



Young People with Disabilities as Future Leaders of the Independent Living Movement



A TRAINING MANUAL

Young People with Disabilities
as Future Leaders of the
Independent Living Movement

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“I really enjoyed collaborating with all the participants in Strasbourg, we worked together to draw up and present our recommendations to MEPs at the European Parliament about the importance of independent living for young disabled people. Before going to the workshop I was interested in how policy impacts people with communication impairments, this experience showed me how I might make a difference for all people with disabilities. I enjoyed our workshops, discussions and debates, listening to what others had to say, putting forward my views and taking on board new ideas, even though I did not always agree with some people’s opinions. I have been inspired to apply to go to university to do a degree in Social Policy, which I hope will be the stepping stone I need to build a career where I can advocate for disabled people with policy makers and other organisations. I hope now to extend my knowledge and understanding so I can put forward my ideas in an informed way. Thank you ENIL.”

—Beth Moulam, UK

“The study session was the most inspiring experienced I’ve had for months! I met incredible people there, all of whom I can see as role models. The atmosphere was very friendly all the time, we cooperated with each other a lot and got to know each participant. This was made possible also because of the non-formal way of teaching. We were separated in different groups several times per day and thus we had the opportunity to work with everybody and learn from their experience. The trainers were really helpful and did a great job by attracting our attention during every single session. They presented the material in a very interesting way and I think I learned a lot. The attendance of the European Parliament was the culmination of the whole week as we presented our work and ideas in front of MEPs, we had a tour around the building and felt the spirit of this important European institution. I loved the study session in Strasbourg also because it gave me the inspiration and motivation to be an active citizen in my country.”

—Dilyana Deneva, Bulgaria

“From the very start we wanted to create a study session which would not only empower the young people attending, but also motivate them to go back to their communities and improve the lives of other disabled people. We decided to construct an environment where the participants could learn, challenge and share their experiences, as we believed every young person who attended showed great potential to become future leaders of the Independent Living Movement. The disability movement needs future generations to take on the responsibility of ensuring all disabled people have choice, control and independence; therefore, the participants learnt the core principles of Independent Living, developed campaigns and delivered recommendations to powerful bodies. The demands of the disability community need to continue to be a priority for Governments and International Organisations, which is why we wanted the young people to develop links and networks with each other. All disabled people can be valuable assets to society, but the young people who attended ENIL’s Study Session will be the future leaders of the Independent Living Movement.”

—Miro Griffiths, Trainer, UK

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Acknowledgments

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About the European Network on Independent Living

The European Network on Independent Living (ENIL) is a Europe-wide network of people with disabilities. It represents a forum intended for all disabled people, Independent Living organisations and their non-disabled allies on the issues of independent living. ENIL’s mission is to advocate and lobby for Independent Living values, principles and practices, namely for barrier-free environment, de-institutionalisation, provision of personal assistance support and adequate technical aids, together making full citizenship of disabled people possible. ENIL’s activities target European, national and local administrations, politicians, media, and the general society. ENIL works to strengthen the empowerment of disabled people of all ages, mainly through providing resources for peer counselling and peer training.

ENIL works directly with disabled individuals, organisations (mainly Centres of Independent Living), politicians, social agents, media, universities, the business world and any individual or organisation interested in learning about Independent Living history, values, principles and its practical application. The organisation also has a good working relationship with the disability units at the European Commission, the Council of Europe and is represented on the Advisory Panel and the Fundamental Rights Platform of the EU Fundamental Rights Agency.

ENIL Youth Network is an informal network, giving the opportunity to young people with disabilities to voice issues of concern to them within ENIL and to participate in the organisation’s activities at the European level. The Youth Network is still in the early stages, and ENIL is actively recruiting young people with disabilities from across Europe, with a view of creating a stronger Youth structure in the future.

For more information, please visit www.enil.eu



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- ▶ European Network on Independent Living
<https://www.facebook.com/EuropeanNetworkonIndependentLiving?fref=ts>
- ▶ ENIL Youth Network
<https://www.facebook.com/groups/enilstudysession2012/?fref=ts>

About ENIL's Training Manual for Young People with Disabilities

Introduction and background

The European Network on Independent Living (ENIL) decided to hold a week-long study session for young people with disabilities, which would be planned and delivered by young disability activists. ENIL's aim was to encourage more young people to become active in the organisation and the Independent Living movement in general. We wanted to ensure that the views of young people with disabilities are embedded within the Independent Living movement and that they are in a position to build upon the valuable work of previous generations. We also wanted to address the lack of training opportunities for young people with disabilities delivered by their peers in an informal learning setting. With this in mind, we applied to the Council of Europe Youth Department for support, and were successful in securing their approval for the study session entitled **"Young People with Disabilities as Future Leaders of the Independent Living Movement"**.

The study session brought together 19 participants, 17 personal assistants and 3 sign language interpreters from 12 European countries. It was an exciting week, which included a meeting with Members of the European Parliament (MEPs) and resulted in a set of recommendations to European policy and decision makers and a plan for the ENIL Youth Network.

Objectives of the study session

- ▶ Capacity building of young people with disabilities to lead campaigns and mobilise others in their communities;
- ▶ Increasing the understanding of Independent Living, the concept of Personal Assistance and mapping the realities of Independent Living of young people with disabilities across Europe;
- ▶ To facilitate the self-empowerment of young people with disabilities through peer-to-peer learning, recognition of skills and self-reflection;
- ▶ To develop the competences of young people with disabilities on human rights and to promote an understanding of what implications human rights have for their everyday lives;
- ▶ To construct a sustainable youth network promoting independent living, defining its aims, structure and a plan of action.

Team of trainers

Lead trainers



ZARA TODD is a youth participation and empowerment specialist currently working with a number of non-governmental organisations, including several disabled people's organisations – for example, the Alliance for Inclusive Education (ALLFIE), where she has trained a group of young disabled people to be researchers. She is a member of the British Council's Disability Advisory Panel and has previously advised the UK government and European institutions on disability issues. Zara has also been involved in campaigns and has worked for a leading disability charity (Scope) and for the National Union of Students. She has a Psychology degree from Lancaster University and a Masters degree in Eastern European Studies from the University College London, where she specialised in Nationalism and Identity. An electric wheelchair user, Zara has extensive experience of working on disability rights and the inclusion of disabled people. This has taken her around the UK and to other countries, including Canada, China, Lithuania, Qatar and Russia. Zara has recently co-founded INDYspace.org – an online space for young disabled people under 30 to connect online.

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MIRO GRIFFITHS is a self-employed disability equality consultant from Merseyside, England. He travels around the United Kingdom and occasionally internationally, where he sits on a variety of advice boards and works on projects that focus on a wide range of issues pertinent to disability. His particular interests are: empowerment, Independent Living and transitional stages of a disabled person's life. He is also a guest lecturer at a number of universities, has experience of chairing panels and developing study sessions and coproduction networks. Miro has a keen interest in research and is a postgraduate with a Masters in Disability Studies.

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Other team members

EMBLA ÁGÚSTSDÓTTIR is a 22-year-old Icelandic disability activist and student in sociology and gender studies. In 2010 she was a part of the group that started the first Independent Living cooperative in Iceland and is now the Chair of the Board of this cooperative. Embla has been giving lectures at the University of Iceland and elsewhere since she was 17 years old. In 2009, in cooperation with three other young women, Embla started a youth group for disabled girls at the age of 10–15.

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PETER KICHASHKI is the South Regional Coordinator at ENIL. He has been active in the disability field for more than 6 years and has led dozens of protests in Sofia, Bulgaria. Peter has also taken around 30 cases involving inaccessible public environment to the Bulgarian Committee for the Protection Against Discrimination. In addition to his active involvement in the disability field, Peter is one of the founders of a political movement in Bulgaria.

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DANČI MARAŽ (Team Coordinator) is based in Ljubljana, Slovenia and coordinates ENIL activities in Eastern Europe. Danči sees Independent Living simply as a possibility to live as anyone else – to have the chance to make decisions regarding one’s own life, the opportunity to pursue everyday activities, and the right to take a responsibility for one’s actions. Danči enjoyed both preparing the study session and learning from other members of the preparatory team.

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Several external speakers also contributed to the study session – **THORSTEN AFFLERBACH**, the Head of Social Cohesion and Integration Division at the Council of Europe, **HASAN BERMEK** from the Office of the Council of Europe Commissioner for Human Rights and **JORDAN LONG**, Programmes and Policy Officer at the IGLYO – International LGBTQ Youth and Student Organisation.

Purpose of the Training Manual

This training manual brings together materials developed for the study session “**Young People with Disabilities as Future Leaders of the Independent Living Movement**”.

These can be used by young people with disabilities (as well as their family members and friends) planning to organise similar events on Independent Living, human rights and youth empowerment in their communities. Materials in this training manual can also be used by DPOs (disabled persons’ organisations) active at the local, national or European level who are interested in organising training sessions for their members.

Materials included in this publication should be adapted based on the objectives of the training event, its length and the target audience (also taking into consideration different access requirements). Some additional human rights education resources are also referenced, and can be used to complement what is included in this manual.

How to use the Training Manual

This training manual consists of the following sections:

1. About ENIL’s Training Manual for Young People with Disabilities
2. Preparing for the study session
3. Session outlines
4. Agenda of ENIL’s study session “Young People with Disabilities as Future Leaders of the Independent Living Movement”
5. Handouts

While the order of the session outlines is based on ENIL’s study session “Young People with Disabilities as Future Leaders of the Independent Living Movement”, they can be used in a different way, depending on the aims/objectives and the length of the training that is being organised.

All the PowerPoint presentations and hand-outs (which are not included at the end of the manual) mentioned in the training manual can be downloaded from ENIL’s website: www.enil.eu/publications/reports/

Any questions about this training manual or the ENIL Youth Network can be sent to: secretariat@enil.eu

Preparing for the Study Session

About me

In order for the trainers and participants to find out a bit more about the people coming to the study session, everyone can be asked to complete a short “What people should know about me?” form and attach their photo. These can then be compiled into a single document and distributed by the organisers to all the trainers and participants before the session.

The template can be found on page 39 of the Training manual.

Access needs

To establish everyone’s access requirements before the session, a “Your access requirements” form should be distributed to all the trainers and participants. This will help ensure that when preparing the session and during the session everyone’s access requirements are met. If unsure about something, trainers should confirm with the relevant participant about how they would like a particular requirement to be met.

The template can be found on page 40 of the Training manual.

Outcomes of the study session

It is very important to record the outcomes of the study session, as it enables participants to see the progress they have made and what has been achieved. A written record is also important as it ensures that there is a collective understanding of the topic and what happens next. For the study session in Strasbourg, the group created a set of recommendations around key Independent Living areas. These are available from: <http://www.enil.eu/news/strasbourg-study-session-recommendations-to-national-governments/>

Additional resources

There is a wealth of human rights education resources online, which can be used when preparing workshops for young people. Some of the links you may find useful are listed below.

- ▶ **Compass – Manual for Human Rights Education with Young People**
http://eycb.coe.int/compass/download_en.html (with Disability and Disablism as a human rights theme on page 465)
- ▶ **ECCL’s Advocacy Manual *Creating Successful Campaigns for Community Living***
<http://community-living.info/?page=268>

- ▶ **ALLFIE *Guide on Campaigning***
[http://www.allfie.org.uk/docs/Campaigns in Action.pdf](http://www.allfie.org.uk/docs/Campaigns%20in%20Action.pdf)

- ▶ **Human Rights Education Associates Resource Centre**
www.hrea.org

- ▶ **Amnesty International's *First Steps***
<http://www.amnesty.org/en/library/info/POL32/002/2002/en> (a manual for starting human rights education with specific reference to Central and Eastern Europe)

Session Outlines¹

Session 1: Welcome to the study session and getting to know each other

1. Title and duration	Official welcome and getting to know each other (3 hours with 45 minutes break)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ To be welcomed to the Council of Europe Youth Centre Strasbourg and introduce the work of the Council of Europe, and in particular the Youth Department; ▶ For the participants to familiarise themselves with the study session program; ▶ To provide participants with an opportunity to get to know one another, to set the ground rules for the study session and to ensure that participants are aware of each other's access needs to help facilitate everybody's inclusion in activities; ▶ To get a sense of participants' hopes and fears for the week ahead.
3. Methodology	<ul style="list-style-type: none"> • Games – human bingo, the line of truth, hopes and fears • Group work • Presentations • Individual reflection
4. Programme	<p>Hello and welcome from the Council of Europe Youth Centre Strasbourg and the trainers. This also includes a housekeeping section to read/introduce fire regulations, where toilets are, other need-to-know information about the building. (20')</p> <p>Group introductions. Everybody in the room says their name and what country they are from. This is followed by a game of human bingo. All the participants and the facilitators are given a sheet of paper with nine statements; for example: is 21 years old, favourite colour is red, plays a sport etc. The aim of the game is to go around the room talking to people and finding somebody whose name you can put next to a characteristic on your bingo sheet. Players are not allowed to have more than one person for one box. The winner is the first to fill their sheet and indicate to the rest of the group by shouting, signing or signalling bingo. (20')</p> <p>Discussing photo permissions with the group, i.e. checking who is happy to be photographed or not and making sure the whole group is aware of this. (5')</p> <p>One of the trainers introduces the programme for the week by taking the group through the planned activities for each day. Large timetable of the week is created on the wall in the meeting room as s/he talks through it. (15')</p> <p>One of the trainers introduces the comments/suggestions box and informs participants that it will be checked daily at lunch and dinner. (5')</p> <p>The group is given post-it notes and asked to individually write down what they need the group to know about them and their access requirements in order to be included in the study session (one requirement per post-it note). This is done anonymously and participants are asked to post their notes on a wall in the room. After the break, post-it notes are read out to the group by the trainers to help everybody be inclusive and to help set the ground rules/group agreement for the study session. (10')</p>

¹ Sessions 1 and 17 were developed by Miro Griffiths; sessions 2 and 3 by Miro Griffiths and Embla Ágústsdóttir; sessions 4 and 6 by Danči Maraž; session 5 by Peter Kichashki; session 7 by Peter Kichashki and Jordan Long; sessions 8, 14 and 15 by Embla Ágústsdóttir; sessions 9 and 13 by Zara Todd; sessions 10, 11 and 12 by Zara Todd and Miro Griffiths; and session 16 by Zara Todd and Embla Ágústsdóttir.

<p>4. Programme (continued)</p>	<p>Break. During the break, one of the trainers groups the post-it notes according to themes/ repeats. (45')</p> <p>Trainers read out group access needs based on post-it notes. (15')</p> <p>As a whole group, the group devise and agree ground rules for the study session, which they will all try and follow. (20')</p> <p>Individually, participants are asked to write one hope (on a leaf or fish shaped paper) and one fear (on a nut or shark shaped paper) about the study session and put it on a tree or in a fishing net (or other appropriate shape). (10')</p> <p>The line of truth game – true and false about the Council of Europe. One at a time, five statements about the Council of Europe. The players have to decide individually whether that statement is true or false. If they think the statement is true they go to one side of the room. If they think the statement is false they go to the other side of the room. If they are unsure or do not know, the person stays in the middle of the room. Correct answers are read out at the end of each statement once everybody in the room has made a decision about where they stand. (15')</p>
<p>5. Materials needed and space required</p>	<p>Laptop and projector with PowerPoint presentation; suggestions/comments box; post-it notes; human bingo sheets; pens; marker pens; flip chart paper; writing paper; week dates/days, daily timing and events (for example, break, lunch, dinner, session 1, session 2, session 3, session 4, session 5, reflection groups) on coloured A4 paper so a large timetable of the week can be created (A4 paper with Session titles will also be required for this); blue tack; statement about the Council of Europe with true or false answers; masking tape to place on the floor creating a division for true or false game; wall space available for the week for a physical copy of the study session program to be available to participants throughout the week.</p> <p>Something resembling a tree or a fishing net (or whatever is decided is the base for hopes and fears), paper cut out into the shape of nuts and leaves, or fish and sharks (if that is the chosen theme for hopes and fears activity).</p>
<p>6. Further reading/ appendices</p>	<p>Housekeeping information</p> <p>Human bingo sheet (see ENIL website)</p> <p>Further information about the Council of Europe²</p> <p>Programme for the week (see, for example, page 35 of the manual)</p>
<p>7. Access needs</p>	<p><i>Prior to session:</i></p> <ul style="list-style-type: none"> • Provide presentation and housekeeping information to Sign Language Interpreter so they are familiar with what will be said. • Have housekeeping information written down for participants. • Send participants photo permissions in advance of the study session. • Advise all participants that we will be setting ground rules. • Provide all participants with the study session programme for the week in advance of the study session in the most appropriate format for each individual. • Advise all participants in advance that there will be a small amount of writing required during the session and if they need assistance with that to have their personal assistance available during the session. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Provide assistance for visually impaired participants to navigate group space during human bingo and line of truth activities. • Need to ensure session introduction/exercise and feedback is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers. • Ensure that participants know they can make verbal comments or suggestions to the facilitators throughout the study session if they would rather do that than handwritten suggestions. • Ensure that Council of Europe's statements are available in written form so that participants with hearing impairments can see the statements that are being read out and make a decision. • Ensure that there are sufficient numbers of people to provide note-taking support for activities.

2 This can be replaced with information about your organisation, your partner(s) or supporting organisation (if there is one).

Session 2: Sharing experience

1. Title and duration	Sharing experience (1 hour)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ Understand common issues which affect young people with disabilities; ▶ Encourage participation and contribution within new surroundings; ▶ Start to think about disability and achieving Independent Living.
3. Methodology	<ul style="list-style-type: none"> • Lead trainer verbally explains that participants will now go into groups to talk about their experiences of being labelled as “disabled”. Each group is provided with a sheet of paper, which has a circle on it and lots of post-it notes. Each participant takes it in turn to share an experience and writes it on a post-it note. Once the whole small group have had a turn, they place similar ones in a circle and separate things outside of circle. If a small group still has time, they repeat the method. • Small group work with 4 groups (2 groups of 3, 2 groups of 4) – trainers assign who works in which group (using 1,2,3,4 method). • Trainers also form a group and do the activity at the same time. • Each group provides feedback to everyone by reading a few of the post-it notes. • Before leaving for the break, participants decide on their preference for the next session by writing their name. Trainers provide support.
4. Programme	<p>Introduce session to participants. (10')</p> <p>Participants are placed into groups by the trainers and go through the ‘Sharing Experience’ exercise. Every group member must contribute. (During this time, trainers put 3 sheets of paper around the room: first says – Poster, second says – Role Play/Drama, third says – Poem/Speech). (30')</p> <p>Small groups feed back to the whole group about what they wrote on post-it notes. (15')</p> <p>Trainers explain that the next session will require them to either: design a poster, do a short role play or write a speech/poem. Participants are asked to put their name on the relevant piece of paper. (5')</p>
5. Materials needed and space required	Flip charts with circle drawn on; sheets of paper with type of performance written on (one per sheet: poster, poem/speech, drama/role play); post-it notes; pens.
6. Further reading/ appendices	
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Provide questions to communication aid user/s in order for them to prepare and add sentences/ vocabulary into their device. (Question: What is your experience of being labelled as “disabled”? Please provide a few responses.) <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Need to ensure session introduction/exercise and feedback is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers.

Session 3: The social model of disability

1. Title and duration	The Social Model of Disability (1 hour)
2. Aim(s) and objectives of the session	► Understand how the Social Model of Disability affects the lives of people with disabilities and how to use it within the Independent Living movement.
3. Methodology	<ul style="list-style-type: none"> • Short introduction to the medical and social model of disability. The introduction is given verbally with pictures on the slides to explain the concept of the social model. The idea is to raise questions that will be discussed. All pictures should be verbally described. • Participants make three lists: social barrier, physical barrier and institutional barrier. • Participants have to post the results of session 3 (the circles) into one of the three lists presented. If one of the circles does not fit under the three lists, a new list can be created. • Participants split up into small groups and prepare a presentation (poster or performance/drama or speech/poem) in order to explain to others the social model. • Participants discuss the presentations.
4. Programme	<p>Short introduction of the medical and social model of disability and the making of three lists (social barrier, physical barrier and institutional barrier). (20')</p> <p>Participants prepare a presentation in small groups. (20')</p> <p>Participants present to each other and debrief. (20')</p>
5. Materials needed and space required	Laptop and projector for pictures; 1 large sheet of paper, split into four sections: social barrier, physical barrier, institutional barrier and option for another barrier; post-it notes from Session 3; coloured pens and large paper for poster group; paper and pens for speech/poem group; break out room for role play/drama group.
6. Further reading/ appendices	<p>For information on medical and social model of disability, please see for example: http://www.ukdpc.net/site/images/library/Social%20Model%20of%20Disability2.pdf</p> <p>PowerPoint presentation on the social model (see ENIL website)</p>
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Provide topic to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • The group including communication aid user/s will be placed in the breakout room, for sound volume reasons. • Need to ensure debate is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers. • Ensure poster group describes poster, so that the visually impaired participants are included. • A facilitator to provide audio description to visually impaired participants during drama/role play group performance.

Session 4: Reflection groups

1. Title and duration	Reflection groups – to be repeated at the end of each day of the training (45 minutes)
2. Aim(s) and objectives of the session	► To discuss daily events and sessions in order to decide what can be improved and whether anything should be changed to make the next day's programme as accessible as possible.
3. Methodology	<ul style="list-style-type: none"> • Participants are divided into groups before the start of daily reflections. • Short introduction of the purpose of reflection work. • One of the trainers follows the reflection by taking notes. Participants themselves rotate the chairing of reflection groups and present a summary of the discussion.
4. Programme	Appoint which participant is chairing the reflection for the day. (5') Group discussion. (40')
5. Materials needed and space required	Several sheets of paper and pens for each group.
6. Further reading/ appendices	
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Prior to the reflection provide possible questions to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure that all written materials are read out.

Session 5: What is Independent Living and Personal Assistance

1. Title and duration	What is Independent Living and Personal Assistance (1 hour and 15 minutes)
2. Aim(s) and objectives of the session	► To improve participants' knowledge about Independent Living and Personal Assistance and to identify which attributes a Personal Assistant should possess.
3. Methodology	<ul style="list-style-type: none"> • A description of Independent Living (IL) and Personal Assistance (PA) • What do IL and PA mean for the participants now and what is their vision for the future. Participants prepare a road map for the future of IL.
4. Programme	<p>Presenting IL pillars. (15')</p> <p>In groups, participants work on the following questions: What does IL and PA mean to me today? and How do I see Independent Living and the role of Personal Assistance in the future? Participants prepare their road map to the future. (40')</p> <p>Identifying good attributes for a PA, with a model of a person (head is the knowledge, hands are the skills, heart is the attitude). (20')</p>
5. Materials needed and space required	Laptop with PowerPoint presentation and projector.
6. Further reading/ appendices	PowerPoint presentation on Independent Living and Personal Assistance (see ENIL website)
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Prior to the reflection provide possible questions to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. (Questions: What do Independent Living and Personal Assistance mean to you at present what should they look like in the future (in your own view)?, What are good/ positive attributes of a Personal Assistant?) <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure that all written materials are read out. • Ensure enough space in the room for the participants to move around when working in groups.

Session 6: What is Independent Living and the European Network on Independent Living (ENIL)

1. Title and duration	What is Independent Living and the European Network on Independent Living (1 hour)
2. Aim(s) and objectives of the session	► To introduce participants to ENIL and promote ENIL's definitions of Independent Living and Personal Assistance
3. Methodology	<ul style="list-style-type: none"> • Presentation of ENIL, its campaigns and its key definitions on Independent Living (after the presentation, participants look at their road maps again – created in the previous session – to identify the principles on their maps); • Participants play the number game – numbers are put in different parts of the room so that participants can approach the number they believe is the correct answer to the questions. Covered topics – Freedom Drive, number of regional offices, headquarters, number of members, etc.
4. Programme	<p>Presenting ENIL, its campaigns and the key definitions of Independent Living. Participants check how these correspond to the roadmaps they prepared during the previous session. (40')</p> <p>Participants play the number game (participants move around the room and stand next to a number that answers the question). (20')</p>
5. Materials needed and space required	Laptop with PowerPoint and projector; roadmaps from the previous session; sheet with questions for the numbers game; numbers printed in poster size; enough space for the participants to move around.
6. Further reading/ appendices	<p>About ENIL – http://www.enil.eu/about-enil</p> <p>ENIL's key definitions of Independent Living – http://www.enil.eu/policy</p> <p>PowerPoint presentation (see ENIL website)</p>
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Provide topic to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. (Questions: How does ENIL operate within Europe?, Are you familiar with ENIL's definitions of Independent Living and Personal Assistance?, What does ENIL campaign for and who does it represent?) <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure that all written materials are read out.

Session 7: What are human rights?

1. Title and duration	What are Human Rights (1 hour)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ Introducing human rights to participants. Focus on explaining: that everybody has human rights; human rights relate to human dignity; and human rights cannot be taken away from you. ▶ Explain why certain groups have specific conventions and frameworks to protect their rights. For example, people with disabilities, children, women and ethnic minorities. ▶ Look at similarities in advocating for the rights of people with disabilities and those of other marginalised groups, such as LGBTQ³.
3. Methodology	<ul style="list-style-type: none"> • Short presentation about human rights and the key international and European human rights treaties, covering concepts such as: what are human rights, what is human dignity, universality, equality, inalienability of human rights. • Games – the secret game: participants receive an envelope with a secret, visible only to them; this is followed by a discussion about how this secret makes them feel, or human rights bingo.
4. Programme	<p>Presentation of IGLYO – a youth organisation advocating for the rights of the LGBTQ community⁴.</p> <p>Presentation on human rights, covering questions such as: What are human rights? Who is responsible for upholding them? Who do human rights protect? This is followed by a presentation of the key human rights treaties, such as the Universal Declaration of Human Rights (1948), the EU Charter of Fundamental Rights (2009) and the European Convention on Human Rights and Fundamental Freedoms (1950). Discussion. (40')</p> <p>Participants play the secret game. They receive an envelope with a secret visible only to them. They then discuss how this secret makes them feel. (20') (This can also be replaced with the human rights bingo.)</p>
5. Materials needed and space required	Laptop with PowerPoint and projector; envelope with a secret for each participant.
6. Further reading/ appendices	<p>Introduction to human rights – see Compass – Manual for Human Rights Education with Young People, available at: http://eycb.coe.int/compass/download_en.html</p> <p>PowerPoint presentation (see ENIL website)</p> <p>Human Rights bingo (see ENIL website and http://eycb.coe.int/compass/en/chapter_2/2_35.html)</p>
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Provide topic to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. • A copy of materials should be provided to personal assistants beforehand, as relevant, so they can help the participants that need support. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Need to ensure session is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers. • Participants should have enough space in the room so they can move around freely and ask other participants questions.

3 LGBTQ stands for lesbian, gay, transsexual, transgender and queer.

4 Depending on who is invited as an external speaker, this can be replaced by a presentation of another youth group advocating for the rights of women, children, ethnic minorities and others.

Session 8: The UN Convention on the Rights of Persons with Disabilities

1. Title and duration	The UN Convention on the Rights of Persons with Disabilities (1 hour and 15 minutes)
2. Aim(s) and objectives of the session	► Understand how the UN Convention on the Rights of Persons with Disabilities (“UN CRPD”) can be used and why it is important for the Independent Living movement.
3. Methodology	The session is based on the ‘Learning by Doing’ methodology: <ul style="list-style-type: none"> • First, participants get a short introduction about the UN CRPD and why it was adopted. • Participants are then split into 3 groups and each group gets 3 Articles from the UN CRPD. The group has to look into what these articles mean for young people with disabilities, and how they can ensure that these articles become a reality in their communities. They can decide how they want to present their views. • The groups present to each other and discuss their views.
4. Programme	Short introduction about the UN CRPD and why it is necessary. (15’) Participants work in their groups. (35’) Groups present to each other and discuss their views. (25’)
5. Materials needed and space required	Laptop and projector for PowerPoint presentation; pens and paper; separate space/breakout room.
6. Further reading/ appendices	About the UN CRPD – http://www.un.org/disabilities/ Manuals on the UN CRPD – http://www.community-living.info/?page=308 PowerPoint presentation (see ENIL website)
7. Access needs	<i>Prior to the session:</i> <ul style="list-style-type: none"> • Provide topic to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. <i>During the session:</i> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Group including communication aid user/s will be housed in breakout room, for sound volume reasons. • Need to ensure debate is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers. • Ensure that groups that use poster describe the poster to ensure visually impaired participants are included. • A facilitator to provide audio description to visually impaired participants if some group decides to present by using drama/role play performance.

Session 9: Council of Europe, youth and disability

1. Title and duration	Council of Europe youth and disability (1 hour)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ To familiarise participants with the Council of Europe and the work that it does around youth and disability. ▶ To discuss the Council of Europe’s recommendations on children and youth with disabilities.
3. Methodology	<ul style="list-style-type: none"> • Presentation of the Council of Europe’s work on disability. • Group discussion using the fishbowl method in order to provide feedback around the recommendations.
4. Programme	<p>A speaker from the Council of Europe gives the group a 20 min presentation on the Council of Europe’s disability strategy and the draft recommendations on children and youth with disabilities. During the presentation, s/he explains what the recommendations are and how the Council of Europe Members States will use them. If using PowerPoint, any images will need to be described. (20’)</p> <p>Opportunity to ask any questions about the presentation. (10’)</p> <p>Fishbowl exercise. Start by a 5-minute explanation of what it is. The way fishbowl works is by the group first creating a circle – this is the fishbowl. Three people from the group volunteer to be the fish. They sit in the middle of the circle and discuss the statement presented to the group. If a member of the fishbowl decides they have something to add they approach the ‘fish’ and tap/indicate one fish out. They then become the fish.</p> <p>Fishbowl exercise to consist of five statements related to the Council of Europe recommendations on children and youth with disabilities. Statements need to be relevant to the Council of Europe, must be composed in advance of the session and checked by the trainers that they are accessible. (25’)</p> <p>Suggested Statements:</p> <ol style="list-style-type: none"> 1. A special recommendation on Children and Youth with disabilities is not needed. The general Council of Europe Recommendation on Disability is enough. 2. Employment is the most important part of any recommendation on Youth with Disabilities. 3. It is not possible to consult with Youth with Disabilities in all European countries, so making a recommendation now is a stupid idea.
5. Materials needed and space required	Computer and projector; statements about the Council of Europe recommendations on children and youth with disabilities for the fishbowl exercise; space to construct a circle.
6. Further reading/ appendices	<p>Information on the Council of Europe – http://www.coe.int/aboutCoe/index.asp?page=quisommesnous&l=en</p> <p>Council of Europe’s recommendations on children and youth with disabilities – http://hub.coe.int/web/coe-portal/what-we-do/society/disabilities</p>
7. Access needs	<p><i>Prior to session:</i></p> <ul style="list-style-type: none"> • A copy of the Council of Europe presentation to be provided to the sign language interpreters in advance. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Any visual information must be read out to the group. • People/Personal Assistants to assist with notes, if needed. • Need to ensure debate is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers.

Session 10: Empowerment skills – getting your point across (Part 1)

1. Title and duration	Empowerment skills (1 hour and 15 minutes)
2. Aim(s) and objectives of the session	▶ Introduce debating and prepare group debate.
3. Methodology	<ul style="list-style-type: none"> • Short audio and visual presentation on debating – three PowerPoint slides with text of what the facilitators are saying – to benefit group members with hearing impairments): What is it?, Why is it important?, How to debate? • Small group work with 4 groups– trainers to assign who works in which group (using 1,2,3,4 method) • Debate topics provided by trainers: Topic One – “Kissing in elevators/lifts should be banned!” Group 1 – For Group 2 – Against Topic Two – “Government should give free rations of chocolate to everyone, once a week” Group 3 – For Group 4 – Against • Groups prepare a debate with one trainer helping each group. • Group 1 and 2 debate in front of everyone before the end of the session.
4. Programme	<p>Energiser/Welcome/Catch-up (Ask how everyone is/Any major issues/Quick activity to wake everyone up). Trainers explain feedback. (15’)</p> <p>Audio and visual presentation on debating: What is it? Why is it important? How do I debate? (10’)</p> <p>Participants split into groups. (10’)</p> <p>Participants prepare for the debate; every group member must contribute to the debate and introduce themselves when they officially debate. (25’)</p> <p>Groups from Topic 1 debate (For-Against-Rebuttal For-Rebuttal-Against Open to Floor). (20’)</p> <p>Reflection on debate led by one of the trainers. (5’)</p>
5. Materials needed and space required	Pens and paper; computer with PowerPoint, projector and screen; separate space/breakout room.
6. Further reading/ appendices	PowerPoint presentation (see ENIL website)
7. Access needs	<p><i>Prior to session:</i></p> <ul style="list-style-type: none"> • Provide topic to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. (Debate topic and which side of debate) <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Group including communication aid user/s will be housed in breakout room, for sound volume reasons. • Need to ensure debate is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers.

Session 10: Empowerment skills – getting your point across (Part 2)

1. Title and duration	Empowerment Skills (1 hour)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ Continue debating; ▶ Provide feedback to encourage self and partner reflection; ▶ Identify own skills and traits to increase self-awareness.
3. Methodology	<ul style="list-style-type: none"> • Debate topics provided by facilitators: Topic Two – “Government should give free rations of chocolate to everyone, once a week” Group 3 – For / Group 4 – Against • Group 3 and 4 debate in front of everyone at start of session. • All groups (1–4) provide feedback on debating styles: Participants go into self-selected pairs and reflect on what went well for their contribution, what they think could have been better in their contribution and then reflect on their partner’s performance. • Participants to use reflection from work in session 1 and 2 to help them acknowledge their own campaigning skills and identify their strengths (through the Animal Game). One facilitator stays next to one animal to assist.
4. Programme	<p>Groups from Topic 2 debate. (20’)</p> <p>Reflection led by one of the trainers. (5’)</p> <p>Participants get into pairs and reflect on their and their partner’s performance during debate: what went well for their contribution, what they think could have been better in their and their partner’s performance. (During this time, facilitators put flipcharts with animals around the room with two attributes already predetermined.) (15’)</p> <p>Introduce Animal Game – flipchart with one animal drawing in each corner of the room: Beaver – hardworking and practical, Turtle – thinks things through and reliable, Gerbil (desert hamster) – energetic and multitasking, and Peacock – good communicator and confident! Participants go to animal they think most represents them and add attributes and reasons why they chose that animal. (25’)</p>
5. Materials needed and space required	Flipcharts with animal drawings; pens; post it notes.
6. Further reading/ appendices	
7. Access needs	<p><i>During the session:</i></p> <ul style="list-style-type: none"> • Any visual information must be read out to the group. • People/Personal Assistants to assist with notes, if needed. • Need to ensure debate is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers.

Session 11: Leadership skills – preparing to lobby!

1. Title and duration	Leadership skills (1 hour)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ To familiarise participants with different campaigning and lobbying techniques. ▶ To encourage participants to reflect on their and their peers’ skills in campaigning in order to increase their lobbying effectiveness. ▶ To prepare participants for lobbying the European Parliament.
3. Methodology	<ul style="list-style-type: none"> • PowerPoint presentation on campaigning: slides to show methods and examples. • Group work – discussions in pairs. • Group work – discussions in larger groups.
4. Programme	<p>Introduce session to participants – lobbying the European Parliament and creating lobbying messages. (5’)</p> <p>PowerPoint presentation on campaigning methods (petitions, lobbying, media, research and creating networks), with practical examples from different organisations (such as ENIL’s Freedom Drive, Disabled People Against Cuts etc.). (15’)</p> <p>Participants reflect on animal game and presentation, and identify which campaigning methods suit their skills. Whole group discussion. (15’)</p> <p>Trainers split participants into four groups (participants can choose the group before the session). Groups discuss messages they want to promote during the lobbying activity. The aim is to come up with at least two recommendations and continue into the next session.</p> <p>Groups are divided based on topics, with the four titles written on flipcharts: education, transition to employment, deinstitutionalisation (independent living), changing attitudes; with one trainer assigned per topic. Trainers explain that participants should come up with the background and recommendations. These must relate to youth and should explain what the situation is like in general (not country specific) on the subject matter. (25’)</p>
5. Materials needed and space required	Laptop with PowerPoint presentation and projector; animal posters (see Session 10); pens; flipchart paper; one breakout room.
6. Further reading/ appendices	<p>Examples of campaigns – http://www.enil.eu/campaigns/ or http://www.allfie.org.uk/docs/Campaigns%20in%20Action.pdf</p> <p>PowerPoint presentation (see ENIL website)</p>
7. Access needs	<p><i>Prior to session:</i></p> <ul style="list-style-type: none"> • Provide presentation to Sign Language Interpreter so they are familiar with what will be said. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Need to ensure session introduction/exercise and feedback is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers. • During group work, one group to use a breakout room for acoustic issues.

Session 12: Lobby design!

1. Title and duration	Lobby design (1 hour)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ To prepare lobby messages for the meeting with Members of the European Parliament. ▶ Finalising the messages and methods participants will use when visiting the European Parliament.
3. Methodology	<ul style="list-style-type: none"> • Informal group presentations. • Democracy in action! – Using physical space to identify preferences (move to the area of the room with statement heading). • Group work around individual responsibilities.
4. Programme	<p>Group comes back together (see end of Session 11). Each subgroup shares campaign message ideas they came up with during the previous session. The whole group has an open discussion around the four topics. Everyone provides feedback. (20')</p> <p>In their original groups, participants flesh out lobbying messages. Preparation likely to include speech/posters/film. Producing a leaflet to hand out and using photos of the week to create posters for the MEPs. (35')</p> <p>Explain to participants about getting into the European Parliament. (5')</p>
5. Materials needed and space required	Flip chart paper; coloured pens; arts and crafts material; pens; glue sticks; card; placards; camera; laptop with Internet access (research purposes); breakout room.
6. Further reading/appendices	Ensure participants receive information on European Parliament and its structures in their delegation packs.
7. Access needs	<p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all participants are comfortable with what they are doing and know what is going on; this may mean repeating information and ensuring all information is available to those with sensory impairments (in the relevant formats). • Ensure all written materials are read out for visually impaired participants. • Need to ensure session introduction/exercise and feedback is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers. • During group work, one group to use a breakout room for acoustic issues.

Session 13: Reflection groups and personal action plans

1. Title and duration	Reflection groups and personal action plans (45 minutes)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ To devise an individual action plan; ▶ To assist the participants in using what they have learned from the study session to take action in their own communities/countries.
3. Methodology	<ul style="list-style-type: none"> • Action plans. • Peer support and self directing activities.
4. Programme	<p>Introduction to the action plan forms with an example of how to complete them. (10')</p> <p>Individuals working on their own to complete their own action plan with assistance from other group members and trainers if required. (25')</p> <p>Each individual briefly presents their plan. (10')</p>
5. Materials needed and space required	Action plans in appropriate format for each individual; space for each reflection group to meet; appropriate furniture for individuals to be able to write their action plans; computers available to those who would prefer to complete the forms electronically; an example action plan already completed.
6. Further reading/ appendices	Action plan form (see ENIL website)
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Ensure that all participants have supplied appropriate access information so that action plans can be provided in formats that are accessible to the individuals. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure that everybody is in a space, which is accessible to them and where they can complete an action plan. Make sure that all participants have a form that is accessible to them.

Session 14: Independent Living Youth Network – creating a vision

1. Title and duration	Independent Living Youth Network – creating a vision (1 hour and 15 minutes)
2. Aim(s) and objectives of the session	► Create a vision for the Independent Living youth network.
3. Methodology	<ul style="list-style-type: none"> • Group discussion – What is the aim of the network? • Break into groups (self-selected; maximum 4, minimum 3) to discuss two questions: Who is the network for (audience) and Why should it exist? • Group comes back and provides opinions; discussion to see if the whole group can reach consensus; suggest merging ideas. • Stress trainers want to be part of the network, so they are equal contributors.
4. Programme	<p>Aim of the network – whole group discussion. (25')</p> <p>In small groups (self-selecting), two questions: who is the network for and why? (25')</p> <p>Group feedback and reaching consensus. (25')</p>
5. Materials needed and space required	Pens and paper; separate space/breakout room.
6. Further reading/appendices	
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Provide topic to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Group including communication aid user/s will be housed in breakout room, for sound volume reasons. • Need to ensure debate is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers.

Session 15: Independent Living Youth Network – network structure

1. Title and duration	Independent Living Youth Network – network structure (1 hour)
2. Aim(s) and objectives of the session	► Building on the previous session (Session 14), discuss a structure of the Independent Living youth network.
3. Methodology	<ul style="list-style-type: none"> • Trainer stresses the importance of being realistic: no money, no Secretariat – network will have minimum resources, they need to be responsible. • Structure of Network – present a set of questions that need to be agreed on (put these on paper for people to sign up to, with one trainer assigned to each question) <ol style="list-style-type: none"> 1. How to organise representation – country based, organisation based or individual based. 2. Communication – how does the network communicate, how to use the Internet and how to organise online and offline meetings? 3. How are decisions made in the network? 4. How to grow the network, become members?
4. Programme	<p>Introduce session. (10')</p> <p>Work in small groups on the four questions. Develop a plan and two key roles, which participants will commit to. (30')</p> <p>Groups come back together and add comments (find people to commit to certain roles). (20')</p>
5. Materials needed and space required	Flipcharts and markers.
6. Further reading/ appendices	
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Provide topic to communication aid user/s in order for them to prepare and add sentences/vocabulary into their device. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Group including communication aid user/s will be housed in breakout room, for sound volume reasons. • Need to ensure debate is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers.

Session 16: What's next? Action planning for the future of the group

1. Title and duration	What's next? Action planning for the future of the group (1 hour)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ To agree about what will happen after the study session; ▶ To create a formal group and decide how it will work; ▶ To plan as a group what actions will come out of this study session and who will do what after the study session to make things happen; ▶ To create a plan that the whole group owns and has responsibility for.
3. Methodology	<ul style="list-style-type: none"> • Giant action plan based on the same idea as individual action plans created in Session 13.
4. Programme	<p>Explain the soup spoon method: single to create ideas, then share ideas with the person next to you, then in a group of four. Finally discuss in a group. Come up with ideas for Actions for the Group/Network. (40')</p> <p>Voting system. Each person gets a set of stickers and uses them to vote on ideas. (20')</p>
5. Materials needed and space required	Flipchart paper or large paper to write group aim; blue tack; wall space for group aim; suitable amount of breakout space for subgroups to work without disturbing each other; pens; flipchart paper for each subgroup.
6. Further reading/appendices	Creating the PATH – http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-planning/path.aspx
7. Access needs	<p><i>Prior to session:</i></p> <ul style="list-style-type: none"> • Advise all participants in advance that there will be a small amount of writing required during the session and if they need assistance with that to have their personal assistance available during the session. <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Need to ensure session introduction/exercise and feedback is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers. • During group work, one group to use a breakout room for acoustic issues.

Session 17: Evaluation

1. Title and duration	Evaluation (1 hour)
2. Aim(s) and objectives of the session	<ul style="list-style-type: none"> ▶ Gain insight into what the participants thought of the study session; ▶ Encourage reflection and promote the concept of feedback; ▶ Participants to revisit the “hopes and fears” activity.
3. Methodology	<ul style="list-style-type: none"> • Facilitator explains the session. • For the bulls-eye method, participants will see three sheets with archery target board. Each will contain a question: <ol style="list-style-type: none"> 1. How much did you enjoy the study session? 2. Do you feel the network has potential? 3. How accessible was the study session? • Participants draw or stick something on the area of the archery target which best reflects their view for each of the questions. • Participants write statements on post-it notes: one thing they liked about the study session, one thing they disliked about the study session. They stick the post-it notes on the wall which corresponds to their statement. • Participants answer a short evaluation form, either on paper or in digital format (depending on access needs). Trainers provide support in completing evaluation forms. • Participants are placed into groups of three, as chosen by trainers, and collect their fish and sharks from Session 1; they reflect in their groups about what they wrote during the first session. On a new fishing net, they write “Something I’ll take away from the Study Week”.
4. Programme	<p>Introduce session to participants. (5’)</p> <p>Participants use bulls-eye method to answer three questions: enjoyment level, network potential, access. (10’)</p> <p>Participants write comments for each side of room (one side asks one thing they enjoyed about the session, the other side the opposite). (10’)</p> <p>Participants complete short evaluation form (paper or digital). (30’)</p> <p>Participants collect fish and sharks and go to reflection groups to discuss and create a treasure chest (something to take away from the study session). (5’)</p>
5. Materials needed and space required	Three large sheets of paper with archery targets and one statement on each: enjoyment level, network potential, access; coloured pens; post it notes; two large sheets of paper, one statement on each: what you liked, what you did not like; statements from “Hopes and Fears” Activity; paper with treasure chest design; breakout room.
6. Further reading/ appendices	Evaluation form (see ENIL website)
7. Access needs	<p><i>Prior to the session:</i></p> <ul style="list-style-type: none"> • Provide question to communication aid user/s in order for them to prepare and add sentences/ vocabulary into their device. <p>Question: What did you like about the study week? Please provide one response. Question: What did you not like about the study week? Please provide one response. Question: Over the week, have your thoughts on your initial hopes and fears changed? Please provide a few responses.</p> <p><i>During the session:</i></p> <ul style="list-style-type: none"> • Ensure all written materials are read out for visually impaired participants. • Need to ensure session introduction/exercise and feedback is accessible to individuals with hearing impairments, through sign language interpretation, palantypist or clear line of sight for lip readers.

ENIL Study Session

– Day by Day Programme

	Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
10:00		Official opening Name games, Introductions to the programme of the week and the Council of Europe	What is Independent Living and Personal Assistance?	The UN Convention on the Rights of Persons with Disabilities, Group work	Empowerment, Skills level	Lobbying at European Parliament	IL Youth Network, Create a vision
11:15		Break	Break	Break	Break	Break	Break
12:00		Ground rules, Access needs, Hopes and fears	What is Independent Living and ENIL?	Council of Europe Action Plan on Disabilities and Children and Youth Recommendations	Leadership	Lobbying at European Parliament continues	IL Youth Network, Create a network structure
13:00		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:30		Sharing experience, Group discussions	Human rights	Free afternoon	Leadership, How to lobby	Logistics and return to Youth Centre	Group action plan
15:30		Break	Break		Break	Break	Break
16:15		Introduction to the medical and social model of disability	Human rights and myself		How to campaign?, Activities	Reflecting on lobbying	Evaluation
17:30	Welcome and explaining the building, name games	Reflection group	Reflection group – self-reflection		Reflection group – planning lobbying	Reflection group – making a personal action plan	Closing the study session
18:30	Dinner	Dinner	Dinner		Dinner	Dinner	Dinner
20:00	Free evening	Intercultural evening	Open space discussions – What you want to know about Independent Living and the use of Personal Assistance		Disability media	Free evening	Farewell party

Handouts

What people should know about me

Every member participating in the study session has the opportunity to learn interesting facts and access needs about each other.

Name: _____

Three Interesting Facts:

1. _____

2. _____

3. _____

Access needs: _____

Picture:

Your access requirements

Please mark your answer. Please answer all the questions.

Name: _____

This section is about information, and how we communicate it to you.

Do you use Braille?

Yes No

Do you use Large Print?

Yes No

If yes, please indicate what font and size:

Write answer here: _____

For electronic documents what format do you require?

Write answer here: _____

Do you require information in any other formats?

Write answer here: _____

Do you require a Palantypist at the Study Session?

Yes No

Do you need a Sign Language Interpreter?

Yes No

If yes, please indicate what language:

Write answer here: _____

This section is about planning the Study Sessions.

If you have a visual impairment, would you like a guided tour of the venue upon arrival?

Yes No

Do you require a hearing loop at the venue?

Yes No

Do you need a quiet breakout room?

Yes No

Do you need a prayer room during the day activities?

Yes No

Do you need car parking space?

Yes No

If yes, do you need a car parking space at:

Hotel Training venue Both

Do you have any medical conditions that may require urgent attention during the study session such as epilepsy, diabetes or allergies?

Write answer here: _____

Do you have any specific dietary requirements?

Write answer here: _____

This section is about access to the accommodation.

Do you require step-free access?

Yes No

Do you require a room with an accessible bathroom?

Yes No

If yes, does your bathroom need a:

Bath Roll-in-Shower Other. Write answer here: _____

Do you need to use a hoist in the bedroom?

Yes No

Do you need to use a hoist in the bathroom?

Yes No

Are you able to share a room with your Personal Assistant?

Yes No

If yes, can your room have:

Twin beds (2 separate single beds) Double bed (one large bed to share)

Is there anything else we can do to help you feel included (for example regular breaks, somebody to talk you through meetings in advance etc.)?

Write answer here: _____

Is there anything else we should know?

Write answer here: _____

The European Network on Independent Living (ENIL) is a Europe-wide network of people with disabilities. It represents a forum intended for all disabled people, Independent Living organisations and their non-disabled allies on the issues of independent living. ENIL's mission is to advocate and lobby for Independent Living values, principles and practices, namely for barrier-free environment, de-institutionalisation, provision of personal assistance support and adequate technical aids, together making full citizenship of disabled people possible. This training manual brings together materials developed for the study session "Young People with Disabilities as Future Leaders of the Independent Living Movement". It is aimed at those planning to organise workshops for young disabled people, using peer training and participatory methodology.

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