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Supporting Young Disabled People to Explore Sexuality and Relationships as Integral to Their Social Inclusion and Independent Living

Report of the study session held by the European Network on
Independent Living (ENIL) in co-operation with the European Youth
Centre of the Council of Europe

European Youth Centre Strasbourg

17 – 24 April 2016

This report gives an account of the various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Compiled and edited by Dilyana Deneva

ENIL Youth Network Coordinator

dilyana.deneva@enil.eu

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Introduction

The third study session jointly organised by ENIL and the Council of Europe's Youth Department had the title "Supporting young disabled people to explore sexuality and relationships as integral to their social inclusion and independent living" and took place between 17 and 24 April 2016, in the European Youth Centre in Strasbourg, France.

Why did we do it?

Sex education, which encompasses knowledge of the human body, safe sex, relationships and marriage, reproductive rights, adoption and sexual orientation, is integral to independent living¹ of disabled people – the main focus of ENIL's work. It is especially important for young people, who are becoming more interested in their bodies and sexuality, and may be exploring their sexuality and starting relationships. At the same time, in many countries, formal education does not include sex education as part of the curriculum. Whereas non-disabled people may find more opportunities to compensate for this lack of formal education, young disabled people might find it more difficult. They are often seen by their parents as permanent children, considered asexual or unable to have sex by the society and, therefore, ignored by any formal or non-formal initiatives related to sex education. In addition, [research](#) shows that disabled girls and women are often discriminated against when it comes to their reproductive rights, and may find it difficult to access adequate health care, support and information. Many young disabled people face double discrimination on the grounds of their gender identity or sexual orientation.

While acknowledging that 'sex education', when it comes to young disabled people, is still taboo, ENIL finds it important to address the barriers that young disabled people face in participating in society on an equal footing with their peers. In addition to being integral to independent living and social inclusion, this topic is also key for the health of young disabled people and their transition to adulthood.

¹ – Independent Living definition as defined by ENIL (<http://www.enil.eu/policy/>)
– *Independent living is the daily demonstration of human rights-based disability policies. Independent living is possible through the combination of various environmental and individual factors that allow disabled people* to have control over their own lives. This includes the opportunity to make real choices and decisions regarding where to live, with whom to live and how to live. Services must be available, accessible to all and provided on the basis of equal opportunity, free and informed consent and allowing disabled people flexibility in our daily life. Independent living requires that the built environment, transport and information are accessible, that there is availability of technical aids, access to personal assistance and/or community-based services. It is necessary to point out that independent living is for all disabled persons, regardless of the gender, age and the level of their support needs.*

Aim and objectives of the study session

The overall aim of the study session was to raise awareness among young disabled people about their rights concerning sexuality and relationships in the context of their social inclusion and independent living. The study session also aimed to promote leadership and empowerment among young disabled people – skills that would help them realise their rights.

22 participants from 16 countries had the opportunity to gain a better understanding of intersections between disability and sexuality, and acquire skills to promote the rights of other young disabled people in their networks. Afterwards, they were expected to act as multipliers in their communities to support the development of other young disabled people's understanding of their rights with regards to sexuality and relationships.

The objectives of the study session were:

- 1) To create a safe space to explore the personal connection with the topics of sexuality and relationships and support the construction of sexual identities
- 2) To promote participants' understanding of terminology at different levels (individual, social and societal) in relation to sexuality and disability
- 3) To establish links between terminology and mobilised action
- 4) To provide tools and guidance to promote social change (campaigning, lobbying)
- 5) To clarify what participants, as individuals and a group, want to achieve after the study session and to create a consensus on a group statement which will be sent to the ENIL Youth Network.

Participants



22 young disabled people (from 19 to 35 years of age) went through a selection process (including an application form prepared by the organising team) and were approved among 101 applicants in total! These 22 participants came from the following 16 countries, member states of the Council of Europe – Armenia, Belgium, Bulgaria, Hungary, Italy, Georgia, Greece, Republic of Moldova,

Montenegro, the Netherlands, Poland, Portugal, Romania, Serbia, Turkey and the United Kingdom. The group was diverse in terms of level of knowledge and experience in the discussed topic, which added value to the study session itself as learning was mutual and complementary. One of the best outcomes of the one-week event was that participants contributed to creating a safe and accessible space for all, where discussing sensitive topics became an easy and enjoyable activity.

Preparatory team and speakers

The session was delivered by a group of young disabled people from the ENIL Youth Network – Aleksandra Surla (Slovenia), Dilyana Deneva (Bulgaria), Miro Griffiths (UK), Rados Keravica (Serbia) and Stelios Kypmpouropoulos (Greece) – all having experience in working with young people in their countries and internationally. Mara Georgescu was the study session’s educational advisor and Rok Primozic – was a “job shadower” (a participant from another activity of the Youth Department, who observed and learnt from the study session). Two external speakers – Teresa Lugstein (the leader of [“Make it”](#) – the Office for Girls Support at the Youth Department in Salzburg, Austria) and Embla Guðrúnar Ágústsdóttir (a feminist disability queer activist interested in sexology and social interactions from Iceland) – spoke about sexuality and reproductive rights, and equality and respect in relationships.

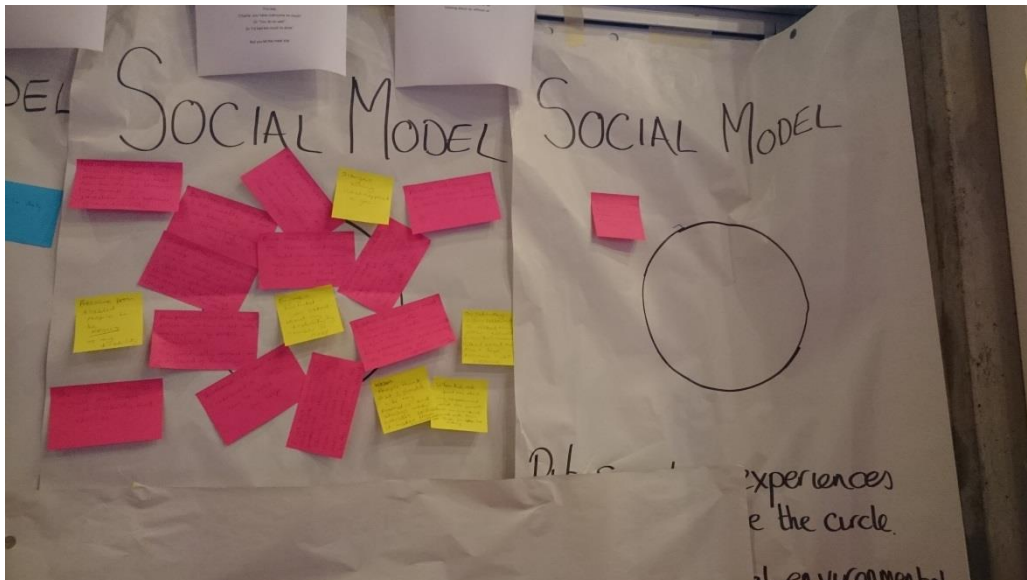


The programme

The programme of the study session was articulated around several themes, that we will briefly describe:

- The social model of disability
- Sexuality and identity
- Sexuality and human rights
- Equality and respect in relationships
- Campaigning and taking action
- Preparing the study session follow-up

Theme 1: Social model of disability



In 2016 only, the Youth Department of the Council of Europe had four study sessions on the topic of sexuality and relationships on its agenda. All these projects were run by different youth organisations, non-related in any way to each other. This is strongly indicative of the increased interest in this particular topic, which very probably comes for (at least) two reasons: 1) it is a relevant topic for every human being, especially for young people in transition from childhood to adulthood, and 2) it is considered a 'taboo topic' in the public discourse, let alone when speaking about disabled people. Moreover, the theme is part of the policy considerations needed in order to ensure equal opportunities.

“The topic of disability and sexuality is kind of neglected in human rights discourse”

Rados Keravica (Serbia), preparatory team member

Disabled people are often considered to be asexual and not having the same needs and desires in intimate communication as their non-disabled peers. This is because for years the medical model of disability has been put in practice. This model views disability as a problem that belongs to the disabled individual. It is solely based on clinical diagnosis and undermines all social factors in a disabled person's life. In simple terms – the emphasis is put on ‘fixing’ the disabled person. In contrast, the social model of disability (adopted by ENIL) recognises the environment (external factors) as disabling the person. Society can and should take measures to create an accessible environment for all.

One of the first sessions during the study session was about the **social model of disability**. It gave the logical background of all that followed during the week and was enjoyed by participants, regardless of their previous knowledge of it.

“The social model is breaking the distinction between the two – you can have an impairment, but your disability is not linked to your impairment, it's linked to the way society is developed and constructed.”

Miro Griffiths (UK), preparatory team member

Interestingly, after a group activity based on the social model session, it was revealed that people share very common experiences in terms of barriers in their

daily lives. These range from physical (inaccessible streets, pubs, schools, hospitals) to attitudinal (non-disabled people avoiding communicating with their disabled peers). However, discussions went deeper and one of the groups shared that:

“It’s not only the attitudes that other people have of us. Sometimes the problem comes from how we see ourselves and the disabled community. But it’s intertwined ,I guess...”

Emily Yates (UK), participant

The comparison between the two models was done in several ways. Group discussions took place, personal experiences were shared, ideas were brainstormed. Finally, one creative activity was performed and it brought some really impressive results!

The task was for people to represent the social model of disability, on the basis of their experiences. Participants had to decide whether to work in a group on one of the following:

- 1) Role play/Drama
- 2) Writing a speech or a poem
- 3) Creating a poster

What follows are some of the poems created by participants.

SOCIAL MODEL POEM

By Emily Yates

The social model, picture a garden with flowers, grass and all things sweet.
But getting around this garden is difficult when all walking is not done with your
feet.

This garden has pebbles, stones and steps
There is a large hill to the house,
Inside my body struggles, it seems inept
To deal with barriers, boundaries and accessible lies.
But the problem here is not me
I am just fine the way I am
The garden should be flat, pebble free and really give me a helping hand.
So all buildings, buses and beaches take note
Your set up won't stop me soldiering.
Ramps, dogs, interpreters should have our vote on.
So we can see inclusion and live as one.

SOCIAL MODEL POEM

By Carla Branco

People don't know my reality
But they want to decide for my identity
You can't live in my shoes
But you are taking our rights to choose
We don't let you decide for us
"Nothing about us, without us"

SOCIAL MODEL POEM

By Nelea Efros

I am special because I am like a sea,
Floating bottles on the sea are my body cells.
Each bottle floats as if it is empty and closed,
To open the bottle you need a medicine,
Take that medicine, open the bottles and the sea is clean.

SOCIAL MODEL POEM

By Alice Jorge

When you look at me like you do,
I feel like a hooker.
Don't love me like you do,
Because it is not Ellie Golding here.

Maybe you are unable to consider me as equal,
Because you are disabled.
I forgive you for that,
Because to be disabled, we forgive everything.

SOCIAL MODEL POEM

By Charlie Willis

You called me special
But you didn't mean it in a nice way, mate
Instead the way you'd say "slow" "retarded"

And sure,
It isn't the first time I've heard it
Nor will it be the only time that
Slurs are used more than compliments
When talking about disabled people.

You apologised
A few days late
You said you respected me
But the word stung
How do you talk to other people?

You say
"Charlie, you have overcome so much"
Or "You do so well"
Or "I'd had too much to drink"

But you let the mask slip

What follows is a speech about the social model that participants created.

SOCIAL MODEL SPEECH

***By Naomi Doevendans, Ovidiu Tuduruta,
Artyom Arakelyan, Argyro Kavvadia, Akaki Gvimradze***

Attitude.

The attitude starts everything, from the attitude of your parents, how they treat us depending on our disabilities, our environment and self-perception caused by what we have been through.

It is like a circle that has to be stopped and it's our job as disabled people to fight against isolating ourselves.

It's all about socialising and communicating without having resentment.

Because people can't keep others in mind, if they have a lack of information.

So remember, life can be hard sometimes but we have to have in mind that we are all people with different opinions, needs and beliefs.

Theme 2. Sexuality and Identity

This study session put a great emphasis on the way sexuality is perceived by oneself, and how it relates to and even influence personal identity. Participants had the opportunity to reflect on key issues by answering questions like:

- What does sexuality and identity mean to you?
- What do you think the key issues affecting disabled people in this area are?

Some common points from the group discussions were highlighted. One identified problem is that disabled people are seen as 'second best'. Usually, in a mainstream setting (like a bar for example), disabled people are not seen as sexually attractive. Rather they are infantilised, thought to be asexual even. This might and usually does cause high distress to disabled people and lowers their self-esteem. However, an opinion was expressed that what matters most is the disabled persons' view of themselves that predetermines views and attitudes towards themselves. Therefore, it is of crucial importance that those who initiate the change, being the active players in their lives, are disabled people themselves. Only then an effective, real change is achievable.

Inevitably, the controversial topic of the label 'normal' stood out from discussions. Labels are often given to people not only based on physical features ('dumb', 'retarded', 'asexual', etc.). They also refer to a certain behaviour typical for a group. In the context of the study session – disabled people are supposed always to act in a certain way. For instance, disabled people should pay for having sex. So, when discussing what is natural and what is socially constructed, we have to bear in mind that there are certain behaviours that are regarded as normal or natural. These are usually imposed by those in positions of power – institutions, scientists, medical doctors, the church, media and celebrities. When we talk about sexual identity, it largely depends on time, culture and religion. One could never understand the whole picture ignoring any of these factors.

Theme 3. Sexuality and human rights

Although the study session team was composed of young people, active in the human rights sphere, two lecturers were invited to tackle different topics, share their experience and expertise in them. Teresa Lugstein approached the theme of sexuality and human rights.

Teresa Lugstein (the leader of [*Make It*](#) – the office for girls support at the Youth Department in Salzburg, Austria) held a presentation on the topic of sexuality and reproductive rights. Teresa had a magnificent speech, full of useful guidance, sense of humour and practical advice. As a disabled person who had experienced struggles in her personal sexual orientation during adolescence, she managed to shorten the distance between her and participants impressively quickly.



Some of the issues she raised were about:

- ❖ (young) disabled women often being discriminated in the context of pregnancy, birth and motherhood;
- ❖ more often than men, women have to fight against prejudice concerning love, friendship, sexuality and partnership;

- ❖ disabled women and men rarely fit in the current beauty image stereotypes;
- ❖ it is difficult (to say the least) to have a sexual life if you live in an institution;
- ❖ sexual assistance as a taboo topic at most places.

One of the merits of Teresa's speech was its legal aspect – she spoke about the UN Convention on the Rights of Persons with Disabilities (CRPD) and how it can be used as a tool for protecting disabled people's human rights.

UN CRPD's basic principles are:

- People are free to make their own choices.
- No one will be discriminated against.
- Disabled people have the same rights to be included in society as anybody else.
- Everyone should have equal opportunities.
- Everyone should have equal access.
- Men and women should have equal opportunities.

Social inclusion and improving the quality of life of disabled people was a core element of this study session and it is one of the priority areas of the Council of Europe. This is evident from Recommendation Rec(2006)5 of the Committee of Ministers to member states on the Council of Europe Action Plan which promotes the rights and full participation of people with disabilities in society. The most relevant action lines of this Action Plan for the study session are:

- **Action line 4:** Education (ensuring access to non-formal education allowing disabled youth to develop needed skills otherwise unattainable through formal education)
- **Action line 8:** Community living (enabling people with disabilities to plan their life and live as independently as possible in their community)

- **Action line 9:** Health care (ensuring that the needs of people with disabilities are included in health education information and public health campaigns)
- **Action line 15:** Awareness raising (improving attitudes towards people with disabilities as active and full members of society)
- **Cross-cutting aspects:** Women and girls with disabilities (recognising that women and girls with disabilities often face multiple obstacles due to two-fold discrimination; requiring action to remove obstacles, including in the area of relationships, family life, parenthood and sexuality)
- **Cross-cutting aspects:** Children and young people with disabilities (recognising that young people with disabilities still face barriers in accessing all aspects of their life)

An integral part of the full participation in society is also the right to protection of health (as set out in Article 11 of the [European Social Charter Revised](#)) and the right to respect for private and family life (as set out in Article 8 of the [European Convention on Human Rights](#)), regardless of the person's physical and mental impairment. This idea needs to be promoted both among disabled and non-disabled people, in order to address the many taboos and misconceptions that exist in society.

UN CRPD, Article 19: "Living independently and being included in the community", recognises the equal right of all disabled people to live in the community, with choices equal to others in relation to where, with whom to live, to access to all community services.

Theme 4. Equality and respect in relationships

The other external speaker who contributed to the programme of the study session was Embla Guðrúnar Ágústsdóttir – a feminist disability queer activist from Iceland, interested in sexology and social interactions. The title of her speech was “How do we ensure equality and respect in relationships?”



Embla is a co-founder of [*‘Tabú’*](#) – an informal space for self-identified disabled women to participate in activist campaigns, share their experience and knowledge with each other and tell their stories, both in safe spaces and publicly available on the web site of [*‘Tabú’*](#).

Tabú’s work is based on the principles of feminism, the Independent Living Movement, the UN Convention on the Rights of People with Disabilities (CRPD), queer theory and ideas on intersectionality and Embla was invited to speak about these.

Before we ever have sex with another person, we usually have well-defined ideas about sex, or in other words – stereotypes. Stereotypes of sex are highly influenced by the media nowadays. Embla gave an example of the boring way media can represent sex – all films show spontaneous sex in buildings’ lifts! Interestingly enough, it almost always takes place exactly there. And this somehow forms our idea about the ‘right’ place or way we should do it, how we

should feel about it. And obviously opportunities for self-discovery are therefore limited, because we have all these ideas before we do it. So, the more we talk openly about things in life, including sex, the more open our minds will be, the more opportunities will show up for us in which we genuinely express ourselves.

Topics which had been discussed earlier inevitably came up. The distinction between the social and the medical model of disability, the latter being the reason for viewing disabled people as asexual and incapable of having a 'normal' life, enjoying natural things like sex for instance. Infantilising disabled people is so common, that participants in the study session expressed strong feelings about this.

Through whole group discussions, small group work and sharing experiences, some conclusions were made after this session. One of these is that stereotypes of sex, not only for disabled people, but especially for them, can be dangerous. Disability can offer a well needed space for 're-thinking' what sex is, how it can be experienced and what role it has in our lives as social beings. Sex has a lot to do with communication and open communication about it can be liberating, limiting prejudice. Only through collective work on these issues, by sharing stories and experiences, can we avoid the oppressive attitudes which disabled people have experienced for so long. Together we can recognise and celebrate our identities.

Theme 5. Campaigning

Part of the overall aim of the study session was that participants (young disabled people) become empowered and leave the European Youth Centre Strasbourg with confidence and skills to promote what they had learned during the study session. In order to spread this knowledge, the preparatory team thought that the ability to lead campaigns is of crucial importance. Therefore, one day of the programme was dedicated to this aspect of activism. Again, the theoretical base of the area was briefly explained, with useful guiding tips around successful campaign strategies. However, the main part of the learning process was comprised of sharing of practical examples of influential campaigns that have proved to be successful.

One of the study session participants (Emily Yates, UK) was given the floor to present a short [documentary](#) created by the organisation she works for as part of a campaign on sexuality and disability. The powerful video demonstrated that although the topic of sex is still a taboo in the general public discourse, there are active leaders of the independent living movement who are dedicating time and efforts to work on that issue, to break the prejudice and stereotypes around it and make it part of the fight for human rights.

All participants were grabbed by the good practice example and the microphone started moving from hand to hand in order other good campaign examples to be shared and discussed. It became obvious that there is a lot of movement in the recent years, predominantly from young activists and this is valid for different countries in Europe.

Two ENIL campaigns were also mentioned as inspiring examples.

[Freedom Drive](#) is one of the key ENIL campaigns – held every two years since 2003. It provides supporters of the Independent Living Movement with the unique opportunity to meet MEPs and promote human rights issues, as well to share experiences and ideas with colleagues from around Europe. Freedom Drive has developed over the years and is now a large 4-day event, bringing together up

to 300 people. It has a rich programme, including the ENIL General Assembly, a conference with sessions on multiple topics, a meeting of the ENIL Youth Network and the culmination – a noisy march to the European Parliament where Freedom Drivers meet with MEPs. The first 6 editions of the event took place in Strasbourg, until last year (2015), when for the first time the venue was changed to Brussels for strategic reasons.

The Freedom Drive is open to disabled people, independent living activists, their friends and allies. Participants are responsible for covering their own travel and accommodation expenses, but ENIL can provide fundraising tips in advance of the event, as well as advice about finding accessible accommodation.

The next Freedom Drive will take place in September 2017, again in the European Union capital – Brussels. The dates and theme will be announced here and on our Facebook page, by September 2016.

May 5th campaign



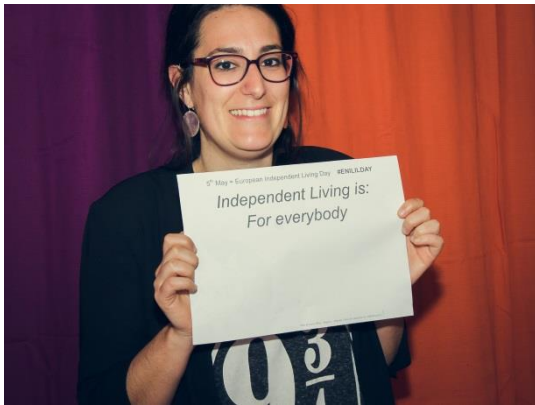
The other key campaign of ENIL that was presented during the study session was the May 5th campaign which marks the European Day on Independent Living. This day can be used as a day of celebration, or protests or any other event in the name of independent living throughout Europe and aims to foster unity for disabled people and our supporters and also to raise awareness of independent living.

The most exciting part of this day penultimate day of the study session was the inclusion of all participants in the ENIL 5th May campaign, which was launched one month before 5th May. The idea was simple, but the message was strong. Everybody was given a sheet of paper with the ENIL logo and the following text on top: “**independent living is...**”

There was no ‘right’ or ‘wrong’ answer. Everybody wrote what independent living means for them – based on their personal experience and lessons learned (in the long term and during the past week). Not only participants, but team members, and staff of the European Youth Centre in Strasbourg joined the campaign. As a result lots of meaningful, strong messages were collected and spread through the social media of ENIL and its supporters.

The campaign photos with participants can be found in Appendix 2 where all participants are listed. And here are some of the photos with Council of Europe’s staff members:





Theme 6. Follow up

I. Recommendations

During the study session, participants drafted a **set of recommendations** for the ENIL Youth Network. They felt the need to ensure that what had been worked on during the study session, is worth following up as the topic is highly important for achieving social inclusion and independent living. The recommendations include the need to:

- Include sex education within the inclusive education debate;
- Work with the media to cover the topic of sex and disability;
- Build a relationship with the Directorate General for Health at the European Commission and agree a policy position in cooperation with the European Disability Forum (EDF);
- Use the social media to highlight the topic of disability and sexuality;
- Establish a task force within the ENIL Youth Network to work on the topic of disability and sexuality;
- Map existing campaigns on disability and sexuality.

II. Task-group on sexuality and relationships

At the time of the study session the ENIL Youth Network had four task groups to work on the priority areas selected by the network members. These task groups are open to any member of the Network who is between 16 and 35 years of age, living in Europe and identifying as a disabled person.

The four task groups are:

- strategy and fundraising for the network
- independent living
- education
- employment

As a result of the study session, a fifth task group was created – on sexuality and relationships. This idea came from the study session participants and is currently developing, keeping the atmosphere and the group spirit alive!

III. Webinar

Due to the huge interest in the study session and the limited spaces for the face-to-face event in Strasbourg, a webinar on the same topic took place on 14th June at 19:30h CET. It was held by three members of the study session's preparatory team – Miro Griffiths (UK), Aleksandra Surla (Slovenia), Dilyana Deneva (Bulgaria) and one of the participants from the Strasbourg event – Carla Branco (Portugal). The one-hour event met some technical glitches, which only confirmed the importance of keeping the face-to-face trainings as well and use the online tools as complementary. However, this was a great chance for all that did not manage to be among the selected participants, to join the important debate around the topic of sexuality, disability and human rights.

Appendix 1. Daily programme of the study session

Sunday, 17 April 2016

Arrival of participants

18:00 Welcome evening

Monday, 18 April 2016

10:00h – 11:15h	Opening and introduction to ENIL and the Council of Europe
11:15h – 12:00h	Break
12:00h – 13:00h	Aims and objectives; Study session presentation; Needs and expectations, including access needs; Practical information
13:00h – 14:30h	Lunch
14:30h – 15:30h	Creating a safe place
15:30h – 16:15h	Break
16:15h – 17:30h	Group activity “Abigail’s story”
17:30h – 18:00h	Reflection groups
18:00h	Dinner

Tuesday, 19 April 2016

10:00h – 11:15h	Social model of disability
11:15h – 12:00h	Break
12:00h – 13:00h	Social model of disability (continuation)
13:00h – 14:30h	Lunch
14:30h – 15:30h	Sexuality and identity
15:30h – 16:15h	Break
16:15h – 17:30h	Sexuality and identity (continuation)

17:30h – 18:00h	Reflection groups
18:00h	Dinner

Wednesday, 20 April 2016

10:00h – 11:15h	Sexuality and reproductive rights; key speaker Teresa Lugstein (leader of “Make it” – the office for girls support at the Youth Department in Salzburg)
11:15h – 12:00h	Break
12:00h – 13:00h	Sexuality and reproductive rights; (continuation with key speaker)
13:00h – 14:30h	Lunch
14:30h – 15:30h	Free afternoon
18:00h	Dinner in town

Thursday, 21 April 2016

10:00h – 11:15h	Why gender matters? Activity and introduction to the Manual ‘Gender Matters’; stereotypes towards both genders, gender-based violence, negotiating safe sex
11:15h – 12:00h	Break
12:00h – 13:00h	Group discussion on the activities relation to disability
13:00h – 14:30h	Lunch
14:30h – 15:30h	How do we ensure equality and respect in relationships? Key speaker – <u>Embla Guðrúnar Ágústsdóttir</u> (feminist disability queer activist interested in sexology and social interactions, <u>Iceland</u>)
15:30h – 16:15h	Break
16:15h – 17:30h	How do we ensure equality and respect in relationships? (continuation with key speaker)
17:30h – 18:00h	Reflection groups
18:00h	Dinner

Friday, 22 April 2016

10:00h – 11:15h	Good examples of mobilised action
11:15h – 12:00h	Break
12:00h – 13:00h	Good examples of mobilised action – continuation by participants; smaller group discussion of examples by participants – feedback to the whole group
13:00h – 14:30h	Lunch
14:30h – 15:30h	Campaigning
15:30h – 16:15h	Break
16:15h – 17:30h	Future plans for campaigning
17:30h – 18:00h	Reflection groups
18:00h	Dinner

Saturday 23 April 2016

10:00h – 11:15h	Presentation of the ENIL Youth Network; small group discussions on a general message to the Youth Network
11:15h – 12:00h	Break
12:00h – 13:00h	Small groups feedback; whole group agreement on statement to the Youth Network
13:00h – 14:30h	Lunch
14:30h – 15:30h	Individual action plans
15:30h – 16:15h	Break
16:15h – 17:30h	Evaluation
17:30h – 18:00h	Reflection group
18:00h	Closing farewell party

Sunday 24 April 2016

Departure of participants

Appendix 2. Participants list

Armenia

Artyom Arakelyan, organisation “Unison”



Belgium

Alice Jorge

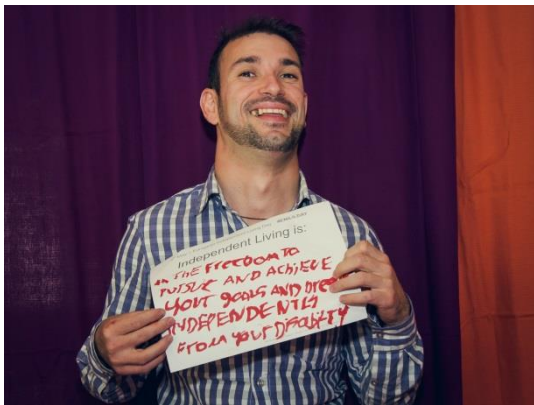


Bulgaria

Nikol Nikolova, Centre for Independent Living Sofia



Ivo Stamov



Georgia

Akaki Gvimradze



Greece

Argiro Kavvadia

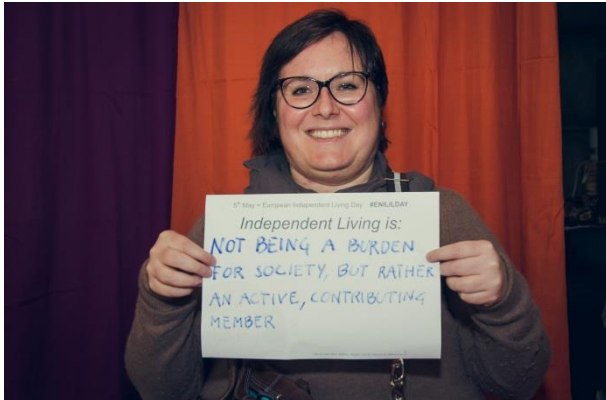
Hungary

Zsuzsanna Igali



Italy

Maddalena Botta



Montenegro

Marina Vujacić, Association of Youth with Disabilities of Montenegro



Marijeta Mojasević



The Netherlands

Naomi Doevendans



Poland

Paulina Lewandowska, The Academic Circle of the Deaf and Hard-of-Hearing Students
"SURDUS LOQUENS"

Karolina Czaban, The Academic Circle of the Deaf and Hard-of-Hearing Students
"SURDUS LOQUENS"



Portugal

Carla Branco Associação CVI - Centro de Vida Independente (Association - Independent Living Center)



Diogo Martins, Associação CVI - Centro de Vida Independente (Association - Independent Living Center)



Republic of Moldova

Nelea Efros



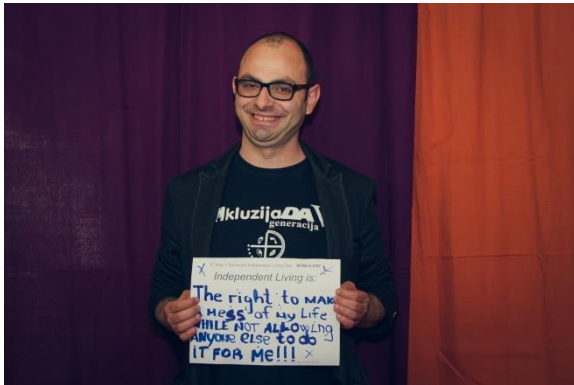
Romania

Ovidiu Tuduruta, European Disability Forum (EDF)



Serbia

Predrag Mikov

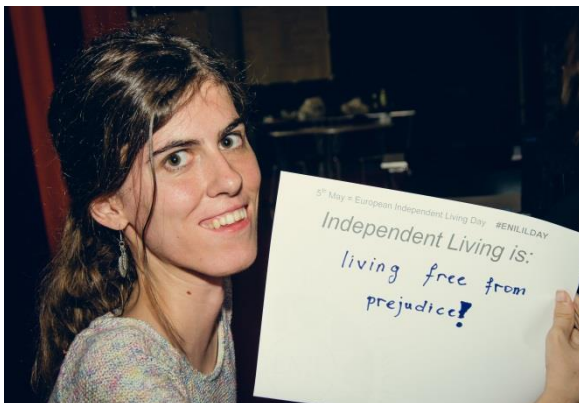


Ana Pavlovic



Turkey

Beyza Unal, METU (Middle East Technical University) Without Barriers



United Kingdom

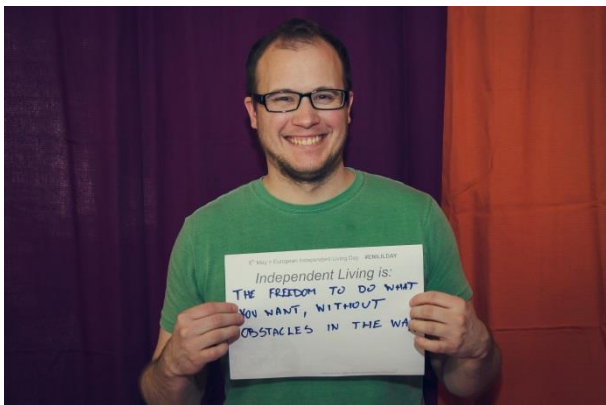
Emily Yates, Enhance the UK

Charlie Willis, Independent Lives



Guest

Rok Primožic, participants in TRAYCE, the Council of Europe Training of Trainers for Youth



Lecturers

Teresa Lugstein, Make it!, Austria

Embla Augustsdottir, Tabu, Iceland

Preparatory team

Miro Griffiths



Rados Keravica, Disability Rights Promotion International – DPRI



Aleksandra Surla



Stelios Kypouropoulos, European Network on Independent Living – ENIL



Dilyana Deneva, European Network on Independent Living – ENIL



Council of Europe Secretariat

Mara Georgescu, Educational Advisor, Youth Department



Nina Kapoor, Assistant, Youth Department