education for Young People

The training course aims to develop the competences of trainers in non-formal education with young people in international, national or local youth programmes and projects.

20 - 27 June 2014,

European Youth Centre Strasbourg in France

The deadline for submitting applications is 16 May 2014

Your personal information

1. Surname
2. First name
3. Sex
4. Age

- 5. Nationality
- 6. Country of residence
- 7. Working languages (please specify all your working languages)
English/ French/ Other :
- 8. E-mail
- 9. Telephone number

Information about the organisation that supports your application:

- 10. Name of your sending organisation or institution

- 11. Telephone
- 12. E-mail:
- 13. Internet address

14.1 Describe briefly the aims of your organisation or institution,
 14.1 Describe briefly the main activities related to the Human Rights Education of your organisation. *(This can be adapted per call)*

15. Your organisation/institution is...
- an International youth organisation a national youth council
 - a national youth organisation a local/regional youth organisation
 - a governmental institution a formal education institute
 - a National Agency of the “Erasmus+” programme
 - a Human Rights organisation a minority or minority rights organisation
 - other (please specify):

16. What is your role in your organisation or institution?

Your experience with the topic of the Training Course

17. What is your experience with Human Rights Education with young People?

18. Have you attended any other training courses of the Council of Europe, if yes which?

Motivation and plans to implement what you learn

19. What are your motivation and reasons for wanting to take part in this training course?

20. What kind of projects or initiatives would you like to realise after participating in this training course?

Additional personal information:

20.2 What is your level of English?

(Evaluate yourself using the European Language Portfolio scaling from A1 (meaning very poor), A2, B1,B2, C1,C2 (meaning fluent in reading, writing and speaking like a native), see also http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html)

20.2 Other language(s) you can work in:

21. Do you have any special needs or requirements (for example diets or access requirements due to a disability, etc)?

Please know the Youth Department welcomes applications from people with disabilities and will make necessary adjustments and accommodations to ensure that facilities, materials and programmes are accessible.

22. Visas - If you are accepted as a participant in this course, will you require assistance in obtaining a visa to Hungary?

23. Are you available to attend the full duration of the training course?

Appendix 3: Sample Form: Questions about Specific Needs

The Youth Department welcomes applications from people with disabilities and will make necessary adjustments and accommodations to ensure that facilities, materials and programmes are accessible. The European Youth Centre is an accessible building and has rooms and facilities accessible for people with disabilities. Support and accommodation is also available for personal assistants or support workers accompanying people with disabilities. If you have any questions about the accessibility of activities or the Centre itself, please contact...**[fill in]**.

Please note: The information asked below is used to ensure activities at the European Youth Centre are accessible and will not be used in any way to discriminate against applicants with a disability. We will treat your information in the strictest of confidence.

1. Do you consider yourself to have a disability which you feel is relevant to mention in this application form?

If yes, please give details:

2.1 Are you accompanied by a personal assistant?

2.2 Does your personal assistant require a separate room?

3. Do you require an adapted room?

If yes, please give details about what adaptations you require:

4. Do you need adapted transport?

If yes, do you need assistance in arranging adapted transport?

5. Do you use a mobility aid such as a wheelchair, walker, or cane?

If yes, please give details (type of mobility aid, is wheelchair manual or electric, can wheelchair be folded etc.):

6. Do you use any assistive technologies (speech synthesisers, screen readers etc.)?
If yes, please give details:

7. Do you need a palantypist?

8. Do you need sign language interpretation?

If yes, please give details (such as whether you have your own interpreter and what sign language you communicate in):

9. Do you need written materials produced in an alternative format, large print etc.?

If yes, please give details:

10. Do you have any dietary needs?

If yes, please specify:

11. Do you have any additional needs that have not been covered in this application form or other requirements you feel are relevant? (please specify):

Appendix 4: Example Invitation letter

The example below is made up according to the guidelines listed in section '2.5 Accessible Texts Documents'

No table grids are used throughout the document including in the header and footer. The header contains the name of the Directorate and Youth Department using lower case. The Council of Europe Logo has an understandable name in Alt text.

Name and passport details of the participants are also text spaced by using tabs.

The text of the letter has been made easier to understand by using commonly used expressions, making sentences shorter and focussing on one topic in each paragraph.

The travel tickets and proof of payment must be attached to a claim form for reimbursement that you will get when you arrive at the European Youth Centre. All these documents should be given to the Secretariat of the European Youth Centre at the beginning of the meeting.

During your stay accommodation and meals will be provided for you at the European Youth Centre Budapest and paid for by the Council of Europe. Please note that 50 Euros will be taken from your travel reimbursement as a participation fee at the study session.

The Directorate of Democratic Citizenship and Participation and the Council of Europe decline all responsibility for any risk that can occur to you during your journey, or your stay at the European Youth Centre. Individual insurance or collective insurance against all risks is therefore necessary. A collective insurance must be arranged by the youth organization concerned at its own expense.

If you need more information, please contact Mr. Menno Ettema at the European Youth Centre Budapest (tel. +36 1 438 10 34, e-mail: menno.ettema@coe.int).

We wish you a safe and pleasant journey to Budapest.

Yours sincerely,

Dr Olaf Köndgen

Executive Director

On behalf of the Director of the Directorate of Democratic Citizenship and Participation

Appendix 5: Accessibility in the EYCB and Budapest

This section provides a guide to accessibility in the EYCB and Budapest and covers the main topics relevant to promoting inclusion and participation of young people with disabilities in programmes of the EYCB including: accessibility at the EYCB, accessible transport to and from the EYCB, accessible transport in Budapest, accessible Tourism in Budapest. A list of the major Hungarian disability organisations can be found at the end of the section.

A. Accessibility at the EYCB

A1. Accessibility information for people with physical disabilities

- The front entrance has level-access and the ground-floor and mezzanine-level are connected via a wheelchair platform stair lift. During activities a ramp is fitted over the stairs to facilitate frequent use. The garden is accessible via a sloping ramp. All floors are accessible via lift.
- Accessible toilet facilities can be found on the ground-floor mezzanine-level and the fourth floor, near the main meeting room.
- Three bedrooms are adapted for visitors using wheelchairs: 101, 201, 301. The rooms are equipped with:
 - a widened entrance door
 - fittings (light switches, sockets) located at an accessible height
 - lower-level storage shelves
 - extra wide bed with double hand-rail running the length of the bed on the wall
 - sliding bathroom access door
 - adapted bathroom fitted with: lowered sink with hinged grab-rail, toilet with grab rails either side, wet room style shower with wrap around grab-rail and folding shower seat.
 - doors, both the entrance to the room and the bathroom, open manually.

A2. Accessibility information for people with sensory disabilities

- The large conference rooms are equipped with an induction loop system for people with hearing aids.
- The lift buttons are labelled in Hungarian Braille. Rooms / venues are not, as yet, signed in Braille.

B. Accessible Transport To and From the EYCB

B1. Arriving By Plane

Budapest Ferenc Liszt International Airport has good services for passengers with disabilities. More information on accessibility at Budapest Airport

(http://www.bud.hu/english/passengers/before_flight/special_needs)

- **Level-access:** the airport is fully accessible with ramps and lifts.
- **Accessible toilets:** there are 5 accessible toilets in the arrival / departure areas and 4 in the public area.
- **Assistance at the airport:** can be booked with your flight ticket or directly through Budapest airport.
- **Booking assistance at the airport:**
 - Airport staff are available to assist passengers.
 - You need to book airport assistance 7 days before your flight.
 - More information on assistance available at Budapest Airport (http://www.bud.hu/english/passengers/before_flight/special_needs/about-the-assistance-service-344.html)
 - Guide on how to book assistance at Budapest Airport (http://www.bud.hu/english/passengers/before_flight/special_needs/book_assistance%20for%20more%20details%20/)

Assistance at the airport – call-points:

- There are call-points located throughout the airport.

- Each call-point is equipped with a camera and microphone.
- After you press the call-point, airport staff come to the call-point
- More information on call-points at Budapest Airport
(http://www.bud.hu/english/passengers/before_flight/special_needs/call-points-350.html)

B2. Arriving By Train

Most international trains arrive at Budapest Keleti Pályaudvar. Trains from Slovenia and Croatia arrive at Budapest Déli Pályaudvar.

Level-access: trains are not level with the platform.

There is a gap between the train and platform (about 80cm high).

There are 3 steep steps to climb (with a hand-rail) once you have mounted the train.

- **Mobile lifting devices:** are available at Budapest's three main railway stations (Keleti, Déli and Nyugati). You need to make a request for a lifting device before travelling.

Passengers need to pre-book the usage of a mobile lifting device before 14:00 on the working day before their journey.

More information on mobility lifting devices at Budapest stations (http://www.mav-start.hu/english/travel/handicapped_travel.php)

- **Transport to / from the station:** the three main railways stations are connected to the rest of the city via public transport links.

Keleti and Déli connect to the M2 (red line)

Nyugati connects to M3 (blue line) and the 4 / 6 trams

For more about accessible transport in Budapest, see the section on Accessible Transport in Budapest (pages 36 to 39).

C. Accessible Transport in Budapest

Budapest has a good public transport system run by the public company BKV. Not all transport is accessible for people with disabilities.

BKV general information on transport in English (<http://www.bkv.hu/en/>).

BKV information on accessible transport

(http://www.bkv.hu/en/physically_challenged/physically_challenged)

C1. Accessibility information for people with physical disabilities

METRO

Accessing the Platform

Lifts: M1 has chair lifts (which a station attendant must operate) at Deák tér, Széchenyi fürdő, Mexikói út. M2 has lifts at Puskás Ferenc Stadion, Pillangó utca, and Örs vezér tere is a ground-level station accessed by a ramp. M3 has no lifts.

Escalators: Several metro stations have escalators which connect street-level with the metro platform. M1 has no escalators (all platforms are accessed by steps / chairlifts, see above). M2 has platform to street escalators at Deák Ferenc tér, Széll Kálmán tér. M3 has platform to street escalators at Klinikák, Deák Ferenc tér, Nyugati pályaudvar. All other stations either have steps or partial escalator access (escalators which only go half-way up).

Carriage Accessibility

Wheelchair spaces: There are no specific spaces for wheelchairs on the metro lines. Carriages on M2 and M3 are quite wide. M1 carriages are small and cramped.

Hand-rails and hand-straps: M1 has many hand-rails and hand-straps (about 180cm from the floor). M2 and M3 have few hand-rails and hand-straps (200cm from the floor).

Seating: All 3 metro lines are busy. It is difficult to find a seat.

TRAM

Most trams are not accessible, except for trams 4 and 6.

Trams in General

Accessing the Tram

There is a gap between tram and platform (approx. 40cm). There are 3 steep steps to climb (with a hand-rail) once you have mounted the tram.

Carriage Accessibility:

- **Wheelchair spaces:** no spaces for wheelchairs on the trams, carriages are very narrow with seats either side.
- **Hand-rails / straps:** trams have hand-rails and hand-straps.

Seating: not as busy as metros, still hard to find a seat.

Tram 4/6

Accessing the Tram

These trams are level with the platform. Accessible entrances are located at the rear / front of the tram and marked on the platform with a wheelchair symbol.

Carriage Accessibility

- **Wheelchair spaces:** Trams are designed to accommodate two wheelchairs at a time (one at front, one at rear).
- **Hand-rails / straps:** hand-rails and hand-straps (200cm from the floor).
- **Seating:** trams 4/6 are very busy and finding a seat is difficult.

BUS

Budapest has been improving its fleet of buses recently and there are many more accessible buses on most routes. Accessible buses are called low-floor buses.

Buses in General

Accessing the Bus

There is a gap between bus and street-level. There are 3 steep steps to climb (with a hand-rail) once you have mounted the bus.

Carriage Accessibility:

- **Wheelchair spaces:** no spaces for wheelchairs on the buses.
- **Hand-rails / straps:** buses have hand-rails and hand-straps.
- **Seating:** buses are usually busy, it is difficult to find a seat.

Low-floor Buses

Accessible buses /low-floor buses can be found on most lines except: 16, 16A, 27, 30, 30A, 39, 45, 100, 116, 121, 150E, 169E, 172E, 174, 203, 203A, 225, 230, 233E, 237, 239, 251, and trolleybus lines 73 and 79. The airport connection bus (200E) always operates a low-floor bus. Low-floor buses are marked on the timetable by an underline.

Accessing the Bus

- Low-floor buses have an extending ramp or can tilt to street-level.
- There are no steps on low-floor buses.

Carriage Accessibility:

- **Wheelchair spaces:** each low-floor bus can accommodate 1 wheelchair.
- **Hand-rails / straps:** low-floor buses have hand-rails and hand-straps.
- **Seating:** low-floor buses are busy, it is difficult to find a seat.

How to look for a low-floor bus in Hungarian

Alacsonypadlós jármű nem közlekedik = No low floor service

Alacsonypadlós jármű = Low floor service

Minden jármű alacsonypadlós = All vehicles on this line are low-floor

C2. Accessibility information for people who are Deaf or hearing impaired

Deaf or hearing impaired people may rely on visual announcements which announce the next stop and changes when travelling on public transport.

METRO

Only the new carriages on M2 have screens announcing the next stop. However, the name of the metro stop is usually clearly visible upon pulling into the station.

TRAM

Trams in General: Trams do not have screens announcing the next stop. The name of the tram stop is rarely visible upon pulling into the station.

Tram 4/6: Trams 4/6 have digital screens announcing the next stop. The name of the tram stop is sometimes visible upon pulling into the station.

BUS

Buses in General: Buses do not have screens announcing the next stop. The name of the bus-stop is very difficult to see when the bus pulls over.

Low-floor Buses: Low-floor buses have digital screens announcing next stop. The name of the bus-stop is very difficult to see when the bus pulls over.

C3. Accessibility information for people who are blind or visually impaired

Blind or visually impaired people may rely on visual announcements which announce the next stop and changes when travelling on public transport.

METRO

On all three lines, the name of the next stop is announced. The announcement is made approx. 30 seconds before arrival.

TRAM

Trams in General: Trams do not announce the next stop.

Tram 4/6: Tram 4/6 always announce the name of the next stop. The announcement is made approx. 20 seconds before arrival.

BUS

Buses in General: Buses do not announce the next stop.

Low-floor Buses: Low-floor buses sometimes announce the next stop.

D. Accessible Tourism in Budapest

A number of major tourist sites in Budapest have been adapted to be accessible for people with disabilities, focusing mainly on people using wheelchairs.

D1. Information for people with physical disabilities:

More information on accessible tourism for people with physical disabilities can be found from Meosz, the Hungarian National Federation of Disabled Persons' Associations. On their website, they have a guide to tourist facilities in Budapest for people with physical disabilities (http://www.meosz.hu/index_23_04.php). If you have any queries about this information or want to request more up-to-date information, contact Meosz' International Coordinator, Eva Caesar (international@meosz.hu / +36-1-250-9013)

D1. Information for people with sensory disabilities:

There is very limited information about accessibility in Budapest for people who are deaf or hearing impaired and people who are blind or visually impaired. It may be worth contacting Sinosz (Hungarian Association of the Deaf and Hard of Hearing) or Mvgyosz (Hungarian Federation of the Blind and Partially Sighted) if you have specific queries about accessibility for people with sensory impairments.

Sinosz (Hungarian Association of the Deaf and Hard of Hearing)

info@sinosz.hu / +36-1-351-0434

Mvgyosz (Hungarian Federation of the Blind and Partially Sighted)

titkarsag@mvgyosz.hu / +36-1-384-8440

Information about theatre and museum accessibility for people with sensory impairments can also be found on the 90 Decibels website

(<http://www.90decibel.hu/?q=en/node/247>). 90 Decibels is a recent initiative, based in Hungary, to promote accessibility to theatres and museums for people who are deaf and blind. For more information, you can contact the 90 Decibels Project Coordinator, Szimonetta Kővári (kovari@90decibel.hu / +36-2-049-18796)

E. Hungarian Organisations working with Disability

Efoesz (Hungarian Association for Persons with Intellectual Disability)

Website (Hungarian): <http://www.efoesz.hu/index.php>

Website (English): <http://www.efoesz.hu/index.php?m=en>

Address: Lónyay u. 17. I/1, 1093 Budapest.

Telephone: +36-1-411-1356

E-mail: efoesz@efoesz.hu

Hallatlan (Hungarian Sign Language Institute)

Website (Hungarian): <http://www.hallatlan.hu/hu/>

Website (English): <http://www.hallatlan.hu/en/>

Meosz (National Federation of Disabled Persons' Associations)

Website (Hungarian): <http://www.meosz.hu/>

Website (English): http://www.meosz.hu/index_23_01.php

Address: San Marco utca 76, 1032 Budapest.

Telephone: +36-1-250-9013

E-mail: meosz@meoszinfo.hu

Mvgyosz (Hungarian Federation of the Blind and Partially Sighted)

Website (Hungarian): <http://www.mvgyosz.hu/>

Website (English): <http://www.mvgyosz.hu/en>

Address: Hermina utca 47, 1146 Budapest.

Telephone: +36-1-384-8440

E-mail: titkarsag@mvgyosz.hu

Sinosz (Hungarian Association of the Deaf and Hard of Hearing)

Website (Hungarian): <http://www.sinosz.hu/>

Website (English): <http://www.sinosz.hu/?q=media-megjelenesek/sinosz-materials-english>

Address: Benczúr utca 21, 1068 Budapest.

Telephone: +36-1-351-0434

E-mail: info@sinosz.hu

90 Decibels (Initiative to Improve Accessibility for People with Sensory Impairments)

Website: <http://www.90decibel.hu/?q=en/node/247>

E-mail: bonecz@90decibel.hu / kovari@90decibel.hu