All In – creating inclusive and empowering spaces for all

Report of the study session coordinated by the ENIL Youth and IFM-SEI

in partnership with the

European Youth Centre of the Council of Europe

13-20 November 2016, European Youth Centre Strasbourg

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This is the final report of the 'All In' study session, conducted by IFM-SEI and ENIL Youth at the European Youth Centre of the Council of Europe in Strasbourg on 13-20 November 2016, in co-operation with the Council of Europe's youth sector. The study session brought together a mixed ability group of 25 participants from the two organisations to discuss what inclusion means to us and how to make our child and youth movements more inclusive. In addition there were eight personal assistants, six team members and two palantypists, totaling 41 people in attendance.

The study session came to fruition after an ENIL Youth chair, Zara Todd, attended an IFM-SEI study session on human rights education in 2015, after being a member of an IFM-SEI member organisation as a child. Despite the efforts of the IFM-SEI programme team, many of the activities were not accessible for a wheelchair user and it was clear there was a lot of work that needed to be done in order for IFM-SEI to be able to make the study session inclusive to young people with disabilities. Talks between the IFM-SEI Secretary General and Zara began after the study session about delivering a joint study session to look at how child and youth organisations, particularly IFM-SEI, can be more inclusive to disabled children and young people.

IFM-SEI is an educational children and youth movement that works on a lot of projects around inclusion but they are largely focused on gender, sexuality and anti-racism. The topic of disability is a relatively new one to the organisation and this study session was the springboard to start working on the topic, with the collaboration of young disabled people. Many of the IFM-SEI participants work on a regular basis with children and young people but there are few disabled young people active in their organisations, particularly those with physical disabilities. As a result of the preparations for this study session, accessibility was agreed to be one of the eight thematic areas in the IFM-SEI strategic work plan 2016-2019, agreed in August 2016.

ENIL Youth is unique in that it is a pan-disability network, rather than focusing on a specific type of impairment. This means the network brings together a diverse range of members but is loosely structured, therefore their members' work varies greatly. One of the aims for ENIL Youth was to bring the intersectional approach of inclusion to their participants, rather than just focusing on disability, and introducing and promoting the concept of local group and community work.
The Council of Europe was in the process of finalising a manual on human rights education with mixed-ability groups in the run up to the study session and the study session was able to represente a good practice example to be included in the manual. The study session also explored the Council of Europe strategy on disability and participants were able to input their experience and expertise into this.

Together the participants from both organisations were able to bring their areas of expertise to create a rich study session, combining the sharing of personal experiences, introduction to theoretical concepts, the concepts of social model of disability and intersectionality, and 'inclusion

in action' sessions putting the participants' learning into practice. The participants self-organised many activities and facilitated self-directed sharing of experiences and peer-to-peer education, which added greatly to the content of the study session.

Both the educational team and the participants felt that it was a very successful study session. The outcomes were much richer and the majority more realistic than the team envisaged and the participants took a lot of responsibility around their own learning and project planning. This is not only highlighted in the final evaluation results, but also in a high number of planned follow-up activities and the cooperation already undertaken since the study session. Some ideas to implement after the seminar include the publication of a guide about how to make activities with children and young people accessible, the creation of guidelines to make websites more inclusive, the formation of an ENIL Youth and IFM-SEI pilot cooperation project in the United Kingdom, and the creation of an accessibility network in IFM-SEI.

While the coordination study session was a challenge, in terms of catering for a diverse range of access needs and bringing together the approaches of two different organisations, this made the outcomes even more rewarding for all involved. The success of the study session was only possible due to the commitment of the preparatory team and their devotion of energy and time, as well as the motivation, enthusiasm and contribution of the participants. I would like to thank everybody involved for contributing so much to the study session and particularly the Council of Europe for their continued support, patience and investment to our work and being open to challenges of working with a mixed-ability group. We hope – and are confident - that this is only the beginning of a lasting partnership between ENIL Youth and IFM-SEI.

Carly Walker-Dawson
Course Director
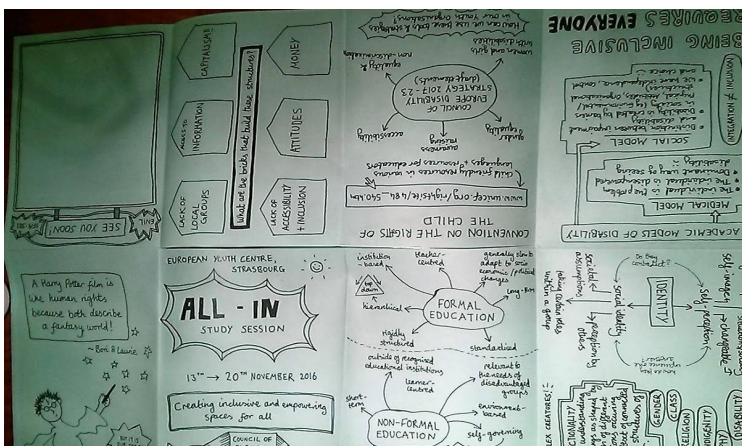
Zine produced by one of the participants during the study session on the content of the study session

2. Overview

2.1. Aims and objectives

The aim of the study session was to bring together a mixed ability group to create a safer space to explore inclusiveness and accessibility and come up with strategies and tools to make children's and youth organisations as inclusive as possible.

The objectives were the following:

- Raise awareness of the multiple discriminations faced by children and young people
- Introduce the concept, and recognise the importance, of intersectionality
- Create a common understanding of inclusion and give space for participants to share experiences of inclusion and exclusion
- Think about the specific challenges children and young people with disabilities face when accessing children's rights and human rights
- Develop strategies on how to better include children and young people with disabilities in child- and youth-led organisations
- Explore how children's and youth organisations can empower children and young people to fight for their rights
- Adapt non-formal educational methods used in children's rights organisations to make them accessible for children with disabilities
- Develop tools and approaches to put inclusion into practice in the participants' organisations, communities and societies.

2.2. Profile of participants

We invited participants from ENIL Youth, European IFM-SEI member organisations and from other organisations that have experience, or an interest, in the topic of inclusion and disability. As ENIL Youth is a wide network of young disabled people, we felt it should not be a requirement that applicants were a member of ENIL Youth or IFM-SEI. However, the majority of participants were involved in either organisation. Participants were required to be multipliers following the study session, sharing what they learnt in their local groups or communities following the study session.

The participants were selected based on their application answers based on criteria established by the programming team, taking into account the gender, geographical and organisational balance. We were clear that the specific needs of a participant were not be part of the selection criteria. The age range was broad, from 18 to 30, and there was a wide range of experience in the group. The gender balance in the group was good, as was the age diversity. There was a reasonable geographic distribution of participants, though two participants from the Baltic region had to cancel at last

minute due to unforeseen circumstances, meaning that there were fewer eastern European participants than originally planned.

The participants were divided approximately 50-50 between IFM-SEI and ENIL Youth and eight personal assistants attended to facilitate the inclusion of all participants. Due to a high number of applications from the UK and a significant number of dropouts, a large proportion of the group were from the UK (seven participants). While this was noticeable in the group, particularly from a language perspective, there was an added benefit in the outcomes as there are solid plans to set up an IFM-SEI and ENIL Youth cooperation in the UK following the study session.

As a mixed ability study session, we had a large number of disabled young people from IFM-SEI and ENIL Youth, meaning there was a diversity of needs in the group, which was both a challenge and enriched the group dynamic. One of the participants noted they felt like they were in the minority coming from a black/ethnic minority (BME) background and it should be noted that there was not much diversity in terms of ethnicity. There were many group members who identify as LGBTQI and disabled, which meant these topics were central to the content.

The mixing of the IFM-SEI and ENIL Youth participants was a concern of the programming team before the study session, however the group bonded very early on and many participants noted this was much faster than at other similar seminars. The group members took an active role in supporting each other and the group dynamic was extremely positive. When describing the atmosphere on the study session some words used to describe it were lovely, friendly, open-minded, inclusive, comfy, fantastic, engaging, helpful, and warm.

3. Programme

We could describe the programme of the study session as a flow going through five different parts:

Sign with the word inclusion

1) Introduction to non-formal education, discrimination, multiple discrimination and intersectionality
2) Exploration of what is identity and inclusion means, including sharing of experiences of inclusion and exclusion
3) Introduction the Council of Europe and its Charter on human rights education and education for democratic citizenship, related resources and its Disability Strategy
4) Inclusion in the frame of children's rights and violation of children's rights
5) 'Inclusion in action' - developing tools, projects and campaigns, plus action planning for back home

3.1. Introduction to non-formal education discrimination, multiple discrimination and intersectionality

The participants started on the first day to think about what it means to create a safe(r) space, from a psychological and physical perspective, and why a complete safe space isn't possible because we reflect the structurally oppressive and discriminatory world we live in through our behaviours unconsciously. The participants discussed how personal boundaries vary from person-to-person and how to respect these, while setting common ground rules in the group. This started the participants on a thought process of how to be aware and recognise the group members' diverse backgrounds and the importance of communication.

Poster summarising the discussion 'what is a safe space?'

The group then explored the concept of non-formal education and the benefits of non-formal education, focusing on life long learning, different learning styles and the learner-focused approach. The methodology was a fishbowl discussion around the statement 'non-formal education is an ideal form of education' and participants were asked to think of pros and cons to start the discussion. Participants reflected on formal education and highlighted difficulties in terms of hierarchy, learning needs not always being addressed and socioeconomic factors playing a significant role in access to formal education. The link was made with inclusion in that non-formal education could overcome power imbalances that are often seen in non-formal education. The group also discussed whether non-formal education is a 'luxurious alternative' and expressed a desire for a combination of educational methodologies in both formal and non-formal settings.

To introduce the topic of discrimination and multiple discrimination, the participants took part in an adapted version of 'Take a Step Forward' involving sweets rather than moving physically and the debriefing was conducted in three smaller groups. When discussing discrimination, it was considered how people are affected by discrimination on multiple levels and how these different discriminations intersect, which was an eye-opener for many participants. The participants reflected that many people view the reasons for themselves being discriminated in reference to one characteristic - particularly with regards to disability - and don't always consider other parts of their identity that could lead to multiple discrimination. The participants discussed that discrimination can touch anyone in society and people are often discriminated for multiple reasons and these reasons are not always visible. An interesting discussion took place about whether gender is a factor in terms of discrimination as some participants felt that it isn't a factor in the current day.

Intersectionality was introduced through a method using a range of medias to highlight the topic, such as blog posts, photos, videos and zines. Intersectionality was concluded as having solidarity with others' struggles in order to strive for social change. Many of the participants were new to the topic and while it was a difficult concept for some, it was seen as a very important part of the programme. As a result of this session, there was a desire from the participants to talk in more depth about LGBTQI topics, which were included in other parts of the programme including a 'Doctor, doctor' session in the evening where participants could ask questions anonymously about LGBTQI to the expert 'doctor' and the group.

Zine outlining the concept of intersectionality

3.2. Exploration of what is identity and inclusion, including sharing of experiences of inclusion and exclusion

The difference between the terms inclusion, exclusion, segregation and integration were discussed and the group discussed what people need, concretely, to be included and how it is important to adapt situations in order to be inclusive. The group explored inclusion from the social model of disability, something that resonated deeply with the group and was a positive discovery for many.

When talking about their own realities and experiences, it was raised that realities are subjective and there is no such thing as one truth and assumptions are often made when thinking about other people's realities. Furthermore, when it comes to self-image, identity is very complex and there is a different perception by others, as just one aspect of one's identity is often being seen and, for the disabled participants, this was often in association with their disability. It was also explained that the identity(s) that one holds closest to themselves are not always recognised by the wider world; when participants with visible disabilities were asked to describe their identity they often highlighted personality traits unrelated to their disability, yet participants with invisible or less visible disabilities described their identity with an emphasis on their disability or impairment.
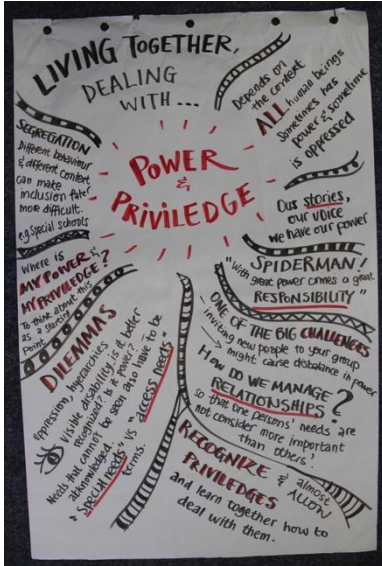
Poster summarizing the discussion on power and privilege

When discussing challenging discrimination, is was recognised that peer support, gaining respect from others and getting inspiration from others are key when the participants were asked what encourages and motivates them. The group reflected that it is important for oppressed or marginalised groups to look outside of their struggle and show solidarity with other oppressed or marginalised groups to work together for meaningful societal and social change.

Zara Todd gave a powerful input on power and privilege in relation to inclusion and exclusion, which stated that individuals in their own different situations gain power due to their identities, regardless of being disabled or not. She explained that one needs to acknowledge their privilege but shouldn't use it to treat others differently. There was a discussion around segregated spaces and how they can be valuable to empower those who are part of a marginalised or minority group.

In summary, the group concluded that inclusion happens when we are aware of each other's needs and adapt to the situations we are in. Inclusion is mostly about attitude and willingness rather than expertise on methodology because there is no such thing as a 'one solution' for inclusion and it is impossible to include everybody at all times.

3.3. Introduction to the Council of Europe and its charters, resources and Disability Strategy

Promoting and protecting human rights of persons with disabilities is central to the Council of Europe work and action to protect and promote the human rights of all citizens. Participants received a short introduction about the work of Council of Europe on the field of disability. The Council of Europe Disability Draft Strategy 2017- 2023 was introduced and explained and why it does exist.

Four areas were highlighted from the Council of Europe Disability Strategy, relevant to the overall theme of the Study Session. Participants were divided into four groups to look at and analyse each area. Each group worked with what these areas in the strategy mean for young people how they can achieve that these areas become a reality in their communities. Each group presented and discussed their thoughts to each other.

The group identified four areas in the disability strategy to look at and analyse:

- **Awareness-raising (priority area)**

  Main outcomes of the discussions:
  It is essential to be aware and create easy to understand communication – as a main principle in all actions when reaching out to various audiences at different platforms, such as

  I.   **Reaching out young people at schools, youth centres, universities**
       a. Peer-to Peer Interaction,
       b. Holding seminars/workshops (optional) subjects about Human Rights, Inclusion, Diversity, Disability

  II.   **Reaching out to the general public (citizens)**
       a. Outdoor ads/banner campaigns
       b. Social Ads (TV, media)
       c. Awareness-raising about human rights, inclusion, diversity, disability via social media
       d. Organising events about the topic

- **Equality & Non-Discrimination (priority area)**

  Main outcomes of the discussions:

  Participants started the discussion that discrimination happens in our societies on different grounds. When discussing equality and non-discrimination, the bigger picture should be looked at. It is not only about disability, there are other aspects, such as religion, race, age, sexuality, social class, gender, etc. In order dismantle discrimination, creating safer platforms (such as this Study Session) is a way to interact & work together which supports a better

understanding and awareness of diverse backgrounds of people. Participants underlined, that disability is part of diversity, disability is not unusual and disabled people are not aliens.

- **Accessibility (priority area)**
  Main outcomes of the discussions:

  ◊ <u>Access to information</u> is a crucial and still disabled people do not have equal access to various types of information, including politics, and if so, it is often only available in inaccessible language.

  ◊ <u>Access to work</u> This is crucial to young people, especially transition to employment is challenging for young people with different backgrounds, including young disabled people. They are experiencing a lot of barriers to gain work experiences and traineeship opportunities, as the job environment and circumstances are set up in an inaccessible way. It is important to re-consider from the employer's point of view different aspects (including physical (physical accessibility), psychological and social aspects) in order to accommodate the needs of a diverse workforce. Participants expressed that It would be necessary to put in practice the *needs assessment procedure* (access needs) of the individuals with diverse backgrounds, including disabled people at the working environment. Participants mentioned specifically that access to personal assistance is vital to access work as disabled people still struggle to get personal assistance support in workplaces in different countries.

  ◊<u>Accessibility of communication</u> – sharing resources and provide information in different accessible ways (including speech to text, sign language) with other young people, wider and closer community including offline and online environments.

  ◊<u>Accessibility of built environment</u> - young people can improve the information about the level of accessibility of built environment through different projects and sharing already existing information about built environment accessibility with their peers.

- **Gender Equality (cross-cutting area)**

  Main outcomes of the discussions:

  Participants highlighted the issues of discrimination, multiple discrimination in various life situations, when it comes to gender, disability and also other backgrounds. Participants shared experiences of barriers in their societies, that girls and women with disabilities experience. Participants highlighted that sharing information, experiences with their

peers, closer and wider community, and cooperate with other organisations, activists, is vital to be more aware and respectful towards each other.

● Realising different lived experiences people might have
● Realising the concept of Intersectionality
● Realising the spectrum of gender
● To be respectful towards to each other in communication -power of words and terminologies

Council of Europe resources were introduced to the group and made available to participants, including Compass and Compasito. Rainbow Resources – the IFM-SEI handbook on gender and sexuality education with children – was also presented to the group. There was emphasis put on how these resources can be adapted for different audiences, whether in relation to ability, age or experience.

Ita Mirianashvili from the Council of Europe disability department came to address the group and explain Council of Europe's work on disability, after which the participants analysed and gave feedback on the Council of Europe disability strategy in small group work.

3.4. Inclusion in the frame of children's rights and violation of children's rights
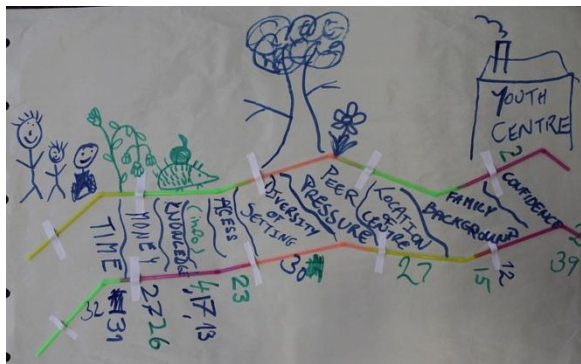
Road of barriers activity from one group

To introduce children's rights, the participants took part in a bingo game on the UN Convention on the Rights of a Child (UN CRC), before working out the barriers to accessing children's rights and discussing how being aware of children's rights can assist in fighting for inclusion. This was done through the participants thinking about what barriers a child or young person may face when trying to access a youth group – whether in terms of physical, emotional, educational, socioeconomic or psychological difficulties – and how these barriers could be overcome. These barriers were then matched with the UN CRC, highlighting that about how the CRC can serve as an argument for young people to advocate for their rights. The participants also discussed how there is a gap between one's institutional rights on paper and how these are – or aren't – put into practice.

The specific barriers that came out of this session was the barriers with regards to mental health, lack of information, personal assistance, money, location, fear to ask to get involved, lack of childcare, complication of organisations (e.g. bureaucracy and filling out forms), fear of not being understood, conflicting with parents' ideology, lack of time, bullying and confidence.

3.5 'Inclusion in action' - developing tools, projects and campaigns, plus action planning for back home

The participants were asked to take their learning and discussions from the study session so far to think about the specific barriers to being able to get involved in child and youth organisations. These barriers were made into a wall of barriers, each barrier being written on one 'brick'. These barriers were clustered into different 'houses' and the participants were able to think about solutions in small groups in relation to the different houses through a world café. The houses that were created were:

- Access to information
- Capitalism
- Lack of local groups
- Attitudes
- Accessibility and inclusion
- Money

From the solutions, the team grouped the solutions together into around 30 different potential projects. Doing a prioritising exercise as a group, the participants made seven action teams to work concretely on these topics in self-directed project planning with the support of the team. These seven projects were as follows:

1. Campaign on anti-capitalism and inclusion – a social media awareness-raising campaign, the development of an anti-capitalism and inclusion educational pack and a webpage to share educational tools on the topic

2. Handbook to making activities accessible – a checklist of what questions to think about when making activities with children and young people accessible, input about what inclusion means to us and some suggestions of adaptations to Compass, Compasito, Bookmarks and Rainbow Resources

3. Guide to making websites more accessible – in relation to the IFM-SEI website in particular, especially to those who are blind or who have visual impairments

4. Volunteer hub – an online tool to share accessible volunteering opportunities and to express interest in volunteering with like-minded organisations

5. Disability visibility campaign – a social media campaign sharing videos of young people with disabilities to share experiences and show that disabled people are visible, accompanied by a series of online webinars on visibility

6. IFM-SEI and ENIL Youth collaboration pilot project – the development of a local partnership between the two organisations, starting with a weekend mixed-ability training seminar in the UK between ENIL Youth and IFM-SEI members to make local groups inclusive of young people with disabilities with a localised approach

7. Guidelines for making fun places accessible – the creation of guidelines about how social places, such as restaurants and bars, can be more accessible and a sticker campaign to recognise the accessibility of places.

The participants also had time to develop their own action plans, which they shared in small groups of three to get feedback before making any changes. These were developed with the individual motivations and capacities in mind and weren't shared in the plenary, but were shared with the programme team.

4. Outcomes and follow-up

4.1. Learning outcomes of participants

Word cloud

When asked in their written evaluation to describe the study session in one word, this is what the participants had to say:

Evaluation exercise

When asked what they would take with them from the study session, the recurring answers were:

- Working with other people from different backgrounds and with different viewpoints
- Motivation to work on the topic
- Increased personal confidence and self-awareness
- Ideas on how to make organisations more accessible
- New methods, activities and games
- Information on inclusion, intersectionality and LGBTQI
- New friends and cooperation.

When asked what they would like to shout about from the study session the answers the participants came back with were:

- A whole new world of possibility

- The importance of access and inclusion for everybody
- Let's join, we can have a bigger impact and change the world
- Be yourself and don't be afraid to share your ideas with others
- Never give up to change the world
- Where there's a will there's a way
- It doesn't matter if somebody is different, everybody can be a friend
- Inclusion works
- All different all equal
- Cooperation and getting together like this makes a difference
- #inclusionworks
- Respect of differences
- Change your community
- No hate, love yourself, love everybody and when you do good things, good things will happen to you
- Let's make a wonderful world
- Equality everywhere
- Nobody is normal
- There are many ways to change the world.

What the participants said they'd like to give to others as gifts was:

- Love
- Appreciation
- Solidarity
- A teddy bear with a group photo to feel better when someone is feeling down
- A safe space
- A more inclusive world
- Staying in touch
- Positive attitudes and energy
- Passion
- Empower other people
- Motivation
- Big thanks to the group and the team.

When asked what the participants would like to throw in the bin they said:

- Euro-English (help other improve not just understand)
- Fear of helping
- Anxiousness
- Fear of travelling without family
- Tiredness of working in groups
- Prejudices (disability and LGBTQI)
- Indifference to other people's problems.
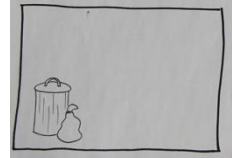
The study session was a real eye-opener for many participants, particularly when thinking about multiple discrimination and intersectionality. The participants were motivated by their projects and inspired by the impact they could make through their own projects. The practical tools and confidence that IFM-SEI participants will be able to take back to their member organisations is very great in terms of being able to better include young people with disabilities. There seems to be a genuine desire for the organisations to continue to cooperate together.

Knowledge

There was a big range of experience in the group and the IFM-SEI participants largely gained knowledge around the realities of living with a disability and the ENIL Youth participants on how child and youth organisations work and other forms of discrimination to being discriminated on the grounds of abilities. The participants on the whole developed knowledge from an intersectional approach and gained valuable information the social model of disability. The participants also highlight that they developed their knowledge on children's rights and human rights, safe(r) spaces, anti-capitalism and power and privilege.

Skills

The participants outlined that they gained skills in working as a team and adapting to different people's needs in a mixed environment. The participants were able to gain skills in non-formal methods to take them back home with them to their local groups and communities. The project planning and project management skills the participants developed through their group work on their projects were reflected as one of the most valuable parts of the study session.

Attitudes

In terms of attitudes, the participants reflected that by the end of the study session they are better able to consider access needs and inclusion of others, in theory and also how to put it into practice. They feel empowered and encouraged that if we work together everything is possible. The participants feel more confident to work in their local organisations and communities on the topic and the feeling of being able to make a difference in the world.

Reflection on objectives

The table below shows the average rating of each of the objectives:

Objectives	Rating (out of 6)
Raise awareness of the multiple discriminations faced by children and young people	5.1
Introduce the concept, and recognise the importance, of intersectionality	5.3
Create a common understanding of inclusion and give space for participants to share experiences of inclusion and exclusion	5.6
Think about the specific challenges children and young people with disabilities face when accessing children's rights and human rights	5.2
Develop strategies on how to better include children and young people with disabilities in child- and youth-led organisations	5.2
Explore how children's and youth organisations can empower children and young people to fight for their rights	5.2
Adapt non-formal educational methods used in children's rights organisations to make them accessible for children with disabilities	5.2
Develop tools and approaches to put inclusion into practice in the participants' organisations, communities and societies	5.2

4.2. 'Inclusion in action' projects

Each of the projects had a number of steps or elements, which are described below.

> **Inclusion in Action project 1: Campaign on anti-capitalism and inclusion**
> **A social media awareness-raising campaign, the development of an anti-capitalism and inclusion educational pack and a webpage to share educational tools on the topic**

Aim: the system we need = creating a culture of resistance with an intersectional approach

Target group: 10-35 year olds

Online campaign material:
- Memes
- Infographics
- Workshop resources
- Downloadable posters
- Workshops for working group
- Further readings
- Real life stories
- Guides
- Clicktivism

Platforms:
- Facebook pages
- Facebook groups
- Working autonomously on social media
- Website to share materials
- Direct action
- Youth groups and local community groups
- Posters and stickers
- Demonstrations
- Workshops

Principles for effective tactics:
- Fun
- Interaction
- Predicting reactions
- Cognitive dissonance
- Short-term goals

- Element of surprise
- Looking at systematic injustice

Inclusion in Action project 2: Handbook to making activities accessible
A checklist of what questions to think about when making activities with children and young people accessible, input about what inclusion means to us and some suggestions of adaptations from Compass, Compasito, Bookmarks and Rainbow Resources

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Inclusion in Action project 3: Guide to making websites more accessible
In relation to the IFM-SEI website in particular, especially to those who are blind or who have visual impairments

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Aims:
- Better implementation of the Marrakesh Treaty
- Develop accessibility of web content on IFM-SEI website
- Making online content accessible, especially with regards to subtitles, caption and sign language interpretation

Why: webpages are not accessible for everyone
What: guide that will help developers and organisations to make online content accessible
How: simplifying web content
Who: web developers in cooperation with people with disabilities
Where: global network
When: January-February 2017

What works:
- Minimise number of adverts
- Make navigation easier

What doesn't work:
- Distractive adverts
- Navigation bar structured badly
- Trash/useless content

Space: IFM-SEI HQ and social network space
Cash: none
Helpers: friends, public, other developers, people with disabilities
Equipment: PCs, tablets, mobiles
Materials: awwwwards.com for design inspiration and web content accessibility guidelines (WCAG)
Expertise: web developers, Council of Europe, project/organisation manager

Systems: Trello and Slack for group communications, Google Drive and Dropbox for file sharing

> **Inclusion in Action project 4: Volunteer hub**
> **An online tool to share accessible volunteering opportunities and to express interest in volunteering with like-minded organisations**

Aims:
1. Involve young people in volunteering
2. Fulfil needs of young people from marginalised groups
    a. Engage young people in activities in mainstream society
    b. Include them in creating activities
3. Make young people get experiences and work on the ground
4. Promote the volunteering philosophy

Project outline: create a website match volunteers with organisations and tasks, share tasks with descriptions so volunteers can find the tasks which are relevant to them, create events with organisations, do research to find organisations who need volunteers and promote their events
Timeframe: three months after the study session

Tasks:
● Create descriptions about volunteerism (guidance)
● Make links with ENIL Youth and IFM-SEI (contact)
● Make a template for a calendar of events
● Create a sharing space for previous projects
● Make accessibility checklists and tools
● Make suggestions for inclusion – how organisations can address the specific needs of their volunteers
● Provide contacts
● Have an FAQ
● Fund a web programmer

Inclusion in Action project 5: Disability visibility campaign
A social media campaign sharing videos of young people with disabilities to share experiences and show that disabled people are visible, accompanied by a series of online webinars on visibility

Issues around disabilities:
- Bad press
- No disclosure
- Wrong understanding

Solutions:
- Write recommendations
- Educate and discuss
- Raise awareness
- Peer-to-peer discussions
- Workshops/seminars: schools, youth centres, universities

Tools:
- Social media: viral online promotion/marketing – videos, songs, pictures, show challenges > share good examples, disabled people as brand (good), include at least one disabled hero, not victims
- Organise online webinars in connection with the topic hosted by ENIL Youth

Inclusion in Action project 6: IFM-SEI and ENIL Youth collaboration pilot project
The development of a local partnership between the two organisations, starting with a weekend mixed-ability training seminar in the UK between ENIL Youth and IFM-SEI members to make local groups inclusive of young people with disabilities with a localised approach

Possible actions:
- ENIL Youth members supported to attend IFM-SEI and Woodcraft Folk (UK) sessions
- ENIL Youth visitors to IFM-SEI camps next summer
- IFM-SEI can share strategies for working with other groups
- More help to adapt educational resources:
  - Develop a general checklist to assess the accessibility of an activity
  - Webinar on access needs recommendations
- Share progress on our projects
- ENIL Youth and IFM-SEI training starting as a pilot in the UK (in 2017)
- Yearly collaborations between the organisations

Aims for the training:

1. Assess how inclusive the organisation already is
2. Identify barriers to inclusive ways of working using our broad definition which takes into account disability, mental health, class gender, age
3. Evaluate current inclusivity strategies and see why they weren't successful
4. Using the barriers already identified to come up with solutions that are realistic for the organisation

> **Inclusion in Action project 7: Guidelines for making fun places accessible**
> **The creation of guidelines about how social places, such as restaurants and bars, can be more accessible and a sticker campaign to recognise the accessibility of places**

Action plan:

1. Create the stickers for different access needs a place could be inclusive of
2. Create leaflets on how to make your space accessible
3. Choose venues/areas to check and make contact with
4. Recruit people for an action day: youth groups, experts on disability, architects
5. Action day on access: check venues, spread awareness, give out stickers
6. Promote on social media and provide outcomes on mapping apps (Wheelmap, Jaccede, Access Go)

4.3. Other outcomes

● Creation of a zine by one of the participants outlining her key learning points (seen above following the Summary section)
● #mannequinchallenge video organised by the participants to reflect inclusion getting over 3300 views on Facebook: https://vimeo.com/192236802

4.4. Follow up ideas/recommendations

IFM-SEI
● Create IFM-SEI accessibility strategy
● Establishment of an accessibility network and anti-capitalist network
● Plan and timeline to make the IFM-SEI website more accessible
● Provide a section in future educational resources about how to adapt activities to make them accessible
● Create a manual about how IFM-SEI views inclusion

ENIL Youth
● Develop programmes on sexuality and young disabled people

- Create a task group for analysing legislative documents
- Develop the webinar offer for members
- Investigate the possibility of other joint projects with other organisations

IFM-SEI and ENIL Youth
- Creation of a steering group for ENIL Youth and IFM-SEI cooperation
- Future study sessions: keep short session, longer breaks and open spaces and also offer translation and speech-to-text when needed
- Use electronic support tools, such as PowerPoint and Drive for sharing documents
- Invite ENIL Youth members to other IFM-SEI events and projects
- Consider yearly collaborations

Council of Europe
- Changes proposed to the Council of Europe Disability Strategy
- Set up service contracts with partner organisations for additional access needs when needed on events
- Contribution to the manual on human rights education for mixed-ability groups, currently under finalisation
- Look into option of having a zig-zag ramp from basement to ground floor so that wheelchair users can use big plenary room.

5. Conclusion

In general all of the participants felt like their expectations were achieved and surpassed both in terms of content and atmosphere. There was a strong feeling that the participants made new friends and colleagues for future collaboration. The diversity in the group gave richness to discussions and outcomes and the way each organisation brought in their expertise and experience meant that the participants gained a lot in terms of skills, experience and knowledge.

The participants have realised that inclusion means much more than having a checklist but requires a needs-based approach and communication and dialogue is key. While it is not possible to be 100% inclusive of everyone at one time, if you have a positive attitude then this is the most important thing. The participants were able to look beyond identity politics and take an intersectional approach to inclusion, understanding the importance of solidarity, empowerment and support of others.

The projects and recommendations coming out the study session are ambitious yet achievable. Even if only a few of the 'Inclusion in Projects' come to fruition the impact on IFM-SEI, ENIL Youth and local communities will be extremely valuable. IFM-SEI will be developing an accessibility strategy coming out of the seminar, which ENIL Youth is happy to be involved with in consultation and development. The local pilot project between the two organisations in the UK will very interesting to follow and see what happens in terms of outcomes and the team are confident there will be much more collaboration between the organisations in addition to this.

The study session has launched the work around disability in IFM-SEI and has stressed the importance of focusing on accessibility in the current mandate and future ones. The participants will be key at driving forward this work with the support of the IFM-SEI secretariat and presidium. The importance of taking an intersectional approach and moving away from purely identity politics was one of the most important outcomes for ENIL Youth and this will be integrated into the platform's future work.

We are incredibly thankful to the Council of Europe Youth Department who supports our work and allows us to collaborate on such a project with such rich outcomes, for both the participants and organisations. The feedback from the participants who had been on other similar activities revealed they felt it was one of the most positive educational seminars they had participated in and, in the words of one of the programme teams, it really did fundamentally change some of the participants' lives.

6. Appendix

6.1. Useful educational resources

- **Council of Europe Disability Strategy** – passed at the end of November as part of their work on the rights of persons with disabilities:
  http://www.coe.int/en/web/disability/home
- **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
- **IFM-SEI publications** – IFM-SEI has created many non-formal activities, for example **Rainbow Resources** on sexuality and gender or **All Together** on social inclusion:
  http://www.ifm-sei.org/resources

6.2. Programme

Time	Sun 13 Nov	Mon 14 Nov	Tues 15 Nov	Wed 16 Nov	Thurs 17 Nov	Fri 18 Nov	Sat 19 Nov	Sun 20 Nov
10:00 -11:15		Introduction	What is discrimination?	Inclusion...what is that?	Introduction to Council of Europe charters and resources	Inclusion in action	What next? Action planning	
11:15-12:00		COFFEE/TEA BREAK						
12:00 -13:00	Arrivals	Group building	Sharing experiences of exclusion and inclusion	Inclusion...what is that?	Challenges: children's rights and human rights	Inclusion in action	What next? Action planning	
13:00-14:30		LUNCH						
14:30-15:45		Creating a safe(r) space	Sharing experiences of exclusion and inclusion	Free afternoon	How can we better include children and young people with disabilties?	Inclusion in action	Future cooperation	Departures
15:45-16:30		COFFEE/TEA BREAK			COFFEE/TEA BREAK			
16:30 -17:30	Orientation in EYCS	What is non-formal education?	Intersectionality		Inclusion in action	Feedback of inclusion in action	Evaluation	
17:30-18:00		Reflection groups			Reflection groups			
18:00 -19:00	DINNER			DINNER IN THE CITY	DINNER			
19:00-20:00	IFM-SEI and ENIL network meetings	Games night	Movie night - 'Pride'	Free evening	Women and trans evening	Free evening	Goodbye party	
20:00-21:00	Welcome evening							

6.3. List of participants

Name	Organisation	Country
Aleksandre Iskandarovi	Georgian Falcons (IFM-SEI)	Georgia
Andi Bregu	ENIL Youth	Albania
Anisa Proda	ENIL Youth	Albania
Anna Rathbone	Woodcraft Folk (IFM-SEI)	UK
Arnold Lleshaj	ENIL Youth	Albania
Asu Isbilen	ASD (IFM-SEI)	Turkey
Bet Bayó	Esplac (IFM-SEI)	Spain
Bori Ivicsics	ENIL Youth	Hungary
Brandon Aughton	ALLFIE (ENIL Youth)	UK
David Kampo	Fénix (IFM-SEI)	Slovakia
Dominik Höfer	SJD-Die Falken (IFM-SEI)	Germany
Emily Connor	Woodcraft Folk (IFM-SEI)	UK
Iolo Walker	Woodcraft Folk (IFM-SEI)	UK
Kamil Goungor	ENIL Youth	Greece
Lana Nikolik	ENIL Youth	Serbia
Laurie Cannell	Woodcraft Folk (IFM-SEI)	UK
Lexi Porter	ENIL Youth	UK
Miloš Przic	ENIL Youth	Serbia
Natalia Kallio	Nuoret Kotkat (IFM-SEI)	Finland
Nikol Nikolova	ENIL Youth	Bulgaria
Pavel Novikov	ENIL Youth	Russia
Rusa Varshalomidze	Georgian Falcons (IFM-SEI)	Georgia
Sam Dryden-Sillars	ALLFIE (ENIL Youth)	UK
Wiola Wiekowska	ENIL Youth	Poland

6.4.Team list

Name	Organisation	Country
Agnes Fazekas	ENIL Youth	Hungary
Amina Lehner	Rote Falken (IFM-SEI)	Austria
Carly Walker-Dawson	IFM-SEI	Belgium
Malte Lohmeier	SJD-Die Falken (IFM-SEI)	Germany
Zara Todd	ENIL Youth	UK
Zóra Csalagovits	Council of Europe	Hungary