



EUROPE AT SCHOOL

JEF Europe

# Europe@School 2020 Work Plan

Manual guidelines for the implementation of activities in the framework of the  
Europe@School 2020 Work Plan

February 2020



YOUNG  
EUROPEAN  
FEDERALISTS



## Table of contents

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| Introduction.....                                                                    | 2  |
| Training organisation checklist.....                                                 | 3  |
| A. Preparation phase.....                                                            | 3  |
| B. Implementation phase.....                                                         | 4  |
| C. Follow-up phase.....                                                              | 5  |
| Recommendations to work with groups of young Roma and other minorities.....          | 6  |
| Recommendations to work with groups of young migrants and refugees' backgrounds..... | 9  |
| Recommendations to work with young people with disabilities.....                     | 12 |
| Glossary .....                                                                       | 15 |
| References.....                                                                      | 16 |

## Introduction

Twenty years ago, JEF Europe and its member organisations were launching the Europe@School programme which aims at raising awareness about Europe and developing a European identity among young people. It consists of interventions in the formal school system and in non-formal learning contexts, using non-formal education and learning methods. Through this programme, young volunteers implemented pedagogical activities with a young public directly into their studying environment as well as in other backgrounds to empower them in their rights and roles of European citizens reaching out to thousands of young people all over Europe.

Europe@School activities can be implemented in different age target groups, but the methodology and tools must be adapted to the age and the knowledge of the public:

- **6-10 years old:** it is recommended to insist on simple European core values and symbols, based on concrete and accessible reference to the European culture (languages, food, lifestyle ...). Methods used must alternate between games and explanations, and between passive and active methods.
- **10-14 years old:** at this age, they begin to understand the EU as an organisation different from Europe, with concrete policies and rules having consequences on the everyday life experience. The volunteer should always focus on dynamical and interactive activities, which take their point views into account.
- **14-17 years old:** it is possible to enlarge the topics covered to the institutional and historical point of view, make them discover the decision-making process through pedagogical games and role plays. European citizenship implications and rights/duties can be underlined, but also specific EU programmes such as Erasmus+ and EU policies.

Based on non-formal education principles, Europe@School has been developed according to several strong educational principles which guarantee creative educational material with a real impact:

- **Tailor - made for the target group:** the programme has been developed for students all over the European Union. Volunteers have to work closely with teacher, and facilitators as well as professional youth workers that have close links to the target groups, in order to choose together the activities that correspond best to the groups' educational and personal needs.
- **Ready-to-use:** the pedagogical material can be used immediately in the classroom/chosen environment and is user-friendly.
- **Contemporary:** Europe@School uses contemporary media and is up to date.
- **Neutral:** the information must be offer in a neutral way and the students should be encouraged to form their own opinion. The interventions implemented in the framework of Europe@School programme aims at informing young people.
- **Create and motivating:** the programme uses active and modern methodologies that motivate teachers and pupils alike to work on the theme of Europe in class and at school. Therefore, it is important to make sure that the activities appeal to the target group.

A good awareness-raising activity contains as many of the following elements as possible:

- The activity has a **pedagogical goal**, which aim to get pupils thinking about the EU, the current issues, about its values, and gives them concrete information and facts.
- The activity is **interactive**. The students need to actively contribute and not stay passive.
- The activity is visually **attractive** in order to make pupils curious about the activities to come, which have to differ from what they do at schools within a formal educational environment.
- The activity has to find the right balance between the young people's interest, their skills and their limits to make them eager to get to **know more** about the EU.

While taking all of those points into account, the aim of the 2020 Europe@School Work Plan is to develop competences of members and educators to work with different disadvantaged groups, **such as young people with disabilities, Roma and other minority groups, as well as young migrants and refugees**. Thus, specific objectives have been set up by the Young European Federalists and experts in order to include these target groups:

- Offer **capacity building** to youth workers and educators on European Civic Education for disadvantaged groups of learners.
- **Adapt and create** non-formal education tools to the target groups.
- Develop **online educational tools** for delivering monthly updates on policy/regulatory developments and opportunities concerning the target groups.

In order to work with minorities, some prerequisites have been identified:

- **Recognise individual needs** in order to avoid all kinds of stereotyping that could occur while dealing with such different target groups.
- Moreover, it is important to take into account **cultural, age, gender or religious considerations** when implementing activities with the target group.
- Emphasise the **rights** of the target groups thanks to fundamental documents (reference)
- Getting in touch with the **target groups' relatives**. The involvement of the teachers, family and carers is essential, as well as developing partnership with all local organisations or stakeholders that can help to reach the target and win their trust.
- **Peer led initiatives**: child voices need to be heard at some point, and even before the intervention if it is feasible. Involve the young people throughout the process in order to give them a sense of ownership and win their motivation.
- **Alternative formats** for the information provided and the materials used, i.e. easy to read, audio, etc.
- Try to keep as much continuity as possible with the young people with whom you interact. The idea of implementing a **'cycle' of pedagogical activities** for disadvantaged groups should be considered and taking into accounts the human and financial resources.

## Training organisation checklist

Working with disadvantaged groups requires awareness and prerequisites. In this recommendation memorandum, experts provide guidelines based on their expertise and experience. The implementation of activities involves different stages that need be taken into accounts.

### A. Preparation phase

#### Reaching out to relevant organisations/actors

Liaising with local actors and organisations is key while working with young people from disadvantaged groups. This can be grassroot organisations, teachers, community workers, essentially people or organisations that have a better bond and relation with the target groups. Ideally, this link can provide JEF workers with necessary knowledge of the target groups. It is essential to work together with these actors to gain a good understanding of the target groups.

#### Adapt activities and tools based on target group's needs and capacities

The adaptation of activities and tools is naturally dependent on the target group in question. As mentioned, we encourage working together with local actors for the development of activities and the consequent adaptation of tools. Furthermore, we encourage co-designing activities with local actors and members of the target groups. The tools should consider the needs of the groups in question.

## **Assessment of prejudices, stereotypes and levels of knowledge**

In order to work with disadvantaged groups, it is necessary to access your own prejudices, stereotypes, and level of knowledge. Critically assessing your knowledge and skills is vital for good results. This is something that can be taught to youth workers using a variety of tools. In addition to accessing yourself, it is important to address potential conflicts scenarios that may occur during activities' implementation. While we expect critical self-evaluation by youth workers, it is clear that they cannot fill the roles of experts, particularly if they are only meeting the target group once or a few times. If there is need for expertise, for example in dealing with trauma, emotional issues or other more specific psychological concerns that may arise, we do not encourage youth volunteers to take this role as they are probably not trained for this. On the other hand, we maintain that volunteers can ask for help and expertise if deemed necessary. It can be a good idea to discuss this with local actors.

## **Integration potential**

We do not encourage the labelling and separation of groups. Rather, we think that mixing groups, nationalities and religions and enhancing intercultural learning can play a vital part in the social integration of the target groups. We particularly enhance the inclusion of local actors and members of the target groups to express their opinions and visions. These actors can co-organise activities. In addition, we support the integration of youth workers from different fields in the facilitation process, i.e. the JEF volunteers can ask local youth workers to help in the process and creation of activities.

## **Practicalities**

Practicalities play a large role in the pursuit of activities. The frequency of encounters is one of importance. Working with disadvantaged groups requires the creation of trust, which is unlikely to occur in a one-time meeting. Therefore, we recommend that youth workers adapt their strategies based on the timelines of the interventions. Assessing the location is important as well. In addition, we encourage non-formal settings with reasonable goals and objectives that can be measured at the end of the activity.

# **B. Implementation phase**

## **Introduction**

Volunteers should always start the session by introducing themselves and their background to create a link with the children. Then, a dynamic and moving icebreakers and getting-to-know-each-other games (in case the participants are not familiar with each other) will enable a good head start for the following activities. We advise that this non-formal approach is kept throughout the whole workshop. The facilitator should pay special attention in these initial moments to assess the level of knowledge of the children and observe the group dynamics, detect potential conflicts and adapt activities according to the needs of the group. The goal of this initial part of the workshop is to create a safe and relax space where participants will feel free to share their opinions and be able to easily communicate with each other and with the facilitator(s). It is important to avoid formal educational methods, volunteers do not have to make a class, they are neither teacher, nor in a formal educational context.

## **Main activities**

To keep a smooth flow of the session, we recommend the next activity to be a team building game that can have the European factor as a main component. This can be taken both as an introduction to Europe/EU/the specific topic of the workshop; as well as further develop the group dynamic and bring active engagement from all participants. In this stage, the safe space should be already established, and participants can bring forward their own experiences, knowledge, and ideas.

Youth workers/volunteers need to have an enough **adaptation capacity** to be able to change their plans regarding the target group's knowledge and behaviour all along the activities. More than ever, activities proposed must be co-constructed by both the youth workers and the target group, who must play an **active role** in the definition and the plan of topics covered. No topic should be considered as mandatory by the volunteers. We understand that sessions do not always go as planned or foreseen. Different conflicts may occur during the implementation phase. Although it is hard to create a general guideline for specific conflicts, JEF Europe will provide conflict management training in order to prepare volunteers but it is also important to discuss it with local actors.

### Wrapping up

The youth workers should take a friendly approach throughout the workshop, and level up with the group to avoid unnecessary hierarchies which may be patronising. We suggest sharing personal stories/experiences that might motivate or inspire the participants to engage more in the future. This can be also used as a method for offering and presenting possible opportunities for the group. We encourage sharing relevant JEF activities, volunteering opportunities, Erasmus + projects as well as any other EU programs and/or other possibilities.

The workshop sessions shall be concluded by an interactive feedback session, where the likes, dislikes and possible recommendation of the participants shall be analysed, and further utilized into the development of a database of youth workers. In addition to an open reflection session, a personal feedback form may be filled by each participant, in order to facilitate the quantitative measurement of their impressions on the workshop.

## C. Follow-up phase

While following up, we recommend that youth workers document and assess the implemented activity or workshop on a sharing platform (Europe at School website). Indeed, this way we can gather different methods and tools they used to introduce the topics which will entail a comprehensive feedback of the project activities (main constraints, weaknesses, and things to improve). This database may further advance the content, thus serving as reliable reference for future youth workers and trainers undertaking projects targeting young people with disabilities, Roma, and other minorities, as well as young migrants and refugees.

The working context has to be thought and decided upon during the preparation phase by the youth workers, from short-term interventions to the creation of cycle of pedagogical interventions with long-term commitments. In any case, it is strongly recommended to keep the **same volunteers** in charge of the project/in direct contact with the target group, to keep the trust of the latter. To that extent, it is worth bearing in mind that there are advantages and disadvantages in both working contexts and they can complement one another, but youth workers need to be aware of where they are situated and what the consequences of the style of work they choose will be can have on the target group<sup>1</sup>. However, we encourage the following up with the local actors to ensure continuity if possible.

Finally, we understand that working with disadvantaged groups can be demanding and straining on youth workers. We therefore also encourage youth workers to reflect themselves and maintain clear communication lines between project secretariat and youth workers. It is also important to make sure that participants are given the opportunity to scrutinise and evaluate the workshop or intervention as well as be able to share their ideas and visions for future work. That is the reason why volunteers involve in this program need to already have **experience** either in the E@S program or in working with minorities and **must necessarily have** participated in training activities.

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<sup>1</sup> Council of Europe (2017), T-Kit 8 Social Inclusion – The training kits series. Chapter 6: Different working context (Page 47)

## Recommendations to work with groups of young Roma and other minorities.

With a population of more than 10 million across Europe, Roma<sup>2</sup> is one of the largest minority group in Europe. Although the Roma live in Europe for centuries, they continue to be socially and economically marginalised in many European countries, which undermines the respect of their human rights and propagates prejudice.<sup>3</sup> Indeed, while the majority of European countries have laws in place protecting the rights of these and other minorities, their members often face different forms of social exclusion, racism and prejudice that prevent them from fully enjoying their civic rights and participating in the public life. Moreover, it is estimated that only 30 percent<sup>4</sup> of Roma children attend upper secondary education while being the same age as their non-minority counterparts.

Their rights are recognised in international documents such as the UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities and the European Convention on Human Rights (ECHR). Moreover, different strategies/policies at the European level have been implemented to empower these minorities and help them to actively participate in the policy-making process, such as the Roma Youth Action Plan by the Council of Europe (see references).

Therefore, when working with Roma community and other national, ethnic, linguistic minority groups it is crucial to focus more on the preparation process and assessing our own knowledge and competencies rather than on specific tools, how to work with the group. Initial questions you should ask yourself before initiating a project:

- Why is it of interest and importance to you and in general to work with the target group?
- What is your goal?
- Should it be a one-time intervention or a longer-term project?
- Where does it take place?
- Will you have a mixed audience as in high school classes or are you planning to go into the community?

Facilitators that will be leading workshops focused on Roma and other minority groups should go through a training where they could explore more about minority rights and different issues marginalized communities are facing (e.g. workshop on discrimination). It is crucial that facilitators have developed their intercultural understanding and competencies, self-reflection on their own stereotypes about minority groups and challenge their own biases.

When working with young Roma or other minorities, it is important to gather information about the community you will be working with. If you do not know local organisations yet, try to establish contacts through umbrella organisations at the European or national level (see references).

Therefore, it is crucial to contact local organisations and involve the partner organisation from the beginning of the creation of a project, not only in implementing the activities. It is important to take into accounts they might have a lot of requests; therefore, youth volunteers must explain clearly what the expected outcomes of the activities are. For minority communities it is extremely important that they are co-creating and have an impact on issues affecting them directly and moreover they have the expertise in developing and implementing these kinds of activities.

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<sup>2</sup> The term "Roma" refers in this document to Roma, Sinti, Kale, Travellers, and related groups in Europe, including Pavée, Dom and Lom and aims to cover the wide diversity of groups concerned, including groups which identify themselves as Gypsies (2014 definition by the Council of Europe).

<sup>3</sup> YEN – Youth of European Nationalities: White Paper on Minority Rights (P.38).

<sup>4</sup> European Commission – Report on the implementation of national Roma integration strategies 2019 (Page 2)

Educate yourself about the topic of discrimination, minority rights and its link to human rights so you are in a position where you can react and address discrimination behaviour if it occurs in the group (see references). Keep in mind the needs, cultural and social background of your participants, and issues they face in their everyday life in the meaning that you can link topics like European policies directly to their interests and violations of their human rights. Why is the recognition of their rights and communities at European level important? What is the added value of the European Union? It is also necessary to consider the intersectionality in your group as usually minority members belong to different minorities and face multiple discriminations (e.g. Roma LGBTQIA+).

Especially in tight minority communities that are based on family values, and if it is possible, involving parents and caretakers could be an added value. This is especially important when talking about national and international activities, where we can experience that some participants have never travelled alone or have been away from the family.

When working with minority groups it is also important to think about the venue of your activity. Is it reachable? What language are you using? Remember that not all communities speak English or are confident of following an activity in English. Language barriers could be overcome by using different inclusive methods and instruments such as implementing art activities and by engaging local organisation as facilitators. In addition, economic barriers may prevent them from participating and engaging themselves in the implemented activities. Therefore, it is necessary to consider these obstacles and to find solutions that will overcome them (provide materials, support transport expenses ...).

Create a safe space where participants can express themselves and share their own experiences and feelings. It is important that when working with minority groups to create activities that strengthen their sense of identity. Members of minority groups should contribute and identify the topics they want to work on by themselves as it will make them feel more empowered and eager to contribute actively.

Furthermore, if you want to tackle difficult and sensible topics such as discrimination, racism, antigypsyism and sharing of experience of participants it is important to have more facilitators, so one can focus only on the needs of participants. Support and empower young people from minorities overcoming obstacles that prevent them to actively participate in the process. Remember that often young people from disadvantaged backgrounds are not as confident to take space in bigger groups - consider if they would more freely express themselves in smaller groups. In plenary actively make space and give opportunities to everyone.

When working with minority groups we have to be careful to not let our own stereotypes and biases guide our judgement and we should also encourage the participants to work on their own critical thinking and break stereotypes. It is not advised to point out different minority groups in the group and link certain reactions of individuals with communities thus contributing to stereotyping behaviour.

Offer opportunities for them to get active themselves, point out ways to get involved in volunteering and raise their voice.

Once the session is finished, the volunteers must reflect how the session went. Get feedback from participants and co-facilitators from the partner organisation and if possible, complete a survey of what skills you did use and what would be required, is any further training needed. After implementing the activities, it is important to report on them to gather different methods and tools used to introduce different topics.

Is your activity part of a long-term project/cycle? Is yes, where do you want to continue the next time?

Think about ways how we can share our knowledge on working with high school students, classes on Europe related topics with the local partner organisations that might have the opportunity to implement the activity more often and stay in contact with the partner organisation regarding policies, exchange of ideas.



How do we as JEF ensure that Roma and other minorities can get involved in our activities, bring themselves in? Are we actively promoting diversity and social inclusion among our membership? Are there representatives of minority groups in leading positions?

## Recommendations to work with groups of young migrants and refugees' backgrounds

Migration refers to the movement of a person either across an international border or within a state for more than one year. Since the 2015 and the so-called 'refugees and migrant crisis', the flows of migration to the European Union of both irregular immigrants and possible future asylum-seekers, have significantly decreased. Consequently, the number of asylum applications in the EU has more than doubled in the last years and more important, one in three asylum seekers in Europe is a child, which reinforces the importance and the need of social inclusion activities for young migrants and refugees' backgrounds.

In the first place, it is necessary to distinguish the difference between migrants and refugees, as well as asylum seekers in order to understand the difference in the EU context. The European Migration Network Glossary of the European Commission<sup>5</sup> gives a clear definition of these groups:

- In the EU context, an **asylum-seeker** is a third-country national or stateless person requesting international protection under the Geneva Refugee Convention and Protocol due to the risk of persecution or due to risk of being ill-treated or being subjected to other serious harm in his or her home country. To qualify as a refugee, an asylum-seeker needs to present evidence for evaluation.
- In the EU context, a **refugee** is either a third-country national who has been recognised as being in need of international protection. According to the Geneva Refugee Convention, a refugee is a person who 'owing to a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail themselves of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned above, is unable or, owing to such fear, unwilling to return to it.'
- In the global context, a **migrant** is a person who is outside the territory of the State of which they are nationals or citizens and who has resided in a foreign country for more than one year irrespective of the causes, voluntary or involuntary, and the means, regular or irregular, used to migrate. In the EU context, a migrant is a person who either:
  - (i) establishes their usual residence in the territory of an EU/EFTA Member State<sup>6</sup> for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another EU/EFTA Member State or a third country; or
  - (ii) Having previously been usually resident in the territory of the EU/EFTA Member State for a period that is, or is expected to be, of at least 12 months.

Therefore, in terms of adapting the tools and the activities, understanding of the target group in question is important. The term migrant groups cover a very broad categorization of sub-groups and a variety of individual experiences ranging from asylum-seekers, to legal or irregular immigrants, to economic migrants, as well as temporary labour migrants, etc. It is vital not to enhance stereotypes and not to generalise the needs of individuals. The adaption of tools is therefore highly dependent

<sup>5</sup> European Migration Network (EMN) – Glossary [https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network/glossary\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/glossary_en)

<sup>6</sup> EFTA Member States refers to the 4 countries part of the European Free Trade Association, which are Iceland, Liechtenstein, Norway, and Switzerland.

on the understanding of the target groups and inviting target groups and local workers to shape the activities is a good idea to express their ideas.

Furthermore, it is also crucial to outline that migrants, as all people, have human rights.<sup>7</sup> Indeed, there are several documents and mechanisms ensuring the human rights of migrants, including instrument that focus on specific groups of migrants. Nevertheless, their human rights are often violated and are subject to discrimination and face everyday lives challenges, and may also face racism and xenophobia, and become targets of hate-crimes. Consequently, the category of young people who are over-represented among migrants, are vulnerable of this discrimination and for them, social inclusion means breaking downs various barriers before acquiring their social rights as full members of the society. Therefore, the social inclusion of all refugee and migrant children should be enhanced through education and training opportunities. Welcoming and inclusive societies should help refugee and migrant children grow up in a nurturing environment and provide them with support for their transition into adulthood. Participatory work with these children is vital to support their development and the promotion of diversity will help to build a more inclusive society<sup>8</sup>. Moreover, offering them the chance to express themselves and to share and discuss their experiences could contribute to building a responsive society.

That is the reason why volunteers are implementing activities and adapting tools to young migrants and refugee's public, it is necessary to take into account language, cultural and religion, and emotional needs. In fact, working with young migrants and refugees, language can often be a main concern. Therefore, assessing the need for interpreters can be good to keep in mind, as well as peer to peer and/or caretakers interpreting can be used in activities to enhance group dynamics and facilitate their active participation in the activities. Initiatives such as sport and art have revealed to be very good tool as activities for the inclusion of young migrants and refugees when children from the native population are also included.

It is also important to stress out that since migrants and refugees have limited freedoms in certain cases, especially concerning mobility and travel, the youth workers should explore beforehand all the possible opportunities on local, national, and international level and present only the relevant ones. Presenting them opportunities that they cannot take part in the future because they do not have the right to do so, will create feelings of frustration and disappointment among young people and might lead to the loss of their confidence.

In addition, the skills or even hobbies of the participants should be taken into account in order to design the activities accordingly. Indeed, even if they have access to formal education, their skills and abilities are often not properly recognised and promoted, nor are they encouraged to participate in certain activities in their leisure time. This could be a good opportunity for them to enhance their self-esteem while developing their European identity.

By working with young migrants and refugees, youth workers have to be aware of the need to learn more about legal frameworks, how to deal with mental health and trauma given the circumstances of reaching the host countries, among other issues, in order to contribute to a long-term inclusion in the host societies. Indeed, many youth worker providers are not used to dealing with mental health and trauma situations. This can create stress and pressure and lead to burnout. For that reason, it is important to participate in specific training that will make them aware of potential trauma and cultural habits as well as individual situations in order to help them to provide a safe and appropriate space for young children to express themselves, exchange ideas and learn. Plus, there needs to be on-set support staff as well as some situations experienced require professional attention, and there must be someone specifically trained on dealing with their specific needs on-set for each activity.

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<sup>7</sup> Refugee Convention relating to the status of Refugees (and Protocol) – 1951 & 1967 (also known as Convention of Geneva)

<sup>8</sup> Council of Europe Action Plan on Protecting Refugee and Migrant Children in Europe (2017-2019)

However, 75% of human beings manage to self-integrate and overcome traumatic events within 2 months after the event. Thus, young refugees should not be considered as victims or “ill people”, but rather as survivors with infinite resources.<sup>9</sup>

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<sup>9</sup> Council of Europe and European Commission STEP-by-STEP together: Support, Tips, Examples and Possibilities for youth work with young refugees (June 2018)

## Recommendations to work with young people with disabilities

According to Eurostat, approximately 80 million European citizens are affected by some form of disability. This way, at the EU level, the European Disability Strategy (2010–2020) has set objectives and actions for the implementation of disability policies based on the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)<sup>10</sup>. The Disability Strategy has led to the adoption of important initiatives, such as the European Accessibility Act in 2018. This directive aims to extend current legislation and sets accessibility requirements for products and services to people with disabilities.

Even though European policies have implemented policies that empower and reinforce the rights of people with disabilities, they still face daily challenges due to lack of infrastructure and inclusion in all aspects of society in which they live. In addition, young people with disabilities are particularly exposed to the risks of unemployment, long-term unemployment, early school leaving, or inactivity and social exclusion compared to the rest of society. Therefore, when working with people with disabilities, youth workers and volunteers must be aware that there is a wide variety of types and conditions that people are facing, therefore disability as such encompasses a wide range of situations that are affecting potential students and/or participants you wish to engage and implement activities with.

Consequently, please remember to always be in coordination and contact with the organizers and the teachers (if a formal education setting). That can help you know your audience better and take their needs and profiles into consideration before and during the implementation of your activity. The UNCRPD recognises that *“disability is an evolving concept. Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. It results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others”*. As specified by the UNCRPD, the different forms of disabilities are very diverse, so this manual aims to provide some examples through **physical and intellectual disabilities**, while being aware that other categories of disabilities exist. The following explanations aim to suggest some directions and tips on how to adapt your sessions and activities according to the needs and profiles of your participants.

### Physical disabilities

Under this category, there are several types of disabilities. The Expert Group collected a set of practices you should follow to assure the maximum possible participation of such audiences, however, make sure you follow up with organisations and people living with these disabilities. They are the most suitable to help you when preparing and developing activities for people with similar experiences. Before implementing an activity with young people with physical disabilities, make sure:

#### Accessibility:

- If your class includes deaf or visually impaired students, you will require a video and audio assistive means. (e.g. interpreter, palantypist for persons who are hard of hearing or deaf etc.).
- When preparing the room, ask yourself - Is the room set in a way that everyone can act and participate and therefore apply to their needs? (e.g. chair setting, lighting, soundproof etc.).

#### Building your activity:

- Engage with the people with disability. That can help you understand what you need to do in order to make the event accessible for them.
- Ask before assuming, is always a safe principle to follow.

<sup>10</sup> The UN Convention on the Rights of Persons with Disabilities (UNCRPD) is the first international, legally binding instrument that sets minimum standards for the rights of people with disabilities. It comes into force throughout all the EU in 2018.

- Foster work in small groups.
- Take into consideration that some people with physical/mobility disability may feel uncomfortable with physical touching.

Tools and methods used:

Below you can find practices you should take into mind before an activity. These are group specific.

**BE AWARE** - in mixed groups you should make sure to use multiple means or prioritise the ones who are beneficial to various groups.

#### **Mobility disability**

- Activities that do not require (much) movement.
- Use tools that rely on visual and auditory skills.
- If possible and working with a mixed audience (students without and with disabilities), adapt the disability to the rest of the students to create a common and equitable environment.

#### **Visual impairment**

- Use tools that rely on the visual and auditory skills (pictures, clear and understandable texts)
- Be aware that using flipcharts, pictures, or movies, would need more means or alternative, such as personal assistance or audio description. Storytelling and discussions can be a good method to grasp the attention, but also make sure that visually impaired people engage in the activities.

#### **Hearing impairment**

- Try to have an interpreter.
- Use a lot of visual tools and activities.

#### **Intellectual disabilities**

Under this category, disabilities link to attention, learning and social interaction. Again, make sure you follow up with organisations and people living with these disabilities. They are the most suitable to help you when preparing and developing activities for people with similar experiences. Here are the guidelines on measures, when working with people with physical disabilities:

#### **Attention deficit hyperactivity disorder (ADHD) spectrum:**

- Use a lot of quick and energetic activities.
- Make use of small groups that are easier to interact internally.
- Activities with movements are quite useful.

#### **Autism spectrum and other social interaction related disorders:**

- Focus on tools that rely on visual means and technology (for example Kahoot!)
- Collect information about specific interests or fixations of your audience, by engaging with the teacher beforehand and be predictable. Give your student a schedule that they can follow
- Avoid loud sound.
- Depending on the disability, prefer activities that do not require much eye contact.
- Take into consideration that they may feel uncomfortable with physical touching.

In order to work with people with disabilities, especially those that are within the range of intellectual disabilities, it is very important to work and collaborate with the people and/or organizations that have experience in working with the specific target group. They can always be your support when doing the activities, ensuring the participation of all the participants but also ensuring that you adapt properly your activities so that they are inclusive and engaging for everyone. Moreover, make the text and messages you want them to understand as clear as possible thanks to the **Easy-to-read method**. The information should be written in a simple way by using simple words and sentences.

Overall, two very important things to always have in mind:

1. People **can have more than 1 type of disability**. Additionally, there is also the aspect of ***intersectionality*** that one has to be very attentive and aware of when facilitating a session.
2. Some disabilities (especially if they are not severe) may not be as obvious as others. **Try not to have pre-assumptions regarding your group.**

## Glossary<sup>11</sup>

**Antigypsyism** refers to specific racism towards Roma, Sinti, Travellers and others who are stigmatized as 'gypsies' in the public imagination. Although the term is finding increasing institutional recognition, there is as yet no common understanding of its nature and implications<sup>12</sup>.

**Disability** is the consequence of impairment and might be physical, mental, sensory, developmental, and cognitive. It might also be a combination of these forms of impairment, affecting the functional performance and activity by the individual. The presence of disability (either from birth or occurring later on in one's development stages) might lead to the reduced participation of the individuals the social, cultural, or economic life.

**Discrimination** means treating a person or particular group of people differently. In a negative sense, discrimination is an action, expression or behaviour that denies social participation or human rights to categories of people based on prejudice or on a certain characteristic. This includes treatment of an individual or group in a way that is worse than the way people are usually treated, based on their actual or perceived membership of a certain group or social category. Discrimination may take place on various grounds: age, disability, employment, language, nationality, racial or ethnic, regional, or religious background, sex, gender, and gender-identity, sexual orientation.

**Ethnic Minorities** or ethnic distinctiveness can be either claimed by a group or imposed by a majority group. Members of an ethnic minority share a sense of group solidarity and kinship and might be more disadvantaged than those belonging to a majority group, in terms of power, 'status' and wealth

**Formal education** is defined as a coherent set or sequence of educational activities or communication designed and organised to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. A common characteristic of an education programme is that, upon fulfilment of learning objectives or educational tasks, successful completion is certified. The key concepts in the above formulation are to be understood as follows.

**Human Rights** are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent, and indivisible.

**Interculturality** describes a set of multi-faceted processes of interaction through which relations between different cultures are constructed, aiming to enable groups and individuals to forge links between cultures based on equity and mutual respect. It is also linked with the idea of hybrid identities and fusion cultures, in which people and groups create and recreate new cultural patterns that take up elements of formerly distinct and separated norms, values, behaviours and lifestyles.

**LGBTQIA+** is a common abbreviation for Lesbian, Gay, Bi-Sexual, Transgender, Queer, Intersex, and asexual people.

**Nonformal education** is any educational action that takes place outside of the formal education system. Non-formal education is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a

<sup>11</sup> Council of Europe – Glossary on youth: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

<sup>12</sup> More information on Alliance against Antigypsyism website: [www.antigypsyism.eu](http://www.antigypsyism.eu)

continuously changing environment. It can be acquired on the personal initiative of each individual through different learning activities taking place outside the formal educational system.

**Social inclusion** or social integration is defined as the process of promoting values, relations and institutions that enable all people to participate in social, economic, and political life on the basis of equality of rights, equity, and dignity

On the opposite, **social exclusion** (also referred as **marginalisation**) is defined as a process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live. Discrimination occurs in public institutions, such as the legal system or education and health services, as well as social institutions like the household.

**Young people with fewer opportunities** are young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles. These can be either social, economic, or geographical obstacles, disabilities, educational difficulties, cultural differences, or health problems.

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## References

**Compass (2015)** is manual which promotes a comprehensive perspective on human rights educations with young people.

**Taking it seriously (2015)** is a guide of recommendation of the Committee of Ministers of the Council of Europe which includes advice and examples of actions taken in order to promote the social inclusion and cohesion of young people from disadvantaged backgrounds

**The European Convention on Human Rights (ECHR)** is an international human rights treaty between the 47 states members of the Council of Europe. It consists of numbered articles that guarantees specific rights and freedoms and prohibits unfair and harmful practices

### Documents related to young Roma and other minorities groups

**Barabaripen – Young Roma speak about multiple discrimination (2014):** in this document, Roma young people shared their personal stories about multiple discrimination, both inside and outside their community

**Knowledge is Power – Youth Understanding Antigypsyism (2018):** Paper on Antigypsyism developed by the European Grassroots Organisations Network (ERGO) and ternYpe during a 5-day study session.

**Mirrors (2015):** manual developed within the Roma Youth Action to fight against antigypsyism through human rights Education and non-formal education processes.

**Roma inclusion at local level (ROMACT):** the programme, launched in 2013 by the European Commission and the Council of Europe, seeks to assist mayors and municipal authorities to work together with local Roma communities to develop policies and public services that are inclusive of all, including Roma.

**Right to Remember (2014):** Handbook for Education with Young People on the Roma Genocide and discrimination.

**The Framework Convention for the Protection of National Minorities** was adopted by the Committee of Ministers of the Council of Europe on 10 November 1994 and entered into force on 1

February 1998. It is one of the most comprehensive treaties designed to protect the rights of persons belonging to national minorities.

**The Roma Youth Action Plan** is implemented by the Council of Europe to response challenges faced by Roma young people in Europe, particularly in relation to their empowerment, participation in policy decision-making processes and structures at European level, and multiple realities of discrimination.

**UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities** was adopted in 1992. The Declaration sets essential standards to ensure the rights of persons belonging to minorities and as such is a key reference for United Nations work. It offers guidance to States as they seek to manage diversity and ensure non-discrimination, and for minorities themselves, as they thrive to achieve equality and participation

#### Documents related to young migrants and refugees' background

**Raising young refugee's voices in Europe and beyond (2008):** joint seminar report of the Council of Europe and the UNHCR which brought together young forcibly displaced persons and other young people working in their favour

**STEP-by-STEP together: support, Tips, Examples and Possibilities for youth work with young refugee:** this publication offers practical tools for youth work on the inclusion and participation of young refugees at local level

**The Refugee Convention relating to the Status of Refugees (and Protocol)** was adopted in 1951 in Geneva (and 1967 for its Protocol). It is UN multilateral treaty which is the key legal document defining who is a refugee and who is not, the rights of refugees and the legal obligations of States towards them.

**United Nations High Commissioner for Refugees (UNHCR)** was established in 191 and is the UN Refugee Agency mandated to lead and coordinate international action to protect refugees and resolve refugee problems worldwide, and to safeguard the rights and well-being of refugees.

#### Documents related to young people with disabilities

**Guide for accessible meeting for all (European Disability Forum – EDF):** the guide gathers advices and actions that must be taken into account to organise a conference which accommodate the needs of all possible participants, including persons with disabilities.

**How to make your political campaign accessible (EDF):** web page which provides easy to implement tips to assure that their project or political message reach every European with disabilities.

**UN Convention on the Rights of Persons with Disabilities (UNCRPD)** was adopted in 2006. The Convention is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. It clarifies and qualifies how all categories of rights apply to persons with disabilities and identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights.

**Your rights in the European Union (EDF):** the document gives an historical perspective on the development of rights of persons with disabilities within the EU and the rights persons with disabilities have under EU law.