

Documentation of the capacity building activity

Empower inclusiv-ability

10-12.11.2021 in Keflavik, Iceland



Description of the training in the call

A capacity building activity open for youth organisations willing to empower inclusive activities in their work with young people with disabilities and health conditions. A new tool emphasizing hands-on approach will be launched.

The main aim of the event **is to build competences among youth workers who would like to empower inclusive activities in their work with young people**. One of the aims is to provide a concrete and practical tool for involving participation of young people with disabilities and health conditions.

The organisers will **introduce the new Guidelines on Disability-Inclusion** as a tool to support organisations open to work with young people with disabilities and health conditions but with few or non-relevant experience when planning disability-inclusive European youth mobility projects.

The activity will focus on providing an overview of all the things to keep in mind regarding various individual needs of participants with disabilities and for the different stages in international short-term mobility activities involving young persons with disabilities and health conditions. It will moreover introduce the funding opportunities in the frame of Erasmus+ Youth and European Solidarity Corps (ESC) programmes for quality disability-inclusive projects.

Aims & objectives:

- Enhance youth workers' competences in involving young people with disabilities and health conditions in European youth mobility projects.
- Present hands-on approach when planning and implementing disability-inclusive youth mobility projects.
- Provide a concrete and practical tool for involving participation of young people with disabilities and health conditions.
- Explore the things to consider when planning a disability-inclusive youth mobility project.
- Provide advice on the safe involvement of young people with disabilities and health conditions in youth mobility projects.
- Explore how to overcome obstacles.
- Get inspired. Share and exchange good practices in organizing and implementing disability-inclusive youth mobility projects.

Participants' profile:

- Youth workers and organizations with no or few experiences in working with young people with disabilities and health conditions and want to make their European youth work more inclusive and diverse.
- Have experience with the Erasmus+ and/or European Solidarity Corps programmes.
- Potentially organisations with basic experience with organising youth mobility projects for mixed groups that want to develop a more strategic inclusive approach.

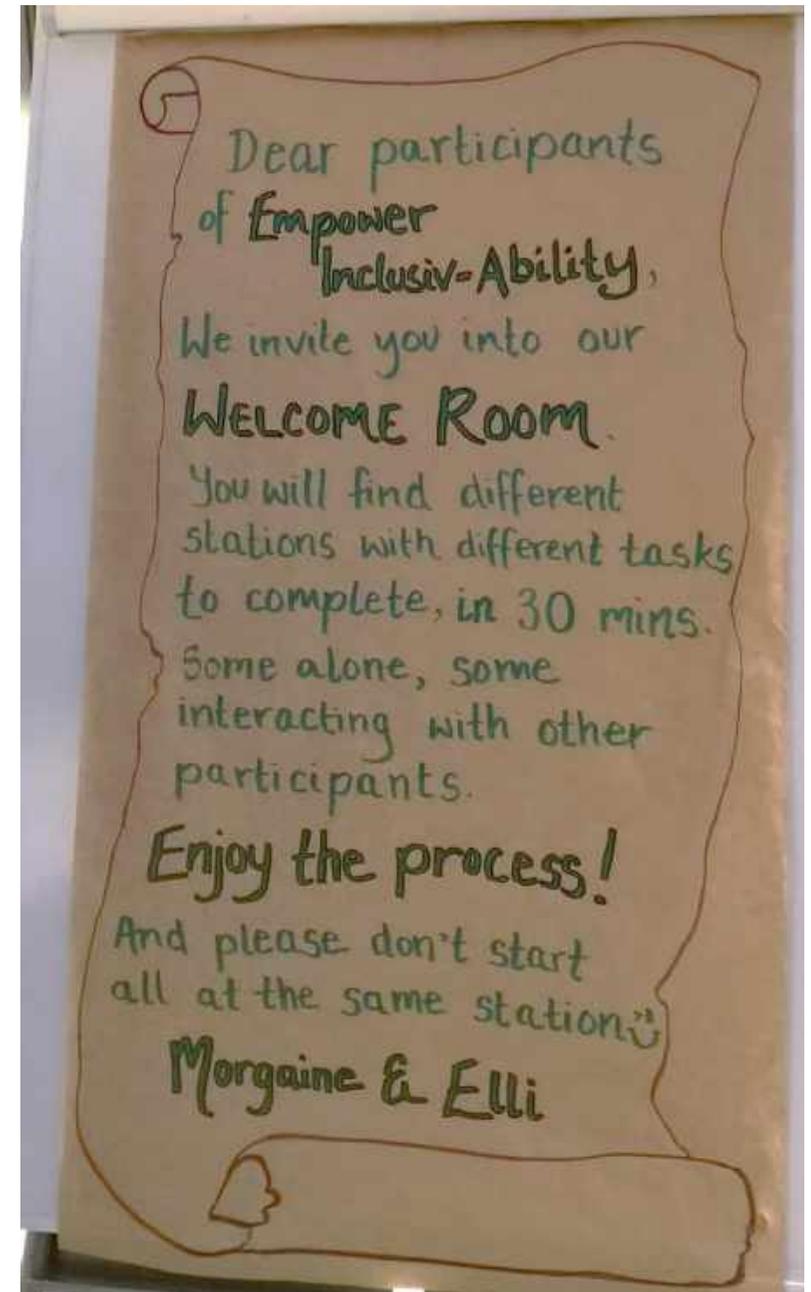
Program draft EMPOWER INCLUSIV-ABILITY

Timetable	9/11	10/11	11/11	12/11	13/11
07:00-09:00	ARRIVAL	Breakfast			DEPARTURE
09:00-11:00		Opening and presentation	Self-reflection: emotions and attitudes around disability	Let's get practical: project analysis and upscaling towards inclusivity	
11:00-11:30		Coffee Break			
11:30-13:00		Getting to know each other and our contexts	Diversity narratives: positive transformation	Let's get practical: project analysis and upscaling towards inclusivity	
13:00-15:00		Lunch			
15:00-16:30		Defining key concepts of inclusion and creating common ground	Guidelines launch: introducing the checklist	Projection and final evaluation	
16:30-17:00		Coffee Break			
17:00-18:00		Defining key concepts of inclusion and creating common ground	Challenges, questions and remarks on inclusion in Erasmus+	Projection and final evaluation	
18:00-18:30		Daily Evaluation		A little bit of Iceland: going out for dinner	
19:30-20:30		Dinner			
		Welcome evening	Free evening	Farewell evening	

DAY 1 – 10.11.2021



Welcome Space



Take a look at each wagon
and share your input
using the same colour post-its.

The aim of your journey - expectations for this training

How do you want to work?

What do you need?

What do you bring in? - your contribution

What do you want to take?

Key sticky note content includes:

- Group work
- More connections, sharing experiences
- Emotions
- Move
- Lot's of experience
- Motivation
- Just me
- Team work
- SEND WORK
- Time
- Actual opportunities
- Knowledge, skills, great experience
- EXPLORE FROM OTHERS & WITH EXPERIENCE
- EXPERIENCE OF OTHERS
- Team work
- SEND WORK
- Time
- Actual opportunities
- Knowledge, skills, great experience
- EXPLORE FROM OTHERS & WITH EXPERIENCE
- EXPERIENCE OF OTHERS

Find someone other than yourself who answers 'yes' to a statement and write their name in the correct box.
Try to talk to different people ☺

Bingo

Find somebody who ...

... goes to work by bike <i>Hanna</i>	... who has already participated in an inclusive youth exchange <i>Out</i>	... speaks a language you don't speak at all. <i>Enzo</i> <i>Maria</i> <i>Alina</i>	... who has already been in Iceland before (except Icelanders of course) <i>John</i>
... find somebody who is always last minute on deadlines <i>John</i>	... has been on a protest demonstration in the last 2 years.	... has the same number of siblings as you have <i>John</i>	... has already lived in two different countries (other than the home country) for more than 6 months <i>Felix</i>
... works with European volunteers	... who does exercise twice a week	... who is a night owl.	... who is new to European youth work
... who has already written an Et or ESC application <i>Rita</i>	... has a green thumb.	... have been to a country you've never been before.	... who has been working in home office in the last 15 years.

Use the creative materials to present your professional context to the other participants. When you're done, take your paper & stick on the participants' gallery.

You also can use the flyers and materials for bingo!

Your experience with...

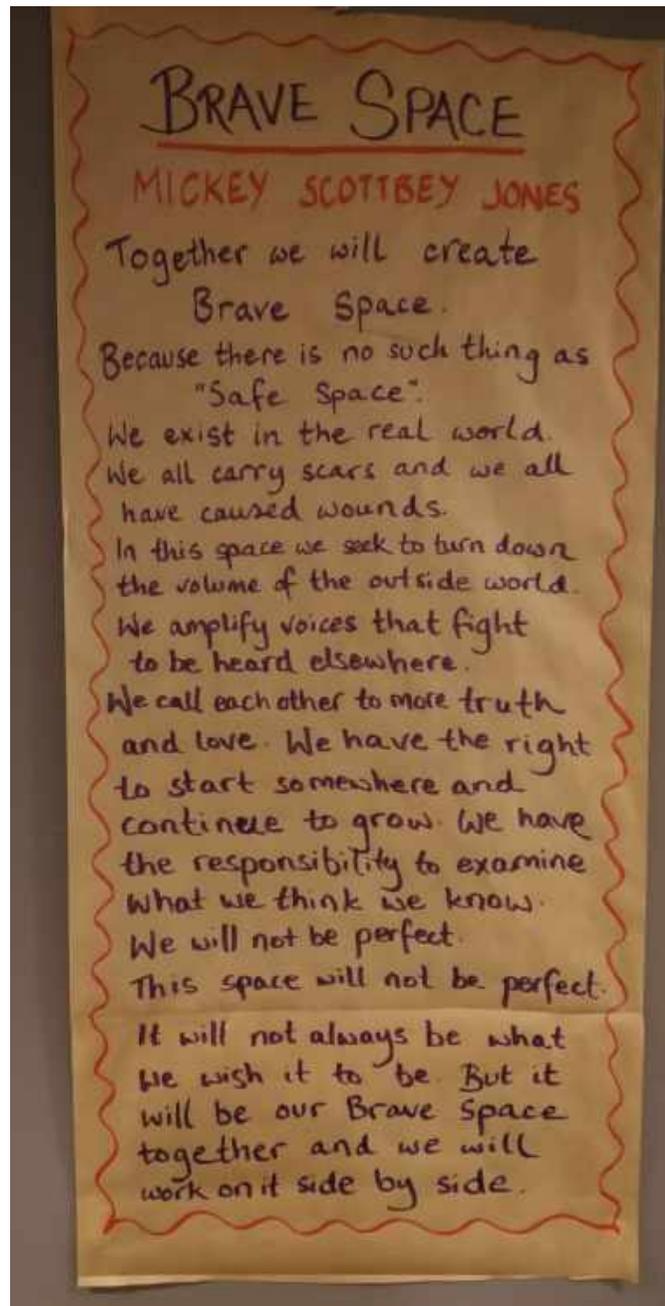
- please position yourself along the lines and write your name.

The chart shows the following names plotted along the axes:

- ERASMUS+ YOUTH EXCHANGES:** Names include HANNA, ANNE, Daria, and others.
- EUROPEAN SOLIDARITY CORPS:** Names include HANNA, ANNE, and others.
- INCLUSIVE YOUTH WORK:** Names include ANNE, and others.
- DISABILITY INCLUSION:** Names include ANNE, and others.

<https://www.facebook.com/groups/181248474202659/posts/183677007293139/>

Brave Space – Meditation (with plasticine)



Getting to know each other activities

Name and gesture

Participants invent a personal gesture, and then learn each other's names and gestures. After an initial introduction, the names and gestures move around the circle. This is a great game for the first day, and it encompasses visual, auditory, and kinaesthetic inputs naturally.

Participants stand in a circle. Each person needs to come up with a gesture that communicates something about the individual (or sign language names can be introduced. Be aware that sign language names are given by people from the deaf community). The gesture might show a favourite hobby, activity, or be symbolic for a personality trait, something of significance to the person. Each person in turn says their name, at the same time executing her gesture. The group repeats each person's name and gesture back.

Balloon game

Everybody gets a balloon and write their name on it. While music is playing, the group has different tasks to exchange the balloons. When the music stops, everyone has to find the person to the name on the balloon he*she has and talk about a indicated topic (be aware, that everyone has to talk to two people: to the person whose name is on the own balloon and to the person who has the balloon with the own name).

Tasks:

Round 1: Walk around the room and pass the balloon to other people you meet.

Round 2: Throw the balloons in the air and take care, that no balloon falls on the floor.

Round 3: Again the balloons are thrown in the air and again the balloons are not supposed to fall down. This time participants are just allowed to hold the balloons in the air using all other body parts except their hands.

Interview questions:

Round 1: Why did you choose/ where given the sign/gesture you introduced in the previous activity?

Round 2: If you were a superhero, what would be your superpower?

Round 3: If your life were a book, what would be its title?



Tip: If you prepare the balloons (colour and number) accordingly, you can use them later for group division activities, e.g. all persons with balloons of the same colour are in one small group or people with different colours of balloons form small groups.

Interactive map

Explain participants to imagine they are standing on a huge map and assign an orientation point, e.g. like the geographical location of the venue.

Round 1: Ask participants to position themselves geographically where they are coming from (you can specify, e.g. where they live in the moment – or leave this open for their interpretations).

Round 2: Ask participants to think of a place their parents or grandparents came from that might be connected to their identity, that is important to them, or that they would like to share with the group, and position themselves on the map. This step might show diversity of backgrounds, migrations histories in the families of the participants and can be used for further activities on this topics.

Round 3: Ask participants to imagine they could live everywhere in the world. Which place would they choose? Ask participants to position themselves on the map. Participants can find similarities and get to know each other better on a personal level.

Sorting out

Participants arrange themselves without using verbal communication according to particular criteria so that they finally form a line.

Examples of criteria: first letter of first name, age (this can be sensitive in some groups), kilometres covered on the journey, time to travel from home to the venue, years active in youth work etc. Before starting the facilitator defines the “extreme points” on the line.

Remarks: Participants can practice non-verbal communication strategies.

Portrait painting

The aim is to get in contact with each other. By painting the person facing you, you need to have a closer look, build up eye contact and start interacting with each other for a short time. On the other side a nice group gallery is the result, which can be used to decorate the seminar room. Using envelopes or the portraits they can be used as “post-boxes” for nice messages and surprises of the participants.

Group forms an inner and outer circle with participants facing each other. Person in the inner circle are holding the paper/envelope on which the person in the outer circle are painting the portraits. Music is playing. Every 10-15 seconds facilitators are giving the commando for the person in the outer circle to move to the next person and to continue their portrait. This is repeated four to five times. In the last round the “painters” also put

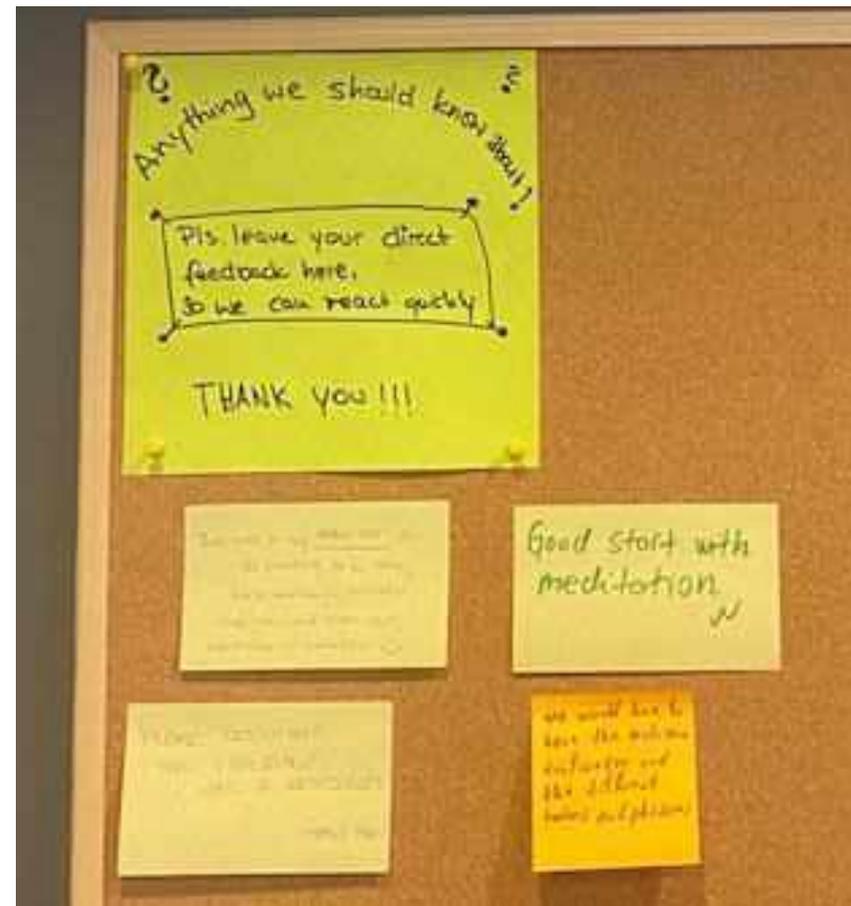
the name of the portrayed person on the paper/envelop. Then the painter and the portrayed person switch places so there is a portrait of everybody at the end.

Variant:

- a) Participants are sitting in circles facing each other. It is good if the painting person has a harder writing paint available under the paper/envelope. Music is playing, while participants are painting. Here they have more time, e.g. 30 sec to one minute, depends on the tempo of the group. When music stops the painters are supposed to put down paper and pen. The facilitator tells now, that to do, e.g. "all painters are now moving three places to the left and continue to paint the portrait of the person, they meet there". This can be repeated for 3-4 rounds and then painter and portrayed person switch. Don't forget of putting the name of the portrayed person down.
- b) Participants are writing their names on a paper or envelope and put them all with the name hidden in the middle on the floor. Now everybody picks up a paper and tries to find the person the paper belongs to. Now the facilitator is giving some time for starting to paint the portrait of the person. On command all papers are put back into the middle and participants can pick up a new paper to find the person and to continue the portrait. This can be repeated for three or four rounds. This variant can also be used for language animation, e.g. introducing vocabulary of face parts in the participants languages, e.g. "eyes" – "ears"...., so that in every round participants need to add the named part in the portrait.



Introducing seminar tools:



Biographical keynotes:

Reflection on personal pathway: Think about person/experiences/events/activities in your personal and professional life that have influenced your decision to join this training on “Empower inclusiv-ability”. Make notes or use your creativity to illustrate your personal pathway.

Step 1: personal reflection

Step 2: Exchange and share in small groups what you want to share from your reflection.

Step 3: Debriefing in the plenum: What do you want to share? What surprised you? What did you discover?

Defining key concepts of inclusion and creating common ground

Energizer “Go – Stop – Clap – Jump”

Group is moving in the room using the space. When facilitator says the above mentioned comments, participants “go”-“stop”-“clap”-“Jump”.

Step by step comments are exchanged -> “stop” is “go” – “go” is “stop” – “clap” is “jump” – “jump is clap”

-> Debriefing: Difficulty of adapting to new environments.

Inclusion / Exclusion

Step 1: Reflect on own experiences “Think about situations in your professional or personal life, where you felt included or excluded? Focus on the “why” and make notes.

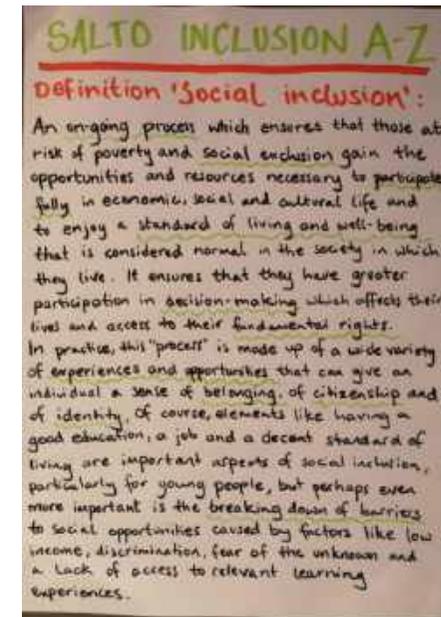
Step 2: Small group activity:

I – Share the experiences you would like to share with the group.

II – Identify elements of Inclusion / Exclusion in the shared experiences. Again focus on the “why”

III – Create a collective definition of Inclusion based on step I & II. Write the definition on a paper.

Step 3: Present the definitions from the small groups in the plenum.



CONCLUSION

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...

DEFINITION

- ...
- ...
- ...
- ...
- ...

... of ...

... of ...



...

...

...

ACCEPTANCE + ACTIVE (ACTION)

RATIONALITY

EVERYONE + LIVERS

Equality and Justice

Personality

(More than 'typical' categories/characteristics)

~~NORMAL~~ Value

Belonging

SAFETY

Self + society perception image

Visibility of disability

All aspects (intersectional approach)

...

...

...

...



FREE TO

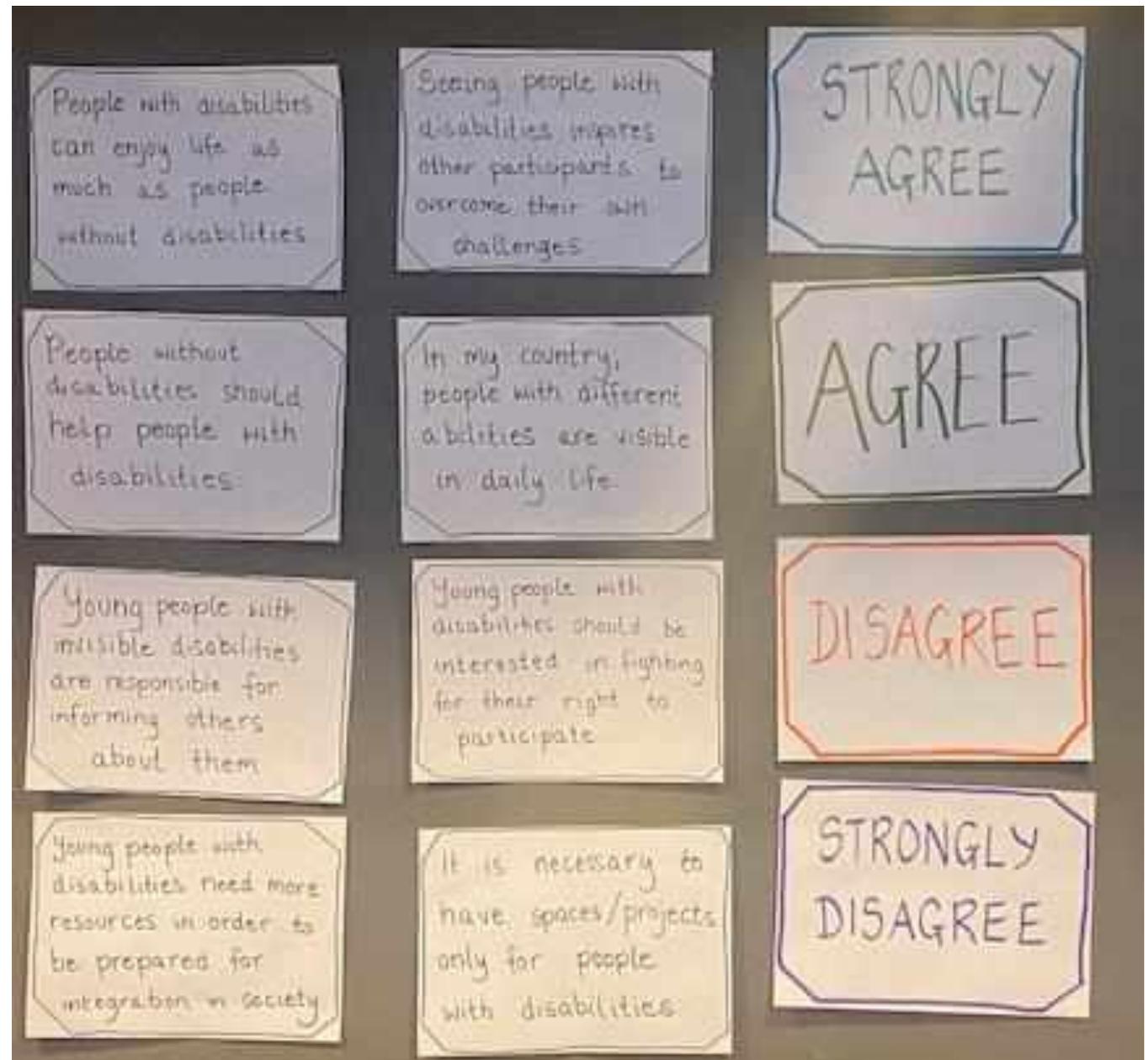
FREE FROM

...

Moving debate

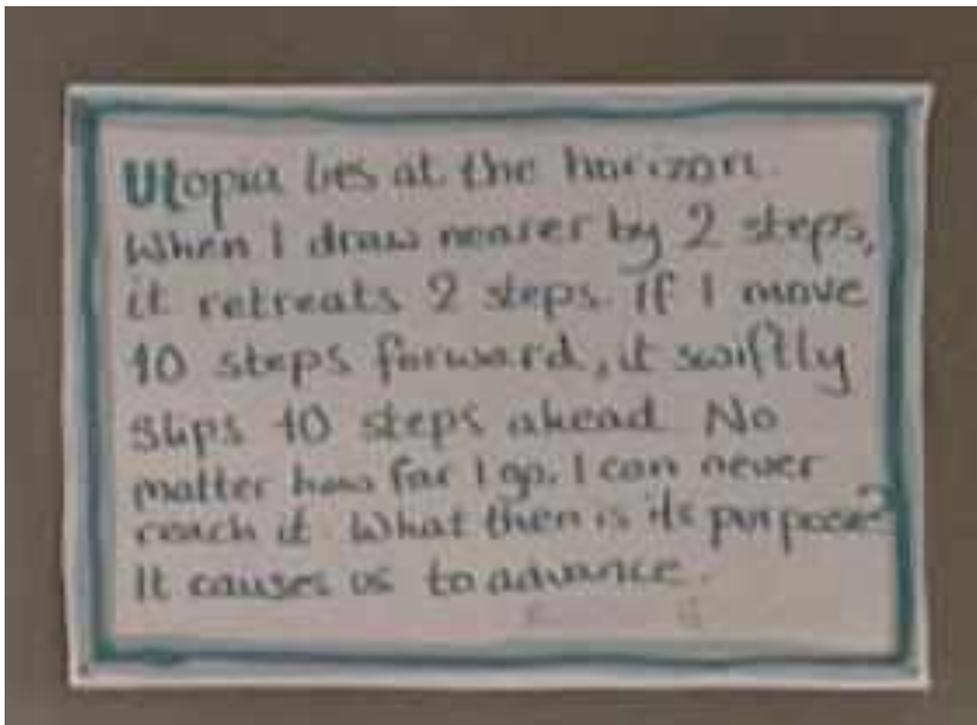
Rules:

- Speak to each other
- Don't interrupt
- No ping-pong debate
- Respect space for new /different voices
- 2 min. to share an argument

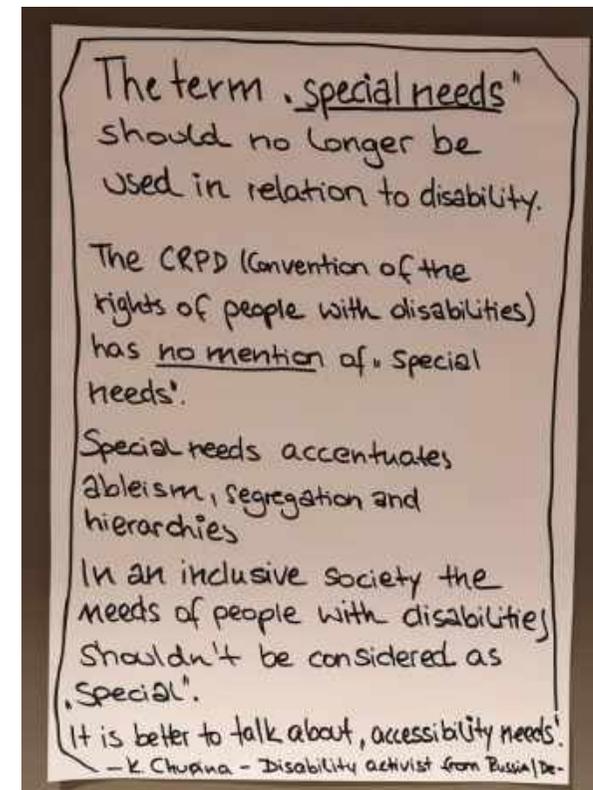


Final reflection of the day

Inclusion is utopia



Video: [NOT SPECIAL NEEDS](#)



DAY 2 – 11.11.2021

Warm up theatre techniques

- Greetings
- Statue chain reaction
- Emotions 0-10
- Circle of emotions – architect of emotions



Scenes for the forum theatre

- 1) Two ESC groups separated into disability and non-disability have the task of cleaning up a local beach. Only the group without disabilities feel they are getting the task done, complaining about the other group being lazy.
- 2) When the intercultural group arrives, the project manager finds out a participant has mobility impairment, but they have already shared with the group beforehand that the place offers a swimming pool and table tennis room on the 2nd floor without a lift.
- 3) During a youth organisation local event participants can apply for an activity but there are just paper application available. One of the applicants has dyslexia.
- 4) In the beginning of a youth exchange there is an activity where participants need to hold hands. One participants don't want to touch the hand of another person with disability.

5) A participant with disabilities comes back after an volunteering project or youth exchange feeling disconnected from his*her environment and not understood by family/friends.

Explore in your small groups what different roles and attitudes might be present in the conflict. Prepare a scene representing only up to a crisis or climax moment in the problematic, not showing any solution, YET!

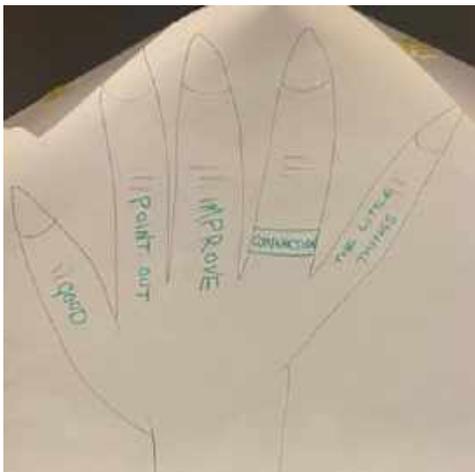
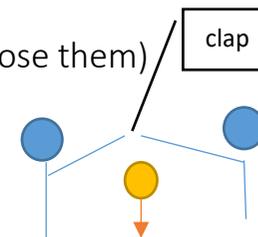
Explore **Augusto Boal's FORUM THEATRE** (on which this workshop was based):

[Augusto Boal's FORUM THEATRE for teachers](#)

[Forum Theatre](#) (find an overview of A. Boals books on the Theatre of the Oppressed in the references)

Energizers and methods on this day:

- Group division using different kind of candies
- Automatic writing (to write down reflections/ideas/thoughts after sessions and to close them)
- Energizer: Mosquito clap (energizer, group building, group dynamics)
- Hand-evaluation for the evaluation groups



Engage in Inclusion!

A guide on disability-inclusive European youth projects

Download the guide [here](#)

Feedback on the guide:

schuessler@jfemail.de



Theme café

Explore the topic of reaching out and engaging young people in Erasmus+ Youth and the ESC.

<ul style="list-style-type: none">▫ Orientate on the needs of the target group / based on interests▫ Follow person-centred approach▫ Involve young people in choices regarding the topic▫ Encourage peer to peer support▫ Focus on trust building and security ▫ Use Social media: adjustable▫ Organise online workshops/meetings▫ Organise info sessions in schools▫ Reach out adjusting communication materials, e.g. simple language▫ Adjust length of the projects to target groups▫ Step by step approach -> Vision /Goal <- Evidence	<ul style="list-style-type: none">▫ Creating eco-systems= youth, parents, schools, university, labour market etc.▫ Tackle local opinion makers, e.g. priests, mayors, fathers of the neighbours, influencers, YouTubers▫ Cooperation with social services▫ Cooperation with specialised associations focused on people with disabilities▫ Involve local NGOs▫ Create local partnerships▫ Engage in small-scale partnerships
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Explore tools and methods for inclusive learning environments

<ul style="list-style-type: none">▫ Persons centred approach focused on abilities and strength -> empower abilities, be aware of disabilities▫ Inclusive learning environments -> everybody is equal / -> as a prevention to bullying▫ Rules/Charter -> how do we want to work/be together / -> involving youngers in the creation of it▫ Physical environment▫ Be ready that everything can be broken▫ Knowing the target group you're creating the LEARNING ENVIRONMENT for<ul style="list-style-type: none">→ Communication→ Clear instructions→ Adjusting learning materials	<ul style="list-style-type: none">▫ Tools<ul style="list-style-type: none">→ Art Tools→ Materials -> stones / -> foil / -> sand: to cater for different learning styles→ Scents: as a support tool to connect to emotions→ Embodiment: involving bodies in the process→ Encouraging tools-> for stepping out of the comfort zone→ Getting to know each other through games, ice breakers etc.→ Nature as a source for methods, e.g. trained animals like dogs or horses→ Well facilitated open space: allows for smaller groups
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<ul style="list-style-type: none"> → Displaying visual materials → 1 to 1 -> in the prep phase / -> during the activity/ -> heck-in (informal) ▫ Observer: that helps to monitor the process -> facilitators / -> participants <ul style="list-style-type: none"> → Facilitators divide the role amongst ▫ Building trust & getting to know each other helps create safety ▫ Name your needs! What are you comfy with? ▫ Need for flexibility and openness! ▫ Be aware of limits, e. g. traumas! ▫ Trainers available -> social meetings outside the training room ▫ Personal assistance / accompanying person & their connection to the group 	<ul style="list-style-type: none"> → Space for practice phase (performances) → Invite a guest from outside: success stories → Plan free time / space for myself → Awareness raising on disability: Method PLANE CRASH -> to reflect on how disabled people live and what their obstacles and limitations are → Method: SPEED DATING in smaller groups → Sharing personal passions
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Explore the topic of inclusive project design in E+ youth and ESC

<ul style="list-style-type: none"> ▫ Consider more breaks when people with disabilities will participate ▫ Be flexible/prepared to update plans according to participants ▫ Use diverse methods and tools to accommodate for diversity of group ▫ Explain additional concepts in application to receive extra funding ▫ Evaluate on regular basis/more often ▫ Be innovative and creative ▫ Include room for experts ▫ Adapt programme according to expert advice and individual needs of participants ▫ Think about different learning outcomes ▫ Prioritise safe environment and ways of making friendships ▫ Take time needed to make adaptations ▫ Be aware of cultural differences 	<p>What are the objectives of the project:</p> <ul style="list-style-type: none"> ▫ What is the issue/problem ▫ Who is the target group (to cooperate with them from the beginning to the end) ▫ Participants/local communities – to know the needs, profile, who will benefit <p>Online trainings:</p> <ul style="list-style-type: none"> ▫ Be sure that everybody has necessary equipment ▫ Be sure that everybody has necessary skills to use digital tools ▫ Use simple inclusive language so participants feel comfortable (easy read and plain language) <p>Logistics and budget:</p> <ul style="list-style-type: none"> ▫ Good financial plan including assistance
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<p>Where to find participants:</p> <ul style="list-style-type: none"> ▫ Partners – clear communication and sharing common ground around inclusion ▫ Salto ▫ ESC platforms ▫ Social networks 	<ul style="list-style-type: none"> ▫ Good relationship with contact person to fine tune necessary assistance <p>National Agencies: Each should provide workshops about how to design inclusive projects</p> <p>Guide: Have an easy read version of the guide so that people with disabilities and fewer opportunities have more possibility to apply themselves for funding/projects</p>
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Explore the topic of barriers of participation in E+ youth and ESC and how to overcome them

<ul style="list-style-type: none"> ▫ Too much paperwork ▫ Age (too young or old) ▫ Lack of self-confidence ▫ International project work is extra work (unpaid) ▫ Travelling alone -> travel in groups ▫ Recognition of NFE at home ▫ Capacity to buy tickets/pay participation fee ▫ Time from work/formal education to participate (holidays) ▫ Fear and stereotypes of foreign countries ▫ Inaccessible infrastructure ▫ Stereotypes around who should travel and why ▫ Fear to leave home/meet new people/making friends ▫ Long term personal or organisation's motivation ▫ Beurocratic image of EU programmes 	<ul style="list-style-type: none"> ▫ Lack of info/disinformation (personal and in schools/organisations) ▫ Barriers related to migrant status/disabilities/gender/religion... ▫ Speaking in foreign language ▫ Overprotective families/parents -> step-by-step, inform and accompany in and out of school, introduce "alumni" parents and families... ▫ Coronavirus ▫ Organisations afraid of how to include youth with disabilities ▫ Lack of assistance ▫ National agencies -> Support, feedback, inclusion officers... ▫ Training barriers include: proper homework and preparation, building local structures, funding, not enough staff, knowledge and skills, administration, hard to start, how to find trustworthy partners, internal organisation
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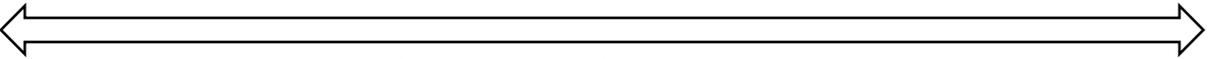
Explore the topic of preparation and follow-up in Erasmus+ Youth and the ESC.

<p>Preparation</p> <ul style="list-style-type: none"> ▫ Form to fill to discover the needs of the participants / explore the needs through communication 	<p>Follow-up</p> <ul style="list-style-type: none"> ▫ Follow-up needs to be planned at early stage -> opt. already during preparation
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<ul style="list-style-type: none"> ▫ Gathering information about health -> be aware of confidentiality (can have serious consequences) ▫ Mental preparation of the participants for what will come up / for changes <ul style="list-style-type: none"> → How to deal with stress/with emotions during mobility? – exploring the topic of well-being → If possible, involve experts/psychologists ▫ Preparation process <ul style="list-style-type: none"> → e.g. foreign currency/ handling money in the receiving country → (inter)cultural preparation ▫ accessibility of transportation/ accommodation <ul style="list-style-type: none"> → Support new organisations /participants to plan logistics (flight, visa, passport, health insurance etc.) ▫ Organising assistance/ support systems ▫ Preparation event / coffee & tea session with participants and parents to share information and advices <ul style="list-style-type: none"> → Gives orientation → Helps to explore needs → Provides space for team building activities → Install emergency procedures → Support peer to peer support ▫ Using simulation (of youth activity)/role play/cooking etc. as part of the preparation process ▫ Develop the risk management for implementation and follow-up (step by step plan) ▫ First-aid training (also peer to peer) <ul style="list-style-type: none"> → Professional first aid training can also benefit the process of getting a driver licences ▫ Experienced trusted leaders are needed already during this process 	<ul style="list-style-type: none"> ▫ follow-up -> not only sharing results <ul style="list-style-type: none"> → participants might feeling sad/not fitting back in and need support → maybe: involve psychologists ▫ follow-up support on learning experiences (e.g. how to integrate the experiences in CV etc.) <ul style="list-style-type: none"> → youth pass ceremony during the last project phase to acknowledge the value of the Youth Pass → Homework after project: transfer learning processes in everyday life ▫ after-meeting with participants (e.g. a week later, a month later – depending on the needs) ▫ supporting by offering dialogue/communication -> to change something <ul style="list-style-type: none"> → individual guidance (long-term, if needed): -> to make experience/learning process more sustainable → feedback each other → engage local partners, if lack of resources ▫ Follow-up: <ul style="list-style-type: none"> → For self-reflection of the learning process → For valorisation of the learning process: What did you learn about you/...? How can you transfer this into your everyday life? ▫ Impact: how to divide projects impact from life processes? ▫ Maybe young people can go again on a youth activity, to deepen the experience and make the process more sustainable? ▫ Offer space for local after-project activities/participants projects in the structures of the sending organisation <ul style="list-style-type: none"> → Support with money (youth participation projects/solidarity projects)/support with resources / support with experienced people (mentor, coach, team members..)
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→ Gather reports, pictures, voices...
▫ Peer to Peer learning: invite former participants to share good experiences to inspire other people with disabilities to get involved in youth work
→ Also empower alumnus

Preparation



Follow-Up

Learning and developing from each other

DAY 3 – 12.11.2021

Input on Erasmus+ and the ESC

The new Erasmus+ and ESC (2021-2027) has become even more inclusive -> INCLUSION AS PRIORITY

- | | |
|---|---|
| <ul style="list-style-type: none">▫ dedicated financial support for inclusion▫ new formats▫ prioritising inclusion and diversity in selection | <ul style="list-style-type: none">▫ simplified application processes▫ training and networking for organisations and youth workers <p>see more in leaflet Going inclusive</p> |
|---|---|

To be truly inclusive, Erasmus+ and the European Solidarity Corps rely on all applicants to be inclusive and organise projects that are accessible to a diverse range of participants. Organisations should **promote and mainstream inclusion by reaching out to diverse young people with fewer opportunities and bring the EU programmes within their reach.**

Definition of young people with fewer opportunities in the [Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy](#) (pp. 9).

Formats

<p>ERASMUS+ YOUTH EXCHANGES</p> <ul style="list-style-type: none">➔ short-term projects (5-21 days)➔ smaller number of participants (if only people with fewer opportunities are involved, min. number of participants is reduced to 10)	<p>ERASMUS+ YOUTH PARTICIPATION ACTIVITIES and European Solidarity Corps Solidarity projects</p> <ul style="list-style-type: none">➔ Youth-driven local activities (e.g. youth in informal groups, support by organisations in administrative procedures)➔ Flexible parameters (duration, max. number of pax, local/national/international)➔ Support from coaches (max. of 12 days)	<p>European Solidarity Corps Volunteering projects</p> <ul style="list-style-type: none">➔ short-term individual volunteering (2 weeks to 2 month) -> with option of completing individual long-term volunteering (up to 12 month)➔ in-country volunteering (exceptional; not in all programme countries available)➔ Team volunteering (teams of volunteers)➔ Reinforced mentorship (step by step support or more frequent meetings)
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Similar funding mechanisms:

Inclusion support on a 'per unit cost' basis (part of the overall budget)

- additional funding per unit

- ~~not~~ related to reinforced mentorship, e.g. preparation, implementation & follow-up of tailor-made activities

Inclusion support on a 'real-cost basis' in E+

→ in case of higher inclusion related costs: ~~not~~ when directly linked to participants with fewer opportunities

Exceptional costs in ESC

→ 100% funding of costs linked to reasonable adjustments or investment in physical assets incl. personal assistance / accompanying person.

→ also reinforced mentorship (replace inclusion support); if latter does not cover at least 80% of cost incurred

See details on funding in:

[Engage in Inclusion!](#)

A guide on disability-inclusive European youth projects (pp. 55)

[European Solidarity Guide](#) (version 2022)

[Erasmus+ Programme Guide](#) (version 2021)

Inclusion support = additional funding (inclusion)

→ Inclusion need to be factored into project management from the beginning → also budget

→ indicate costs at application stage

→ costs must be justified and approved by NMS

Examples for costs within inclusion support

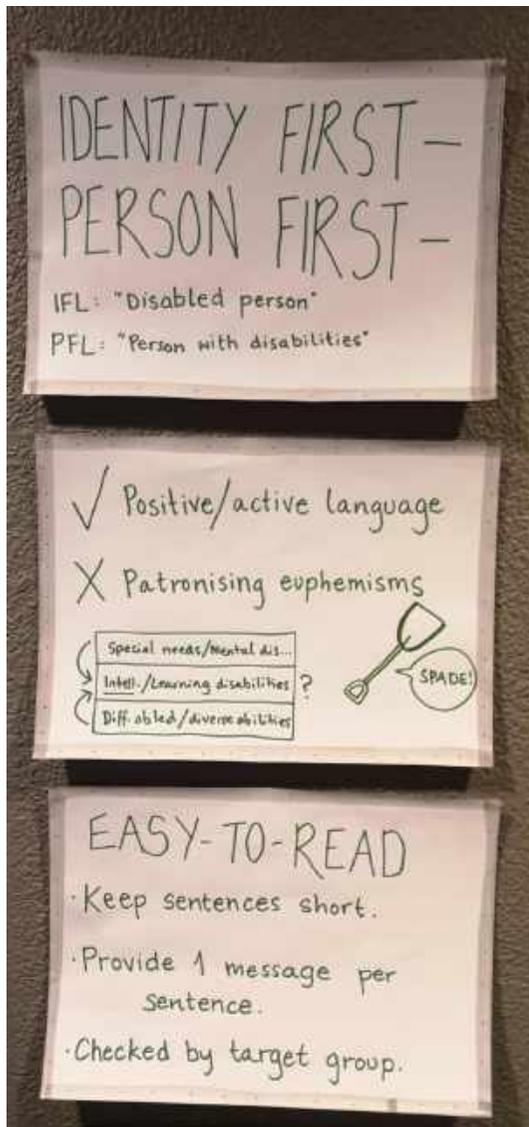
- costs of removing physical or communication barriers; barrier-free bus, sign language translator
- costs of personal assistance;
- costs of rental assistive equipment;
- costs for preparatory planning visit;
- cost incurred in contacting hard-to-reach groups;
- cost for accessible design of project materials. ...

Language and Communication

Energizer: Hi, how are you?

Check instruction (as video or pdf) [here](#).

Video: [EFDS- reaching more people through inclusive and accessible communications](#)



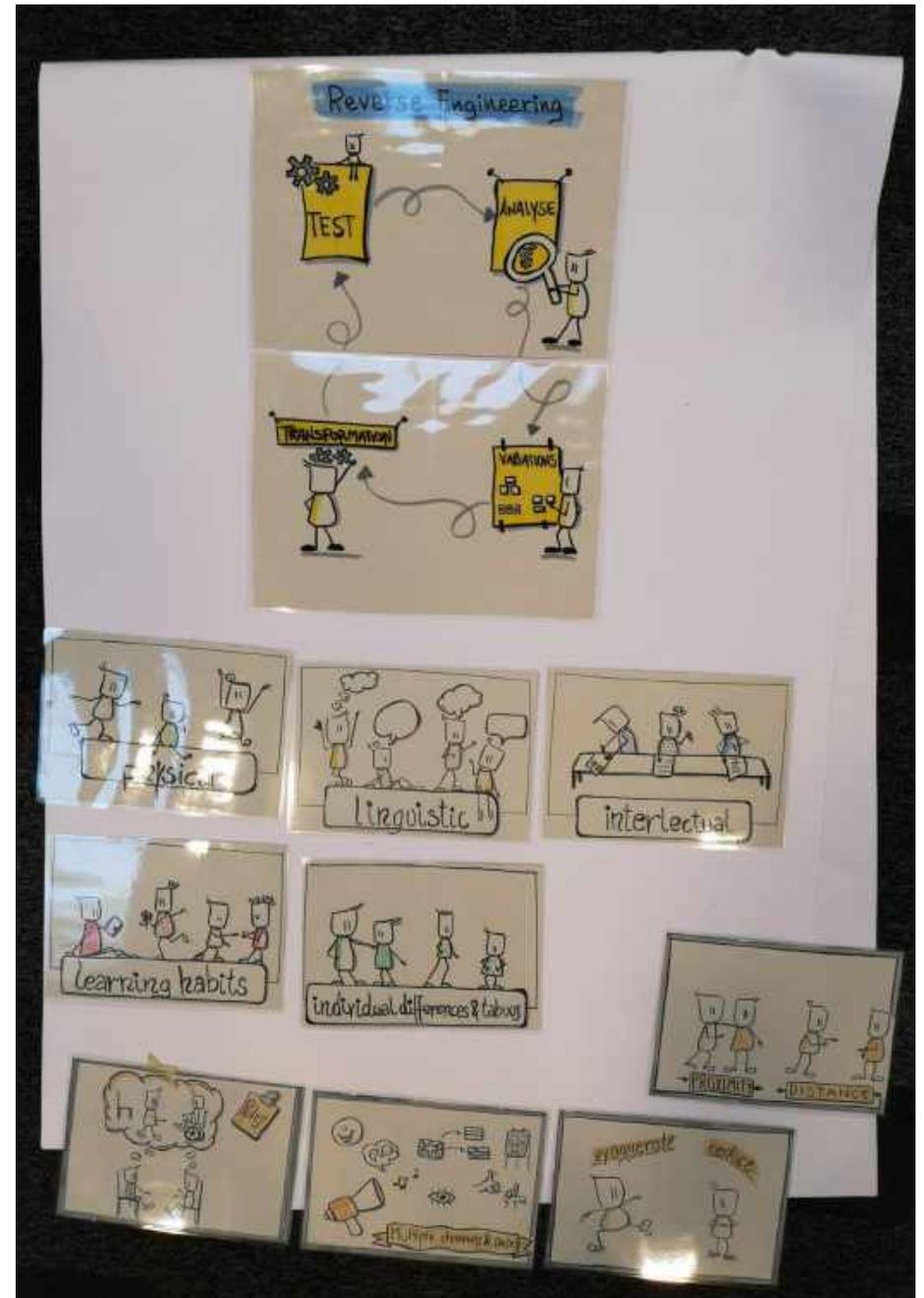
More resources on language and communication in the references of this document.

Reverse engineering (by Eike Totter)

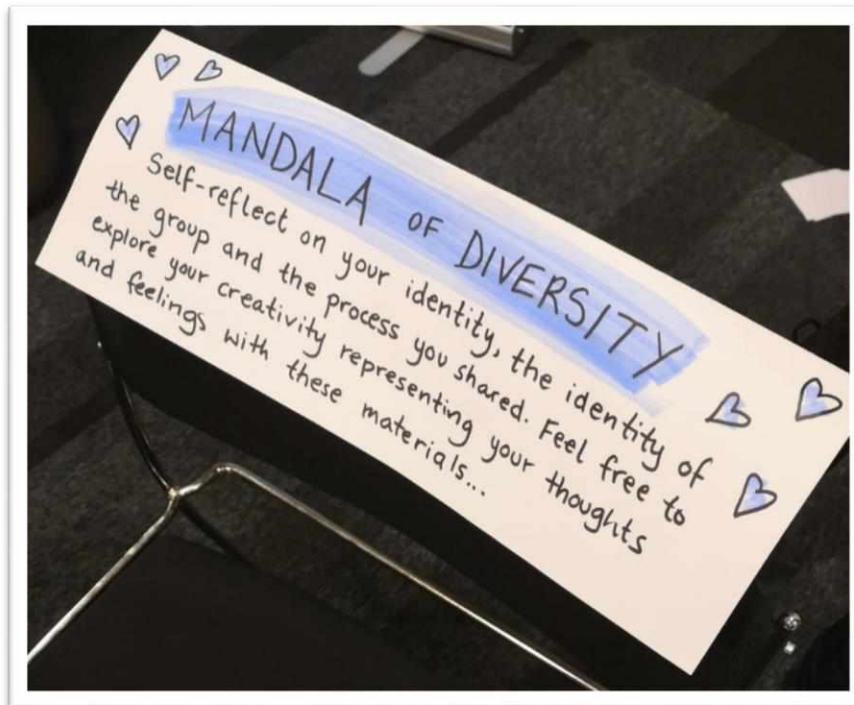
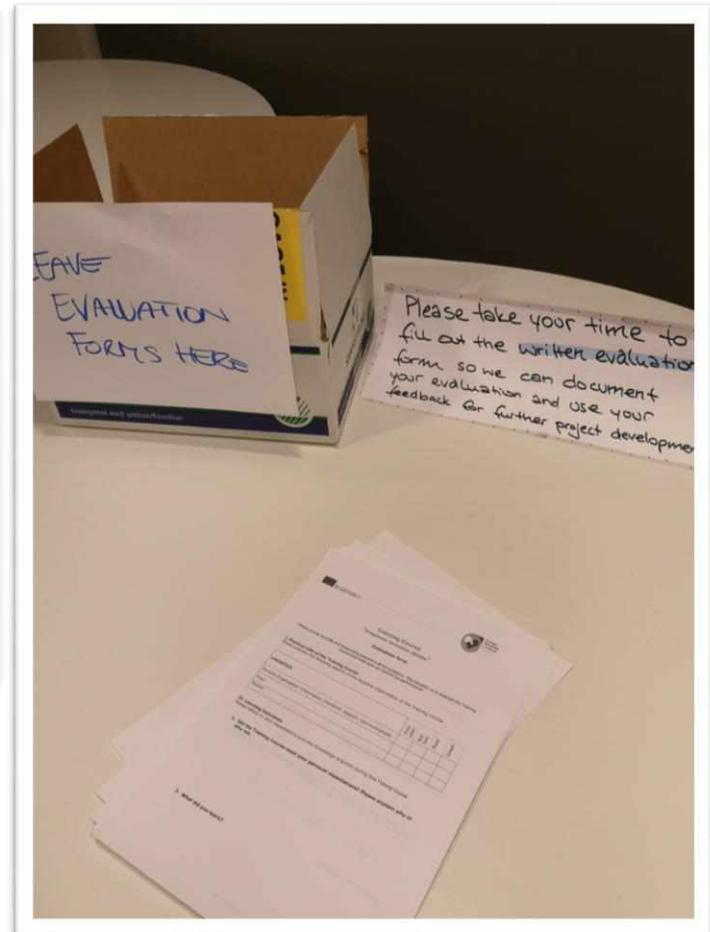
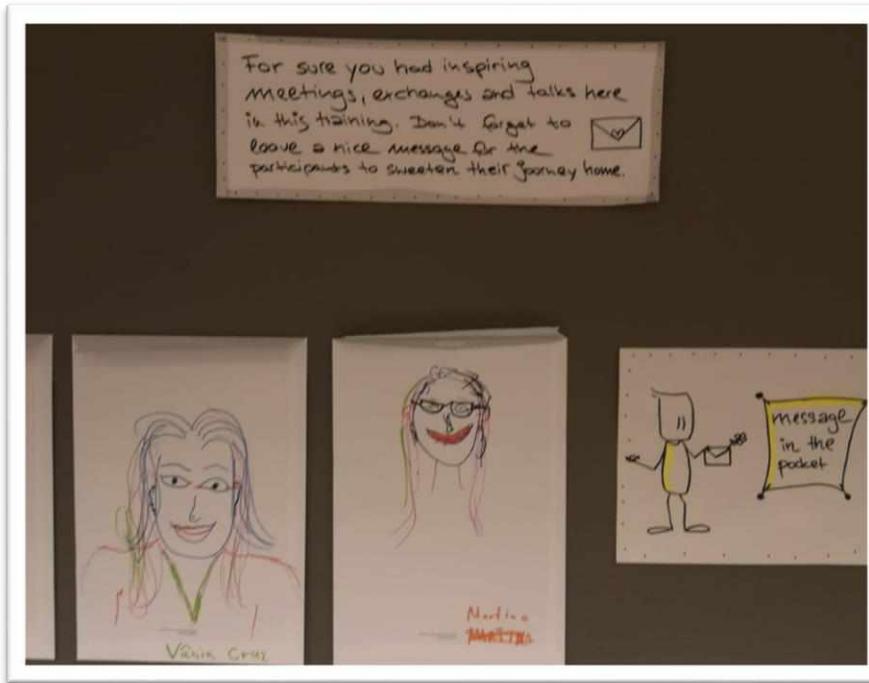
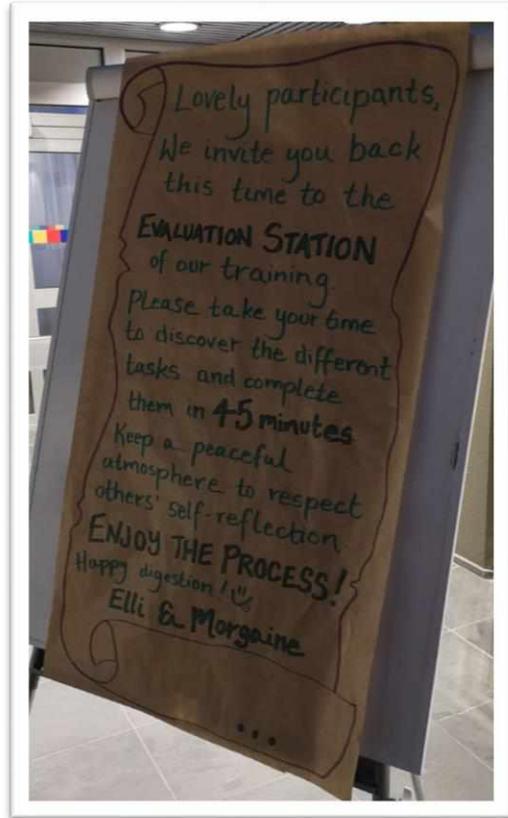
Explore the whole approach of Reverse Engineering in

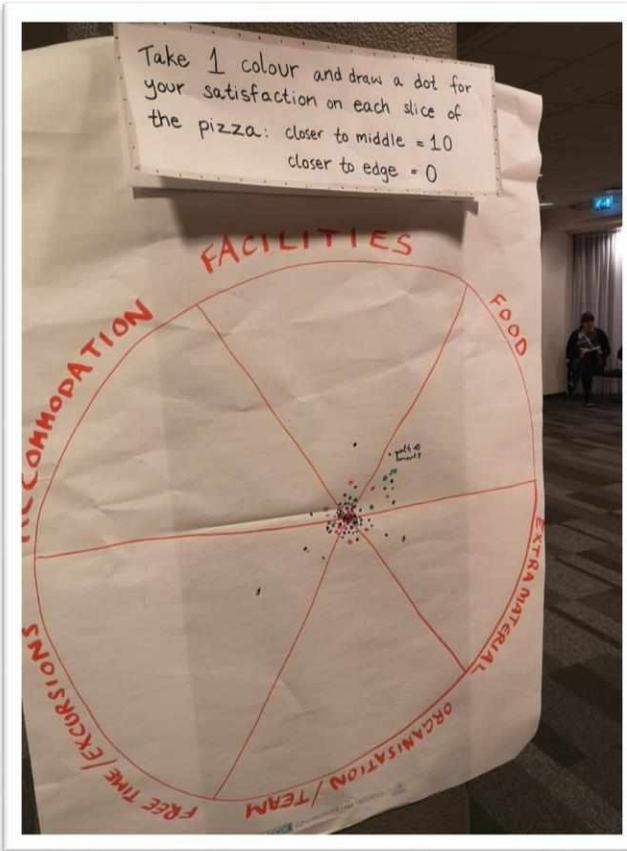
Vision:Inclusion (pp. 39)

[Training modules: How to set up an inclusive international youth project](#)



Evaluation Room





What do you want to take?

BEST Places to work with people with disabilities
 FUTURE OPPORTUNITIES KNOWLEDGE ABOUT PROJECT, STAFF
 KNOWLEDGE OF OTHER PARTICIPANTS
 KNOWLEDGE EXPERIENCE CONTACTS
 KNOWLEDGE SKILLS about experiences
 INCREASED capacity
 INSPIRATION TOOLS + PARTNERS
 INSPIRATION - MOTIVATION NEW SKILLS + KNOWLEDGE
 INSPIRATION

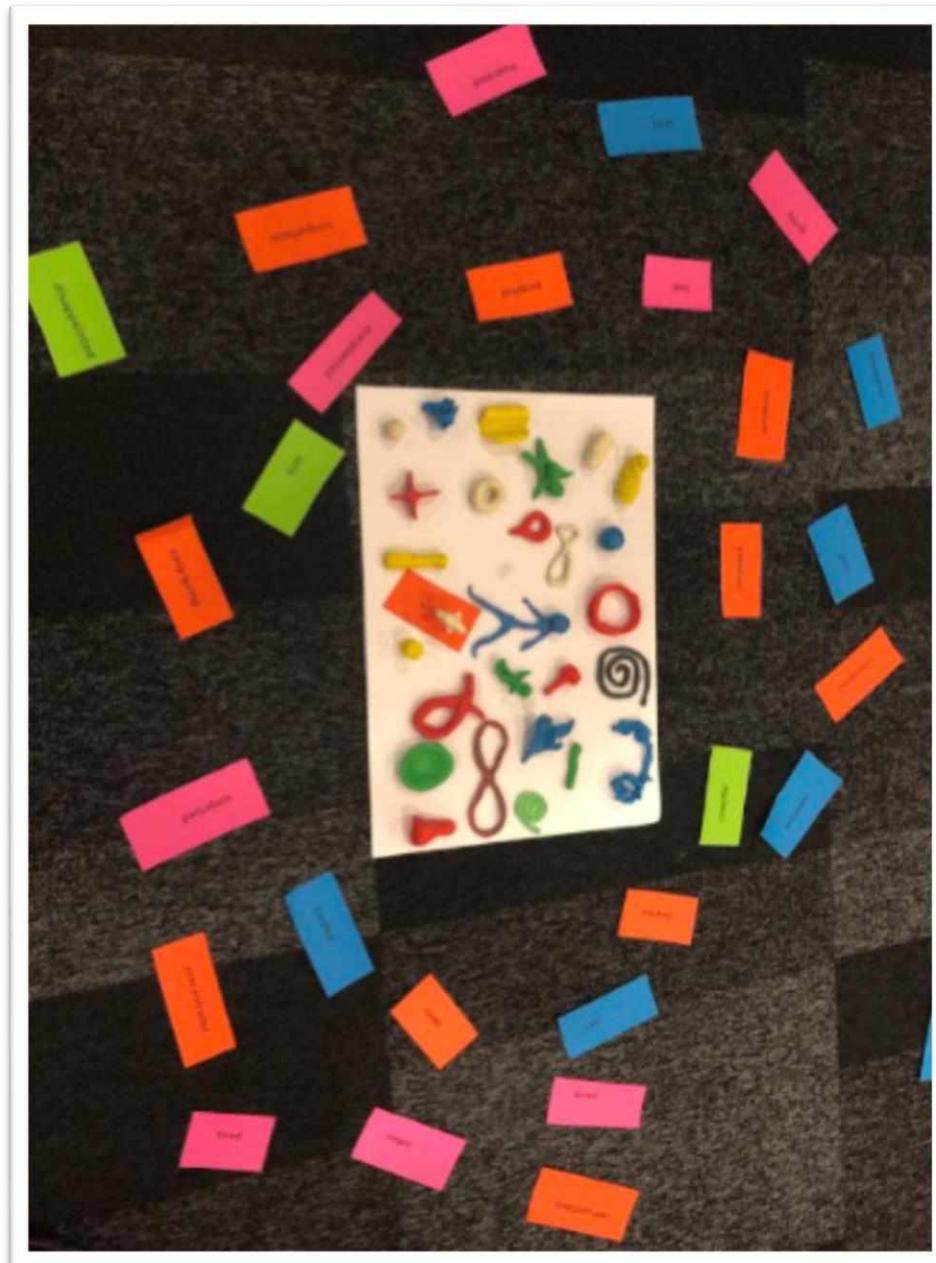
Have a look on what you hoped to take out of this training... hopefully you do!!!
Is there more?
Share it with us on the lower part of this paper using → Pink Post-its!

Good networks
 NEW SKILLS, CONNECTIONS, PEOPLE...
 MEMORIES
 Skills/lessons
 NEW FRIENDS
 NEW SKILLS TO USE IN MY DAILY WORK
 MOTIVATION INSPIRATION
 TOOLS TO USE IN WORK AND LIFE IN GENERAL
 MEETING GREAT PEOPLE
 CONNECTIONS

Look at the cards and connect something you learnt here. Write it on a post-it and stick it to/near the card.

Knowledge
 Experience
 Inspiration
 Motivation
 New Skills
 Connections
 Memories
 Skills/lessons
 Meeting Great People
 Connections

Final evaluation



References and resources:

Erasmus+ and the European Solidarity Corps: [The Inclusion & Diversity Strategy](#)

Vision:Inclusion [An inclusion strategy for international youth work](#)

Vision:Inclusion [Training modules: How to set up an inclusive international youth project](#)

Vision:Inclusion [FACTSHEETS, ACTIVITIES, CHECKLISTS,...](#)

(Supplementary resources for the qualification modules "Designing international youth work inclusively")

Vision:Inclusion "Yes, let's do this! – But how?" - An illustrated story to organise inclusive international projects
as [online Prezi](#) or [accessible pdf](#)

DARE [Practical Guide for Inclusion](#)

DARE [Digital Storytelling Handbook on Empowerment](#)

DARE [Truth and DARE E-Learning Platform](#)

Diversity Dynamics: [Activating the Potential of Diversity in Trainings](#)

Language and communication

UN [Disability-Inclusive Communications Guidelines](#)

Bridging the Gap [Inclusive and accessible communication guidelines](#)

Perspective Inclusion [Language and communication in international inclusive education](#) Methods, guidelines, impulses

Language animation [A bridge between cultures](#)

Language animation [methods](#) (as video tutorials)

Language Animation – [the inclusive way](#)

Guide for youth workers on [inclusive communication awareness campaign](#)

Language usage: [Non-discriminatory language](#)

[Communicating With and About People With Disabilities](#)

Creative methods:

The Culturatorium – [Improvisation Theatre for Intercultural Education](#)

Creability [Practical Guide](#)