



# Lead On

International Leadership and Human Rights Training  
Course for Youth

*(14-20 April 2026, Istanbul, Türkiye)*

# The Training Manual



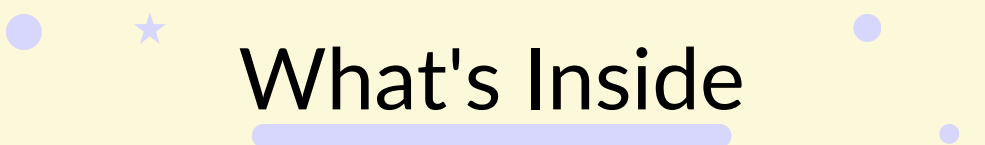
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# Welcome!

This training manual was developed as part of the Lead On project run by ENIL Youth Network in 2026 with support from the European Youth Foundation.

This manual is designed to support individuals and organisations who want to run capacity building activities with disabled young people by sharing the activities developed for the “Lead On” project. The materials shared in this manual were developed and delivered by Nina Portolan, Ralu Baci, Emmy Sefentin, Zara Todd and Fatma Yazıcı for the Lead On training course, in April 2026.

# How to use this manual

It is up to you how you use the materials in this manual. You can use the session plans to guide your own activities or to act as inspiration.

Take what is useful and adapt it to your context and the needs of your participants.

We have shared the sessions in the order in which they were delivered for ease of use.

Many of the sessions could be delivered as stand-alone activities exploring particular topics or ideas.

The sessions shared in this manual are all based on using non-formal education techniques to explore:

- **Human rights**
- **Disability rights and justice**
- **Project planning**
- **Leadership and mobilising skills**
- **Facilitation and human rights education**

The sessions and activities shared here were designed to work in a small indoor space for a group of 12 disabled young people from different cultural contexts and with different access needs.

The session outlines vary in detail, reflecting the different preparation styles of the trainers.

Throughout the Lead on the training, the framing of shipping and exploration were used to tie together concepts and act as an analogy around the leadership journey. In the session outlines shared in this document, there are lots of nautical references; this is deliberate, but any theme could have been used to connect the sessions and reflect the participants' journey.



# About ENIL Youth

The **European Network on Independent Living (ENIL)** is a user-led network of disabled people with members all over Europe. ENIL represents the disability movement for human rights and social inclusion based on solidarity, peer support, deinstitutionalisation, democracy, self-representation, cross disability, and self-determination.

The **ENIL Youth Network** is a network of over 300 young disabled people from across Europe.

The youth network was established in 2012. The Youth Network aims to provide a space for young disabled people to engage with youth and disability rights issues at the European level.

ENIL Youth Network is run by young disabled people for young disabled people. The Network offers learning opportunities, peer support to young disabled people in advocating for their rights and supports them in influencing policy and representing the needs of young disabled people at a European level.

Any disabled young person aged between 18 and 35 years of age living in the Council of Europe area can become a member of the ENIL Youth Network, for free. If you are interested, you can join the ENIL Youth Network **here**.

# About Lead On

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The Lead On course was an intensive residential course delivered over five days in Istanbul, Türkiye. The course was aimed at young disabled people aged between 18 and 30.

The course hoped to support its participants to develop their skills, confidence and capabilities as changemakers. The course included space for the participants to practice their skills and develop action plans to implement local, national or international activities after the course.

The course was delivered in English.

The program and activities of Lead on were developed based on the aims and objectives developed by the youth board and the training team.

By bringing together young people from the Council of Europe Member States during this 5-day training course, we aimed to empower young people to become leaders and multipliers, gain practical skills in facilitation and project planning, map and plan future collaborations of their member organisations, build a sense of community and take an active role in the disability rights movement and human rights education for youth.

# Lead On

## The objectives of Lead On course were:

- Providing participants with knowledge and skills to become confident leaders and multipliers within the Youth Network.
- Increasing the participants' understanding of Human Rights principles, Human Rights Education, the Disability Rights movement and relevant policy frameworks.
- Increasing the participants' knowledge of international mechanisms for protecting human rights, especially through the Council of Europe and the United Nations.
- Developing the participants' skills and attitudes as facilitators of non-formal education activities or team members working in intercultural, diverse teams.
- Supporting participants to develop their own project proposals and action plans, by providing them with practical tools, knowledge and opportunities to collaborate with members across Europe.



# Accessibility and Adapting Activities

Accessibility is not singular; the activities shared in this manual reflect the learning and accessibility needs of the training's participants.

The course used human rights education and non-formal learning approaches.

When using activities from this manual, consider adapting them to meet the needs and size of your group. We designed the activities to account for the following accessibility needs:

- Fluctuating health conditions and energy levels
- Neurodivergence
- Mental health conditions
- Limited mobility
- Low vision and blindness
- English as a 2nd language

When adapting content and activities, the Lead On the training team first started with the aims and objectives of the session and what they wanted participants to learn, then they adapted activities and content to the needs of the group.

The Training team worked from the principle of being as inclusive and accessible as possible, acknowledging that there is no such thing as fully accessible, and that in a mixed-ability group, there will be access friction.

Working in ways that are accessible and inclusive, both within the team as a group of disabled facilitators and working with a mixed ability group, required constant thought and practice.

More information on adapting activities and managing access friction can be found in the appendices of this manual, as a number of short resources were created to accompany session activities.

# 10 Things We Did to Make Lead On More Accessible and Inclusive

## **1 We asked people about their access needs and interests as part of the application process and in the programme.**

This enabled us to design the content with adjustments in place and supported us in developing content that reflected the needs, interests and level of the group collectively.

We also provided space in the programme for people to share what they wanted of their access needs with other people in the group so that we could support each other's inclusion.

## **2 We encouraged participants to honour their needs and were flexible in accommodating people.**

This meant encouraging people to do what they needed to be comfortable, so sometimes that meant people walked around or stretched, sometimes it meant they sat on the floor, and sometimes it meant people took short breaks.

## **3 Availability of Sensory aids**

We had sensory aids also known as fidget toys available throughout the training space and encouraged people to use them.

## **4 Using microphones**

Using microphones makes activities more accessible for everyone, particularly those who are deaf, using captioning or loop systems. Using microphones can also help people who have audio processing issues or neurodivergence, as it naturally supports one person speaking at a time.

## **5 We embraced small group work**

Small group work is often a key element of non-formal education, and it is really supportive of creating more accessible and inclusive spaces. It creates space where there are fewer needs, meaning groups can be tailored more to individuals. For example, working in small groups can work better for people who might not be so confident speaking, and having fewer people might mean it's easier to clarify things you don't understand.

## **6 Information in different formats and reading stuff out**

Non-formal education can be quite visually based, which is not very accessible if you are blind or visually impaired. Reading stuff out and providing audio descriptions ensures that everybody can access the content. It also helps people who process audio information better than written. However, it is also helpful to have written information available when verbally explaining things because it decreases what people need to remember and allows people to go back and check that they have understood.

## **7 Different ways of contributing**

When designing and selecting activities, we tried to build in different ways of contributing, accounting for different learning styles, knowledge levels and preferences. This meant that not everybody had to contribute to an activity in the same way in order to contribute to its success. For example, in small group work, someone might take on the role of notetaker, someone might facilitate the discussion, etc.

## **8 Having a backup option**

Sometimes you don't know what will work until you try it. Having a backup option means that you can quickly move on to something else if your first choice isn't working. That means for some of the session outlines, there are alternative options listed in case the first idea didn't work.

## **9 Rest**

Following the disability justice principle of sustainability, rest and flexibility were built into Lead On. Participants were encouraged to take breaks when they needed, not just when they were scheduled. A free afternoon and free evening were deliberate choices by the team to give participants more space and opportunity to manage their energy.

## **10 Embedding Disability Justice in ways of working**

Disability justice was a key part of Lead On in both its design and as a topic area. When looking at activity design, the team embedded intersectional examples into all areas of the programme, supporting participants to be their whole selves and acknowledging that lived experiences are shaped by more than just disability.

The 10 principles of disability justice developed by Sins Invalid were used in the design and delivery of Lead On and can be seen in both the session design and content.

# Activity Flow and Design

The programme was developed based on needs identified by ENIL Youth Networks' board and was structured and elaborated on by the training team. The program flow and design aimed to provide participants with a sense of the journey, starting with more technical and theoretical input and ending with action planning. The team considered the mixture of methodologies across the programme to ensure variety and structured things to build from one another.

As part of being centred on non-formal education techniques, the programme emphasised peer learning and valued the lived experience of participants in shaping the direction of discussions.

Each session was developed by at least 2 facilitators using an adapted version of the session outline template used by the Youth Department of the Council of Europe. See appendix.

A key part of the programme was the reflection groups, which offered participants the opportunity to reflect on the day's learning and provide feedback to the training team. This group reflection was done with the same group of people every day, in groups of 4, and was facilitated by one of the training team.

|       | day 1                           | day 2                                     | day 3                    | day 4                           | day 5                      |
|-------|---------------------------------|---|--------------------------|---------------------------------|----------------------------|
| 09:30 | Introductions                   | Disability rights and justice             | Human Rights Education   | Working with others             | Cross movement organising  |
| 11:00 | Coffee break                    |   |                          |                                 |                            |
| 11:30 | Getting to know each other      | Human Rights and Internatio               | A journey from education | Inclusive communication         | Action planning: From idea |
| 13:00 | Lunch                           |   |                          |                                 |                            |
| 14:30 | Leadership and mobilising       | Intersectionality                         | Free afternoon           | Designing accessible activities | Action planning practice   |
| 16:00 | Coffee Break                    |   |                          | Coffee Break                    |                            |
| 16:30 | Life as a young disabled leader | Internalised ableism and disability pride |                          | Practice session                | Evaluation & closing       |
| 18:00 | Reflection groups               |   |                          | Reflection groups               |                            |
| 18:30 | Dinner                          |   |                          |                                 |                            |

# Session Plans

The next section of the manual is focused on sharing the session plans that were used during the Lead On training. These outlines are shared as they were used; they vary in detail, reflecting different facilitators' ways of working.

## Day One

Day one was focused on introducing people to the programme and giving participants space to get to know each other and share experiences.

## Day Two

Day two was focused on introducing the theoretical frameworks around human rights and disability justice which underpinned the rest of the programme.

## Day Three

Day three was focused on non-formal education and how to turn theory into practice.

## Day Four

Day four was focused on communication and facilitation skills.

## Day Five

Day five was focused on action planning.

## Day One:

|  |  |
|--|--|
| <i>1. Title, date, time</i>                    | <i>Introductions, April 15th, 9.30-11.00</i>   |
| <i>2. Background</i>                           | First session of the programme, introducing the participants to the project, the team and the programme over the 5 days.   |
| <i>3. Aim(s) and objectives of the session</i> | <p>Aim: To open the training and introduce participants to each other, as well as the sessions in the programme.</p> <p>Objectives:</p> <ul style="list-style-type: none"><li>• Open the programme, present the team and ENIL</li><li>• Begin the process of getting to know each other</li><li>• Discover the programme for the coming days</li></ul> |
| <i>4. Methodology and methods</i>              | <ul style="list-style-type: none"><li>• Presentation in plenary, working in pairs and small groups</li></ul>   |

|   |   |
|---|---|
| <p>5. Programme</p>                           | <p><b>Welcome and Introduction (5 minutes)</b><br/> Briefwelcome by thefacilitator.<br/> Overview of the session's purpose.<br/> Acknowledge any access needs and ensure everyone feels comfortable.</p> <p><b>Project Presentation (15 minutes)</b><br/> Introduce the"Lead On"project.<br/> Share background information about ENIL Youth.<br/> Outline the aims and objectives of the project.</p> <p><b>Meet the Team (10 minutes)</b><br/> Introduceteam members oneby one.<br/> Each member shares their name, role, and a fun fact about themselves.</p> <p><b>Icebreakers and Name Games (20 minutes)</b><br/> Participants form pairs, then groups of 3,then4, then 6 and finally 12, they should share their name, and one word describing how they feel today. As the group gets bigger, repeat the names and feelings, finishing with a full round of names in the circle to reinforce memory.</p> <p><b>Building a programme (25 minutes)</b><br/> Participants form pairs, and each pair is given 3 sessions on a paper. Their task is to discuss where the session might belong on the programme and stick it to the wall when ready. They can discuss with other pairs and change their decision. To ensure inclusion, the facilitators read out each session/day, and change aloud, as they are being put on the wall.</p> <p><b>Program Overview (10 minutes)</b><br/> Present the agendafor the next 5 days.<br/><br/> Highlight key activities and goals for each day.</p> <p><b>Closing (5 minutes)</b><br/> Thankallparticipants for their participation. Give logistical information about the breaks, meals and contact for any issues.</p> |
| <p>6. Materials needed and space required</p> | <ul style="list-style-type: none"> <li>• Sessions written on A4 papers, paper tape</li> </ul>   |

|   |   |
|---|---|
| 1. Title, date, time                    | Getting to know each other (11.30-13.00, 15.04.2026)  |
| 2. Background                           | Second session of the programme. It is meant to allow participants to get to know each other better, as well as map their expectations and needs, so they can build a safe space for their learning.  |
| 3. Aim(s) and objectives of the session | <p>Aim: To help participants get to know each other better, begin building a sense of community and the foundations of safe space for their learning.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>● getting to know each other</li> <li>● mapping expectations</li> <li>● agreeing how we work together (social contract)</li> </ul>  |
| 4. Methodology and methods              | <ul style="list-style-type: none"> <li>● Interactive group activities, discussions in plenary</li> </ul>  |
| 5. Programme                            | <p><b>Tactile charades (20 minutes)</b><br/>Divide participants in two groups and give them an interesting object. They must explore the object without looking and describe it verbally/ write a description without naming it at all. Afterward, groups switch papers/describe the object to each other and now they must guess the object.</p> <p><b>Tell a story, speed dating (15 minutes)</b><br/>Participants take an object from a bag/box (dice, cotton balls, pens etc). They stand in two concentric circles and play 3 rounds of “speed dating”, 5 minutes each. Their task is to tell a story/memory/interesting fact about themselves connected to that object in some way.</p> <p><b>Mapping expectations, needs, fears (25 minutes)</b><br/>there was a SHIP themed way, I can't recall fully, ask Emmy or adapt from memory</p> <p><b>Social contract (30 minutes)</b><br/>Start from safe space and safe person rules, then basic housekeeping rules and access needs, then ask people to formulate their own contribution based on needs/fears. Open a discussion, stick the contract to the wall.</p> |
| 6. Materials needed and space required  | <ul style="list-style-type: none"> <li>● Pens, paper, 2 interesting objects, cotton balls, dice, box/bag, flipchart, markers</li> </ul>   |

|   |  |
|---|--|
| 1. Title, date, time                    | Leadership and mobilizing, 15/04, 14:30- 16:00   |
| 2. Background                           |  |
| 3. Aim(s) and objectives of the session | <p><b>Aim:</b> To cultivate leadership skills in young persons with disabilities to promote Independent Living and political participation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand leadership as a tool for social change (Social Change Model).</li> <li>• Familiarise participants with the concept of leadership and mobilising.</li> <li>• Develop public speaking and advocacy skills.</li> <li>• Network with young activists from different countries and regions.</li> </ul>  |
| 4. Methodology and methods              |  |
| 5. Programme                            | <p><b>14:30- 14:40</b><br/> <b>Identity Compass</b> Ice-breaking: Identifying personal powers and values.</p> <p><b>14:40- 15:15</b><br/> <b>Faces of Change</b><br/> <b>Activity:</b> Projection of photos featuring iconic leaders (e.g., Ed Roberts, Judy Heumann) and ENIL pioneers (e.g., Adolf Ratzka, Kapka Panayotova).</p> <p><b>Discussion:</b> "Who are they? What did they mobilise? What makes them leaders?" Introduction to the concepts of leadership vs. mobilisation.</p> <p><b>15:15 – 16:00</b><br/> <b>The Leader's Compass</b><br/> Participants create their personal leadership compass based on 4 cardinal points (Values, Strengths, Challenges, Vision)</p> |
| 6. Materials needed and space required  |  |

|                      |   |
|----------------------|---|
| 1. Title, date, time | <i>Life as a young disabled leader: your experience &amp; journey (April 15th, 16.30-18.00)</i> |
| 2. Background        |   |

|   |   |
|---|---|
| <p><i>3. Aim(s) and objectives of the session</i></p> | <p>Aim: The session aims to help participants discover their own definition of leadership and agree what values, skills and shared or unique experiences should guide them through the programme.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>● Participants identify common goals and begin forming a collective identity around them.</li> <li>● Share experiences and discuss the effects of sharing personal stories as a community leader.</li> <li>● Participants create a “map” of emotions, skills and values in the group to guide the rest of the programme.</li> </ul>   |
| <p><i>4. Methodology and methods</i></p>              |   |
| <p><i>5. Programme</i></p>                            | <p><b>Introduction (5 minutes):</b><br/>The facilitator opens the session and outlines its structure for participants, explaining the aim.</p> <p><b>Association game (5 mins)</b><br/>One word: My journey as a leader is...</p> <p><b>Small group discussion + debrief (30 minutes):</b><br/>Participants are divided in 3 groups, They discuss:<br/>One key moment, big or small and how it shaped them.<br/>Discussion in plenary:</p> <ul style="list-style-type: none"> <li>● What kinds of moments came up?</li> <li>● Similarities across groups?</li> <li>● What did these experiences teach you about yourself?</li> </ul> <p><b>Smallgroupwork(20minutes)</b></p> <ul style="list-style-type: none"> <li>● 5 skills they have/want as a leader</li> <li>● 1 goal we have (after the training I will.../I will lead so...)</li> </ul> <p>Bring participants in groups of 3-4, find common things, choose common values, skills, and goals to add to the map.</p> <p><b>Presenting in plenary and creating the map (20 minutes):</b><br/><b>In2/3groups 1mappergroup</b><br/>Groups present the values, skills and goals. They create the map by drawing, using tape, pins, writing etc. The map can be a physical map we have them draw, we make it tactile too. It will “guide the crew” so we stick it on the wall. It should have a “path” of skills/things they want to achieve/ values they have, that underpin the work, and be based on lived experience and expertise.</p> <p><b>Closing by presenting the map (15 minutes)</b></p> |

*6. Materials  
needed and  
space required*

- Flipchart, markers, tape, sticky notes, pins/ 3D stickers, fabric/rope..

|   |   |
|---|---|
| 1. Title, date, time                    | Reflection groups   |
| 2. Background                           | Reflections provide a useful space for people to cement their learning. Share feedback and get clarification  |
| 3. Aim(s) and objectives of the session |   |
| 4. Methodology and methods              | <ul style="list-style-type: none"> <li>● Day 1 Feedback sandwich/burger</li> </ul> <p>Upper bun – Thing/s I liked about today</p> <p>Salad – What can be improved</p> <p>burger– What was missing?</p> <p>Lower bun – What are my take aways?</p><br><p>Day 2 backpack</p> <p>Each participant has to find an object or can draw an object that represents their journey today. They have 5 minutes to find or create their object then each person puts it in the middle of the group possibly in a bag and the facilitator removes an item and asks the person that put in to explain what it represents</p> <p>Day 4 High 5</p> <p>using the fingers or drawing round the hands identify</p> <p>thumb= something new I learnt today</p> <p>index finger = something I found confusing</p> <p>middle finger = something from today I want to apply when I get home</p> <p>ring finger = something today I loved</p> <p>Little finger = something from today that could have been better</p> |

## Day two

|   |   |
|---|---|
| 1. Title, date, time                    | 16/4 Disability rights and justice  |
| 2. Background                           | Understanding disability rights and justice is a fundamental foundation for any disabled leader   |
| 3. Aim(s) and objectives of the session | <ul style="list-style-type: none"> <li>● Introduce the principles of disability Justice</li> <li>● Participants understand how disability justice and disability rights look in practice</li> </ul>   |
| 4. Methodology and methods              | <ul style="list-style-type: none"> <li>● 9.30-9.40 Welcome and checking from day one</li> <li>● 9.40-9.10 00 what are rights?</li> <li>● Individually people come up with an explanation of what rights are they then find someone to share it with they then find a pair to share it with and come up with a new shared definition each stage</li> <li>● 1 minutes on their own</li> <li>● 4 minutes in their pair</li> <li>● 8 minutes in 4</li> <li>● 10 minutes to share as a whole group</li> </ul> <p>Question to the group<br/>10.00-10.20<br/>Provide an overview of the rights under the UN CRPD<br/>Break them into pairs/3S what right in the CRPD is most important to you and your activism and why. Small group discussion.<br/>10.20-10.35<br/>Disability Justice presentation<br/>introduce the 10 principles of disability Justice</p> <p>10.35-11<br/>In pairs take a right from the UN CRPD for example independent living, education, ETC.<br/>Task : what would it look like if that right was achieved with a disability Justice lens 15 minutes<br/>10 minutes group share</p> |
| 5. Programme                            |   |
| 6. Materials needed and space required  | <ul style="list-style-type: none"> <li>● PPT</li> <li>● Pen and paper</li> <li>● presentation printouts of the convention articles and disability justice principles</li> </ul>   |

|   |  |
|---|--|
| 1. Title, date, time                    | <b>Human Rights and Institutions (16.04. 2026, 11.30-13.00)</b>  |
| 2. Background                           | As disabled leaders it is crucial to understand the right frameworks and institutions which protect our community  |
| 3. Aim(s) and objectives of the session | <ul style="list-style-type: none"> <li>· Introduce participants to the UN, the Council of Europe and the EU.</li> <li>· Participants space to understand and explore the timeline of human rights and disability rights to give context to how they fit into this space</li> </ul>   |
| 4. Methodology and methods              |  |
| 5. Programme                            | <p><b>45 minutes:</b> Participants explore corners/flipcharts with info about:</p> <ol style="list-style-type: none"> <li>1. The UN (including UDHR UN CRPD, the CRPD committee, monitoring etc)</li> <li>2. The CoE (also CoE HRE Programme relevant documents; the very basics)</li> <li>3. The EU (including 2021-2030 disability strategy)</li> </ol> <p>The corners include some material (the CRPD, the UDHR, the Compass)</p> <p><b>30 minutes:</b> Trainers help participants build and present a physical (and digital) timeline of HR and disability rights, opening a discussion on international institutions, HR frameworks and their role and importance.<br/>(maybe we can have pax add an event from their country, like the ratification of the CRPD, major legislation passed?)</p> <p><b>15 minutes:</b> Debrief focused on the role of institutions and frameworks and access to human rights in the disability context.</p> |
| 6. Materials needed and space required  | <ul style="list-style-type: none"> <li>● 3 flipcharts. markers</li> <li>● 3 tables, laptops, possibly QR codes</li> <li>● Physical copy of UDHR, UN CRPD, Compass</li> <li>● Printed photographs of HR defenders, Disability Figures, events, papers with key years.</li> <li>● Paper clips, rope, tape, clothespins</li> </ul>  |

|  |   |
|--|---|
| 1. <i>Title, date, time</i>                    | Intersectionality<br>Day 2 (Thursday, 16th April)<br>14:30 – 16:00  |
| 2. <i>Background</i>                           | Intersectionality is a principle of disability justice and it is important that emerging disabled leaders understand what it is and how it affects people's experience  |
| 3. <i>Aim(s) and objectives of the session</i> | Objectives:<br><br>- Deepen the participants' understanding of intersectional identities<br>- Explore how they can use different intersectional experiences to develop skills, such as empathy, critical thinking, open-mindedness, for social change |
| 4. <i>Methodology and methods</i>              |   |

5. Programme

14:30 – 14:50

**1. Definition of intersectionality ~ 30 min**

The trainers write a working definition of intersectionality with the participants, in plenary, on a flipchart. The participants are asked questions like:

- What does it mean to you to belong to intersectional identities?
- When thinking about intersectionality, what word comes to mind?
- If you had to explain intersectionality to a friend, what would you say?

Ask the participants about the history of the term intersectionality: where it originated and who coined it. Make sure they reach to the following points:

Intersectionality arose in reaction to both **white feminism** and the then **male-dominated Black liberation** movement, citing the "interlocking oppressions" of racism, sexism, and heteronormativity.

The term intersectionality was coined by **Kimberlé Crenshaw**, in a pair of essays published in 1989 and 1991 in the field of legal studies. She is an American civil rights advocate and black feminist scholar.

Intersectionality originated in **critical race studies** and considers the way **different forms of oppression** (such as racism, sexism, classism, homophobia, and so on) can combine and interact to produce complex systems of **oppression and privilege** that shape the experiences of individuals. Crenshaw used intersectionality to demonstrate how these **intersecting systems of oppression** disadvantaged minorities in the workplace and society.

In essence, however, intersectionality is "**away of thinking about identity and its relationship to power** ."

- Kimberlé Crenshaw, 2015

How does your understanding of intersectionality relate to Crenshaw's definition? Are there any similarities or differences?

- Did Crenshaw's definition change the way you understand and relate to intersectionality? How?

14:50 – 15:40

**2. Take a step forward - candy edition ~ 40 min**

a. The activity ~15 min

The facilitators write 12 roles related to intersectionality and type them on separate pieces of paper. The roles are placed in a container (e.g. hat, small box, etc) and each participant has to draw one role, which they keep hidden from the rest.

Invite them to get comfortable around a table and to read carefully what is on their role card. In the middle of the table there is a bowl with candy (preferably transparent, but we might not be able to get something so specific).

Each participant gets an empty bowl or container, which they place in front of them on the table. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
- What excites you and what are you afraid of?

They should stay completely silent for the duration of this part.

The participants are told that they are going to hear a list of situations or events. Every time that they can answer "yes" to the statement while being in character, they should take a candy from the big bowl and place it in their bowl. If the answer is no, they don't take any candy. At the end, invite everyone to take note of the final amount of candies. Make sure to summarise out loud the visual amounts for the blind participants. Then, give them a couple of minutes to come out of role before debriefing in plenary.

Statements: see below

## 2. Debrief (1<sup>st</sup> half) ~25 min

The trainers ask the participants about what happened and how they feel about the activity. Then, go on to talk about the issues raised and what they learnt.

How did people feel taking sweets - or not?

For those who took sweets often, at what point did they begin to notice that others were not taking as many as them?

- Did anyone feel that there were moments when their basic human rights were being ignored or had less opportunities because of your role?

Everybody counts their candies and state how many they have.

- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How did you learn about your role? Was it through personal experience or through other sources of information (news, books, and jokes?) Are they sure the information and the images they have of the characters are reliable? (mitigate any potential stereotypes and misinformation)
- How did you feel about the fact that some people with more complex intersecting identities took less candies than some other people with identities belonging to no or less intersections, for similar scenarios?

Did you feel at any point that you had less access to accommodations for your character's disability because of your race, ethnicity, country of origin, geographical location, sexual orientation, and/ or gender identity?

15:40 -16:00

## **3. Group work ~15-20 min**

(Debrief 2<sup>nd</sup> half)

The participants continue the debriefing in groups of 3 Ask people to explore who in their society has fewer, and who has more, chances or opportunities.

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|  | <ul style="list-style-type: none"> <li>● How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?</li> <li>● Does the exercise reflect society in some way? How?</li> <li>● Did you notice any bias for or against certain roles? What were they? Where do you think they might come from?</li> <li>● Did you notice any privileges and/ or disadvantages regarding being disabled and belonging to different intersecting identities?</li> <li>● What did you notice about how different layers of intersecting identities impact the way certain people navigate the world?</li> </ul> <p>Then, they reflect on the strengths that come with having intersectional identities and explore ways in which they can be used in their activism work. They are given a flipchart and asked to answer the following questions:</p> <ul style="list-style-type: none"> <li>● What are some strengths/ advantages that come from having intersecting identities?</li> <li>● Why is it important to adopt and internalise an intersectional perspective as activists?</li> <li>● What skills can you develop from navigating the world as an intersectional person?</li> <li>● How can empathy, critical thinking, and open-mindedness be used/ incorporated in activism? How would you use them?</li> <li>● How would you use other skills to help you in your activism?</li> </ul> <p>At the end of the session, the trainers stick the flipcharts to the walls and ask the participants to take a look at them, individually and in silence.</p> |
| <p><i>6. Materials needed and space required</i></p> | <p>Paper (for the roles and statements), flipcharts, markers, video projector and laptop, a box (for the roles), bowls/ containers, candies</p>  |

*Appendices*

Statements

1. You have never been told that you complain too much or you're too sensitive when describing your symptoms to your doctor.
2. You have never been seen as aggressive at work.
3. You have never been rejected by your community because of your gender identity or sexual orientation.
4. You live in a place that is accessible and accommodating to your access needs.
5. You have never felt discriminated against because of your origin.
6. Your race, ethnicity, and/or migration status has never negatively affected your access to accommodations for your disability.
7. You have never encountered any serious financial difficulty.
8. You feel welcomed and safe in your local disabled spaces.
9. You have never felt discriminated against because of your gender.
10. You have access to informed and adequate medical protection and care for your needs.
11. You can invite friends over for dinner at your home.
12. You are not afraid of being harassed or attacked in public or in the media.
13. You can vote in national and local elections.
14. You can participate in an international seminar abroad.
15. You can go to the cinema or theatre regularly.
16. You can easily find employment that secures a decent standard of living.
17. You have access to a variety of social activities and events (and feel welcomed).

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|  | <p>18. You feel safe and respected when using public transportation.</p> <p>19. You feel like you can be yourself at your job.</p> <p>20. You feel your language, religion, identity, and culture are respected in the society where you live.</p> <p>21. You can fall in love with the person of your choice.</p> <p>22. You have access to affordable and reliable healthcare services.</p> |
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| <i>1. Title, date, time</i>                    | Internalised ableism and disability pride 16.4 16.30   |
| <i>2. Background</i>                           | Internalised ableism and disability pride are key topics for disabled leaders to understand, as they are things that affects all disabled people, whether they realise it or not.  |
| <i>3. Aim(s) and objectives of the session</i> | <ul style="list-style-type: none"> <li>● To introduce and explore the topics of internalised ableism</li> <li>● Increase the group's awareness of how internalised ableism may have affected them and their journey so far</li> <li>● to give participants an opportunity to explore disability pride and reflect on their own journeys</li> </ul> |

#### 4. Methodology and methods

16.30 -16.45 Start the session with an introduction and a disclaimer: the topic can be hard we are here and if you need some time out that's okay

- Definition for internalised ableism/ oppression Disability pride and joy as part of disability Justice

16.45-1715

- In 2 groups participants write inside the outlines of two humanoid shapes - 1st: **what they've internalised** and how that has shown up for them  
2nd: all of the strengths and **joys** they've got from being a disabled person (focus on identity)

Each group has the figure for 10 minutes and then they swap and then we spend 10 minutes the whole group reflecting what's been shared.

2. Disability pride ~ 30 min 17.15 -17.45

**Method** : participants make **bracelets** representing the things they are proud about themselves; a love letter to yourself

- give them some **general directions** for how to make the bracelet, but they should be given the freedom to make it personal.
- Directions
- This bracelet is for you while an opportunity to share something significant from it at the end of the session you don't have to.
- This bracelet is about reflecting on your journey as a disabled person who has helped you, what you're proud of and where you want to go.
- Your bracelet can look however you like but we ask that you choose some beads that represent the following:
  - something you have overcome
  - a person who has helped you on your journey as a disabled person
  - an achievement you are proud of.
  - A skill or talent you have
  - an ambition or goal you have

Debrief (17.45-1800)

- Thinking about internalised ableism, why does it show up in people's lives ?
- What can support us to challenge and tackle internalised ableism? -
- What do you learn from your pride bracelet?

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Why is it important as disabled leaders to understand internalised ableism and pride?</li> </ul>           |
| <i>5. Programme</i>                           |   |
| <i>8. Materials needed and space required</i> | <ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Paper</li> <li>• Pens</li> <li>• Post-it notes</li> <li>• beads and string</li> </ul> |

### Day Three

|  |  |
|--|--|
| <i>1. Title, date, time</i>                    | Human rights education<br>Day 3 (Thursday, 15 <sup>th</sup> April) 09:30 – 11:00                                   |
| <i>2. Background</i>                           |  |
| <i>3. Aim(s) and objectives of the session</i> | - introduce the participants to HRE and deepen their understanding about different ways human rights can be taught |
| <i>4. Methodology and methods</i>              | Methodology:<br>- Individual work<br>- group work<br><br>Methods:<br>- the museum technique                        |

5.  
*Programme*

0. **Energiser/ check in 09:30 - 09:40**  
**~10**  
**min**

1. **Introducing HRE to participants 09:40 - 10:40 ~ 1 hr**

**The museum technique :**

The facilitators prepare 4 stations with different techniques/  
information about HRE, all made to look like they are exhibits  
from a museum (the room could be  
decorated in a similar fashion). The  
stations also explore different learning styles

09:40 –

09:55

a. The participants are invited in the museum

and asked to walk around the room to view the “exhibits” and  
familiarise themselves with all the different techniques. This is done  
in silence, individually. ~15 min

Stations:

1.

What is HRE? – different quotes from  
various documents/ institutions/ org that have defined HRE; different  
quotes

from Compass (on individual pieces of paper) that explore different  
dimensions of HRE; learning about, through/in and for human rights.

– Learning

style: Read/ write, visual (diagrams)

2.

Competences and skills for HRE (change to  
features?)

.

Facilitation ( e.g. problem solving

.

Critical thinking

.  
Intersectionality (hre and other movements  
- anti-racist, climate change,

3.  
Compass and other resources

.  
Example of an activity from compass  
. Focus on process and outcome  
.

Difference between methodology, methods, and activities

Here, we can show participants the online library from CoE.

4.  
HRE & non-formal education (count the  
titles & definitions!!)

.  
Pedagogical basis of HRE: open-ended  
learning, values clarification, participation, learner-centeredness,  
holistic learning & a description of how activities should be like in NFE  
+ definitions of co-operative learning & experiential  
learning

09:55 –  
10:40

**b.**  
After all the participants went through the  
stations, they are told that now they have to do some tasks. Make  
sure to  
provide the tasks only for this part. The participants are given an  
activity  
for each station. In pairs, they go around each station and do the task.  
They  
have around 10 minutes to spend on each station. **~45 min**

**Activities:**

**Station**

**1: Vote**

which definition you like best.

Is there a more accessible way you could communicate this definition?(choose

1)

**Station**

**2: Add**

one other skill. What facilitation related skills and intersectional movements do you think are the most important/ relevant to your context? Why?

**Station**

**3:**

Intermediate: [we give them a scenario]. Find a method that you think would be best to discuss about this scenario.

-Beginner: Give them one activity and ask them: Why would you choose this activity? What would you want people to learn?

**Station**

**4: (first**

3 groups - match 2 definitions) Matching game: match the non-formal education features with their definition; 6 features + 8 definitions (2 not matching with any, of either non-formal or formal education) and each pair should match 2 features to two definitions.

The pairs that come after, they also briefly review their peers' work and make any changes if they consider necessary. The last group has to provide the name of the feature for the last two definitions.

|  |  |
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|  | <p>(last 3<br/>Add some formal education features and they have to choose what is formal and what is non-formal education (on different flipcharts)</p> <p><b>2.</b><br/><b><u>Debrief 10:40</u></b><br/><b>- 11:00 ~20min</b></p> <p>Tour of the museum. The participants volunteer to present each station, in order. 5 min per station.</p> |
| <p>6.<br/><i>Materials needed<br/>and space required</i></p> | <p>Flipcharts,<br/>computer, sticky notes, markers, paper, pens</p>  |

7.

*Appendices*

1.

**Definitions:**

3 + a diagram with learning about, through/in and for human rights.

1). Human Rights Education Youth Programme of the Council of Europe:

HRE is defined as “...Educational programmes and activities that focus on promoting **equality in human dignity** , in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities.”

OR

Education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to **empower learners to contribute to the building and defence of a universal culture of human rights in society** , with a view to the promotion and protection of human rights and fundamental freedoms.

- The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010)

2). The Asia-Pacific Regional Resource Centre for Human Rights Education

HRE is **a participative process** which contains deliberately designed sets of learning activities using human rights knowledge, values, and skills as content aimed at the general public to enable them to understand their experiences and take control of their lives.

### 3) People's Movement for Human Rights Learning

“...every human must learn, know them [human rights] and own them **as a way of life** . It is not enough to have human rights, it is essential that everyone owns them and are guided in their daily lives by the holistic human rights framework, enabling women and men to participate as equals in the decision making process towards meaningful, sustainable economic and social transformation.”

- Shulamith Koenig, *Human Rights as a Way of Life*, UN Chronicle, 2012

<https://www.un.org/en/chronicle/article/human-rights-way-lif>

e

Learning about, Learning through, Learning for human rights

2.

Facilitation + a short definition + an example (problem solving).

They would have to add other features

Intersectionality in HRE - same

#### **Facilitation:**

Facilitation is a service to others. By facilitating you create a safe environment in which people learn through experimentation, exploration, giving and taking. The most important job of a facilitator is to protect the process of those being facilitated (the participants).

The facilitator helps to create the process, adjusts it, keeps it heading in the right direction and, most importantly, keeps the people attached to it.

The function of facilitation is to keep a meeting or training event focused and moving, and to ensure even levels of participation.

Techniques for a successful facilitation: (Manual for Facilitators, p 68)

Gathering ideas: to help a group build a list of ideas at a fast moving pace, you want to gather ideas, not discuss them.

Your examples:

### **Intersectionality in HRE (compass p 39)**

Human rights affect every aspect of our lives locally and globally. It can be hard to say which injustices are more or less important than others. They are interrelated to such an extent that addressing any one of them involves addressing one or more of the others. Human rights are **indivisible, interdependent** and **interrelated** and it is not possible to pick and choose which human rights to accept and respect.

Intersectional movements:

Intercultural education:

Intercultural education aims to develop understanding between cultures through exploring similarities and differences between cultures and peoples.

Lack of intercultural understanding often leads to racial discrimination, intolerance, denigration and violence locally and globally.

Sad illustrations of the problems that can arise from people's inability to respect and live with those of other cultures are the experiences of racism, discrimination and violence that can be found in all societies.

## Anti-racist education

Anti-racist education aims to undo the legacy of centuries of racial attitudes and ideology and takes as its starting point the assertion that we live in a multicultural and democratic society, in which all citizens have a right to equality and justice. In other words, it takes a rights-based approach and has close links with intercultural education. In the Council of Europe human rights and education and action against antiracism are brought together under the umbrella of the European Commission against Racism and Intolerance (ECRI). ECRI's task is to combat racism, racial discrimination, xenophobia, antisemitism and intolerance in greater Europe from the perspective of the protection of human rights.

Your examples:

3.

Show them an activity from compass (both printed and on laptop)  
Options: power station (p 260), flower power (p 181)

## 4. HRE & non-formal education

Non-formal education:  
refers to planned, structured programmes  
and

processes of personal and social education for young people  
designed  
to improve a range of skills and competences, outside the  
formal educational curriculum.

Open-ended learning:

This approach is structured so that multiple / complex answers to problems are not only possible, but expected.

Participants

are not steered towards one “right” answer which makes sense, because life is not black and white and ambiguity is a fact of the world we live in. It encourages self-confidence to express opinions and critical thinking.

This is

essential in human rights education because human rights issues are bound to result in different opinions and understandings; it is therefore important for the learners to learn together but still be free to disagree or come to opposite conclusions or points of view.

Values clarification:

Participants are given opportunities to identify, clarify and express their own beliefs and values and to confront them with others in a safe framework based on the dignity of every human being, freedom of thought and expression, and the respect for others’ opinions.

Participation:

In HRE, this means that young people take part in making decisions about what and how they are going to learn about human rights. Through this approach young people develop various competences including those of decision making, listening, empathy with respect for others, and taking responsibility for their own decisions and actions

Learner-centeredness:

HRE has a very clear purpose: enabling learning about, for and through human rights. Although knowledge about human rights and competences for human rights are fully part of HRE, the learner, or the participant, is at its centre. What matters is not so much what the facilitator or teacher delivers or conveys, nor the contents. It is the learner / participant who is at the centre because what they learn or make out of what is being taught or experienced is what really matters. In this way content is more relevant for the participant (or not relevant at all, which is also important to notice) and it is more likely to be given a practical meaning.

Holistic learning

Human rights issues concern the whole of a person (body, mind and soul) and all dimensions of life from cradle to grave. The whole person lives in the whole world where everything is interrelated; human rights education necessarily involves this kind of approach. It promotes the development of the whole person, their intellectual, emotional, social, physical, artistic, creative and spiritual potentials. This approach also implies that learning takes place in a social context that encompasses all everyday experiences; it is therefore interdisciplinary and cuts across the traditional subjects in school curricula.

& a description of how activities should be like in NFE + definitions of co-operative learning & experiential learning

Co-operative learning

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|  | <p>Learning to respect others and to work together is one aim of HRE. Through this approach, people learn through working together to seek outcomes that are beneficial both to themselves and to all members of the group. It promotes higher achievement and greater productivity, more caring, supportive, and committed relationships and greater social competence and self-esteem.</p> <p style="text-align: center;">Experiential learning</p> <p>This approach is the corner stone of HRE because core human rights skills and values such as communication, critical thinking, advocacy, tolerance and respect cannot be taught; they have to be learnt through experience and practiced.</p> <p>However, experience in itself is not enough. To gain from an experience, it is important to reflect on what happened, draw conclusions (evaluation) and practise (taking action) without reinforcement, the learning will be lost.</p> <p>(debriefing)</p> |
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| <b>1. Title, date, time</b>                    | <i>A journey from education to social transformation</i><br>(17.04.2026,<br>11.30-13.00)   |
| <b>2. Background</b>                           | At this point in the programme the participants have received a lot of theoretical content and this session is aimed at transitioning the group from theory to applying in practice  |
| <b>3. Aim(s) and objectives of the session</b> | <ul style="list-style-type: none"> <li>· participants are able to reflect on what they have learnt and what they might need first social action</li> <li>· participants are able to apply their learning to reality</li> </ul> |
| <b>4. Methodology and methods</b>              | <ul style="list-style-type: none"> <li>● Small group work</li> </ul>   |

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| <p>5. Programme</p> | <p><b>10 mins:</b> Look back on all prior sessions, in the context of a ship (PPT)<br/> Reflecting on HRE, identity, skills, institutions, common goals</p> <p><b>10 minutes:</b> Defining collective action and social impact on an individual and group level in plenary.</p> <ul style="list-style-type: none"> <li>• Write on post-its or two papers</li> <li>• Word harvest</li> </ul> <p>Definition</p> <p><b>20 mins:</b> Gathering problems in their context on flipcharts and forming “crews” (groups) around an issue. (Our realities) Based on the compass</p> <p><b>30 mins: Practical</b> task in groups addressing the issue that demonstrates education → transformation</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• 10 steps how to advocate on an issue</li> <li>• Boat</li> </ul> <p>Destination: what you want to achieve<br/> Boat<br/> Deck and crew - whose on the journey with you are your allies,<br/> Wind- water your values what is driving the journey<br/> Sails - what skills do you have what resources are there<br/> Hold-what knowledge do you have<br/> Anchors: what are the barriers what might hold you down<br/> Sharks: what are the risks and threats</p> <ul style="list-style-type: none"> <li>• practical and Implementable for them now</li> </ul> <p><b>20 mins:</b></p> <ul style="list-style-type: none"> <li>- (10) How the work on the issue went, three things they learnt from it</li> <li>-what went well?</li> <li>- point out something useful/unusual?</li> <li>- whatdidyoulearnaboutthepathtotransformation? -</li> <li>(10) “What do we have and what do we need?”</li> </ul> |
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| <p><i>6. Materials needed and space required</i></p> | <ul style="list-style-type: none"> <li>● Flipchart paper</li> <li>● Pens</li> <li>● example ship</li> </ul> |
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## Day Four

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| <p><i>1. Title, date, time</i></p>                    | <p><i>Working with others</i> 18/04, 9:30- 11:00</p>   |
| <p><i>2. Background</i></p>                           | <p>In the international disability movement, such as ENIL, leadership is not a solo act, but rather the result of effective networking and group dynamics. This session focuses on how to navigate intersectionality and intercultural communication within diverse teams in order to achieve common goals.</p>  |
| <p><i>3. Aim(s) and objectives of the session</i></p> | <p><b>Aim:</b> To empower young "multipliers" to build and lead inclusive, effective teams in international and multicultural contexts.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Analyse group dynamics within diverse teams (disability, nationality, background).</li> <li>● Practice active listening and conflict-resolution skills.</li> <li>● Understand "Networking" as a strategic tool for social influence.</li> </ul> |

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| 5. Programme                           | <p><b>I. Opening: The Connection Web (15')</b></p> <ul style="list-style-type: none"> <li>● Activity: "CommonGround" (Adapted from the CoE <i>Inclusion Toolbox</i> ).</li> <li>● Description: Participants find shared traits (e.g., "we both use personal assistance" or "we both speak three languages") to build symbolic bridges.</li> <li>● Focus: Highlighting that diversity is a resource, not a barrier.</li> </ul> <p><b>II. Guided Discussion: Dynamics in Diverse Teams (20')</b></p> <ul style="list-style-type: none"> <li>● Concept: Discussing how disability intersects with national culture.</li> <li>● Trigger Questions: * "How does the concept of 'Independence' vary across different European cultures?" <ul style="list-style-type: none"> <li>○ "How do we manage different accessibility needs within a single team without creating hierarchy?"</li> </ul> </li> <li>● CoE Tool: Based on the <i>Compass</i> chapter on Intercultural Learning.</li> </ul> <p><b>III. Case Studies: The Multiplier's Challenge (35')</b></p> <ul style="list-style-type: none"> <li>● Activity: Small Group Work (4-5 people).</li> <li>● The Scenario:</li> <li>● Goal: Apply the "Leader's Compass" (Values, Strengths, Challenges, Vision) to resolve the conflict.</li> </ul> <p><b>IV. Networking &amp; Teamwork Tools (15')</b></p> <p>Exercise: "The 60-Second Multiplier" – How to present your team's vision to an international stakeholder effectively and inclusively.</p> <p><b>V. Evaluation &amp; Closing (5')</b></p> <ul style="list-style-type: none"> <li>● Closing: "The One-Word Harvest" – Each participant shares one word that describes their commitment to their future team.</li> </ul> |
| 6. Materials needed and space required | <ul style="list-style-type: none"> <li>● Pens</li> <li>● flipchart paper</li> </ul>  |
| 7. Appendices                          | <a href="https://rm.coe.int/inclusion-toolbox-final/1680a9173e">https://rm.coe.int/inclusion-toolbox-final/1680a9173e</a>  |
| 1. Title, date, time                   | Inclusive communication, April 18th, 14.30-16.00   |
| 2. Background                          | This session is part of a block that helps participants develop skills to work in teams, facilitate and implement inclusive activities for young people.   |

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| <p><i>3. Aim(s) and objectives of the session</i></p> | <p>Aims:</p> <ul style="list-style-type: none"> <li>● To equip participants with skills in effective, respectful and assertive communication in teams.</li> <li>● To equip participants with knowledge on inclusive communication externally (when presenting, promoting and disseminating outputs of a project)</li> </ul> <p>Objectives:</p>   |
| <p><i>5. Programme</i></p>                            | <p>Intro: What is inclusive communication? (10 min)<br/> Prompt: “When do you feel excluded from communication?”<br/> (word dump on a flipchart)<br/> Facilitators summarise patterns out loud (pace, structure, language, lack of description, interruptions, assumptions).</p> <p>Practical Input: What makes communication inclusive? (15 min)</p> <ul style="list-style-type: none"> <li>● Clarity and plain language</li> <li>● Turn-taking and facilitation responsibility</li> <li>● Describing visual information</li> <li>● Managing pace and processing time</li> <li>● Language and framing (avoiding ableism, assumptions)</li> <li>● Multiple formats (spoken, written, digital)</li> </ul> <p>Rotating practice stations (45 min): 15-20 minutes per station, 5 minutes exchange in plenary<br/> Station 1: Facilitation in action<br/> Scenario-based role play: Managing a group discussion, ensuring access (who speaks, how, pace, clarity). Focus: interpersonal dynamics and real-time decision making.<br/> Station 2: External communication<br/> Task:</p> <ol style="list-style-type: none"> <li>1. Take a short piece of text (e.g. event description or social media post). Check for tone, clarity, accessibility</li> <li>2. Identify barriers</li> <li>3. Rewrite it to be accessible</li> </ol> <p>4. Debrief (20 min)<br/> The facilitator synthesises input into “group principles”.</p> |
| <p><i>6. Materials needed and space required</i></p>  | <ul style="list-style-type: none"> <li>● Roles</li> <li>● Text</li> <li>● Presentation about inclusive comms</li> </ul>  |

Scenario and roles

Facilitating team dynamics

You are part of a team planning a year long project for ENIL youth on climate justice. The project involves a training in person for 25 people in Hungary, creating resources on accessible and inclusive climate justice.

The project has

a team leader

a logistics lead

a comms lead

2 trainers

The meeting is the 1st meeting of the project.

In your group you should role play the meeting each of the group should take on a role.

1 member of the team should take the role of observer.

The role of the observer is to try and workout what each project participants objective is and come up with 2 ways to improve the teams communication.

For each role there is an objective do not share with the rest of the team.

|  |  |
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|  | <p>Team leader<br/>Your objective is to get each person in the meeting to agree to 1 action.</p> <p>Logistics lead<br/>You want the team agree the dates of the in person training. You are stressed and have a habit of interrupting people.</p> <p>Comms lead<br/>You want to confirm what the branding particularly the hashtag for project #<br/>You have lots of questions and get frustrated when they are not answer.</p> <p>Trainer<br/>You want to know what the budget is for training.<br/>You do not care about anything else apart from your objective.</p> <p>Observer<br/>Workout what each project participants objective is and come up with 2 ways to improve the teams communication.</p> |
|--|--|

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|-----------------------------|---|
| <i>1. Title, date, time</i> | <p>Designing accessible activities</p> <p>18th April 2026, 11:30 - 13:00 (90 min)</p> |
| <i>2. Background</i>        |   |

|   |  |
|---|--|
| <p><i>3. Aim(s) and objectives of the session</i></p> | <p>Aim:<br/>Explore the importance of designing accessible activities and effective ways to make activities accessible.</p> <p>Objectives<br/> - to explore general approaches to accessibility in planning and designing youth activities<br/> - to acquire and/ or further deepen knowledge on different ways various kinds of activities can be made accessible<br/> - to develop practical skills such as critical thinking, finding solutions, thinking outside the box, related to designing accessible activities</p> |
| <p><i>4. Methodology and methods</i></p>              | <p>Methodology:</p> <ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● Discussion in small groups</li> <li>● Peer learning</li> <li>● Plenary discussions</li> </ul> <p>Methods:</p> <ul style="list-style-type: none"> <li>● Wall writing</li> <li>● AAA BBB CCC method</li> </ul> <p>Action:<br/> -finish handout for methods<br/> -write the principles on flipcharts and put them on tables</p>   |

## 5. Programme

11:30 - 12:00

### 1. **Present the 5 principles of accessibility ~30 min**

The facilitators present the 5 principles of accessibility to remember. This is a general approach to designing accessible activities and working with people with different access needs. It is a good basis for the following activity, as well as a good basis for designing activities.

Possible method for this:

Stick the cutouts of each principle on a flipchart, plus one flipchart left empty, and present them to the participants. Then, give them sticky notes and ask them to think about why each principle is important to keep in mind when working on activities. While they reflect on this, they should also think of a 6<sup>th</sup> principle they would like to add to the list and write it on another sticky note. After they have finished writing, they go in silence and stick their sticky notes to the respective flipchart. Make sure to let them know that they don't have to add something to every principle, but rather choose as many as they have ideas for. At the end, the facilitators make a summary of the reasons and ask one or two participants to share some input for the most common reasons. The facilitators do the same for the flipchart with the 6<sup>th</sup> principle.

**Action:** *the principles need to be formatted better (change the red to a better colour)*

12:00 – 12:50

### 2. **Cooperative learning – AAA BBB CCC ~ 50 min**

12:00 -12:15

#### 2.1 . Cooperative learning phase 1 ~ 15 min

- learning and understanding strategies and techniques for designing accessible activities for different kinds of disabilities/ access needs.

AAA BBB CCC method- we split the participants in 4 groups of 3 people (AAA BBB CCC DDD) and we give each a description of a method/ theoretical considerations (things to be mindful of) (like checklists) for designing accessible activities, as well as some practical ideas. We give them 15 minutes to read and discuss it. They have some questions on the handouts to give their discussion a structure. The participants are encouraged to brainstorm some other methods/ ideas for their topic. The facilitators monitor the group for any questions that may arise.

Or a method + they think about what kinds of access needs it could be used for:

- Designing and delivering accessible presentations (+ image description)
- Adapting interactive activities/ NFE activities that require physical movement
- Inclusive group facilitation (access clashes)
- Energisers.

Make sure to provide these methods/ tips for different learning styles/ access needs. For example, include written descriptions (in an easy to read font) combined with visuals. A video/ audio description of the materials (maybe we could make them available in digital format for the blind participants if they use text-to-speech apps.)

**Action:** *decide on the methods and make the materials: write & print the handouts*

12:15 - 12:50

## 2.2. Peer-cooperative learning phase 2 ~ 35 min

In phase 2, we re-group the participants in such a way that each group contains one member from each original groups; in other words, we will form 4 new groups of 3 people each (the new groups are constituted as ABCD ABCD ABCD ABCD). They discuss the methods they learned in their initial groups and what other ideas were brainstormed.

Practice activity: The participants are given the following scenario:

- *You are part of the trainers' team in a training session organised by ENIL, focused on Human Rights Education. Most of the participants are disabled people with different kinds of disabilities (e.g. some blind participants, some deaf or hard of hearing participants, some wheelchair users, etc). You are in charge of designing an activity for one of the sessions.*
- *Here are some methods/ activities you could use [present them with a few options of activities and methods from Compass]. Your task is to adapt the method to your group's access needs so that everyone has the opportunity to participate fully in the activity.*

They work in the newly formed groups to adapt an activity around the topic of HRE with young people to various access needs of the imaginary group.

|  |   |
|--|---|
|  | <p>The participants will be given a flipchart with a template:</p> <ul style="list-style-type: none"> <li>● What kind of access needs does your group have? Make sure to choose people with at least two different kinds of access needs/ disabilities.</li> <li>● What things are you expected to teach your group?/ What is the topic of your activity?</li> <li>● How can you adapt the activity without excluding anyone?</li> <li>● What needs to change? What could you add/ remove from the activity?</li> <li>● What would help to ease the access for participants to make the most out of this session?</li> </ul> <p>12:50 - 13:00<br/> <b>3. Debriefing ~ 10 min</b></p> <p>The participants gather in a circle again and answer the following questions:</p> <ul style="list-style-type: none"> <li>● Did the activity help you think more clearly about the ways you can design accessible activities?</li> <li>● What is a surprising thing that you learned?</li> <li>● What obstacles did you encounter/ what did you find most difficult when adapting the activity?</li> <li>● Do you think you can use the things you've learnt today when designing activities in your context?</li> </ul> |
|--|---|

Some of the resources used to facilitate this session can be found in the appendix at the end of the manual

|  |  |
|--|--|
| <i>1. Title, date, time</i>                    | Practice session 16.30-18.00   |
| <i>2. Background</i>                           | As part of their application form for this program we have invited people to identify knowledge and expertise they would like to share with the rest of the group. The practice session is aimed at providing a space for this knowledge exchange    |
| <i>3. Aim(s) and objectives of the session</i> | <ul style="list-style-type: none"> <li>● Participants have an opportunity to learn from one another</li> <li>● participants develop an understanding of collective knowledge and the importance of giving space to learn from one another</li> </ul> |

|  |   |
|--|---|
| <p><i>4. Methodology and methods</i></p> | <p>16.30-35 Explain the marketplace</p> <ul style="list-style-type: none"> <li>● you'll come to this space with knowledge and expertise in areas that other people won't be familiar with this next session is an opportunity for you share that knowledge with one another.</li> <br/> <li>● You will have 20 minutes to prepare what you want to share you could decide to do this individually in pairs or if there is nothing you want to share a break</li> <br/> <li>● We will divide the group into 2</li> <li>● each group will have a market place round lasting 30 minutes</li> <li>● we will have 3-6 stalls(depending on participants)</li> <li>● the opposite group can explore the marketplace - learn from another participant</li> <li>● then we switch- those who were customers become presenters and vice versa</li> </ul> |
|--|---|

## Day Five

|   |   |
|---|---|
| <p><i>1. Title, date, time</i></p>                    | <p>Cross movement organising day 5 session 1, 9.30- 11.00</p>   |
| <p><i>2. Background</i></p>                           | <p>Understanding what other movements might be interested or affected by the thing you want to work is a key part of leadership without allyship most movements limit success</p>                                 |
| <p><i>3. Aim(s) and objectives of the session</i></p> | <ul style="list-style-type: none"> <li>● Participants understand the value of cross movement organising</li> <li>● participants can identify potential stakeholders in the issues they want to work on</li> </ul> |

*4. Methodology and methods*

930-940 welcome and introduction energiser any messages from the day before or reminders and a brief of what is cross movement organising with a call back to intersectionality and disability Justice

940-19.50 what other movement you part of thought shower either by post it note or call out people share movements other than disability movement that they are engaged in or part of.

950- 10 use the 12 pillars of independent living to ask the group to vote on an area that they would like to do some work on each person has 2 votes (sticky dot.or post it note or electronic)

1. Appropriate and Accessible Information
2. An adequate income
3. Appropriate and accessible health and social care provisions
4. A fully-accessible transport system
5. Full access to the environment
6. Adequate provision of technical aids and equipment
7. Availability of accessible and adapted housing
8. Adequate provision of personal assistance
9. Availability of inclusive education and training
10. Equal opportunities for employment
11. Availability of independent advocacy and self- advocacy
12. Availability of peer counselling

10-1010 Depending on how many participants split into 2 or 3 groups

which used top 3 scoring areas that they want to work on each group takes one

e.g. inclusive education or employment

Think of a campaign or topic which you as disability activist might want to work with this other movement on)

10.10-1035 power and interest matrix using Post-it notes flipchart and pen develop a power interest matrix of all of the different stakeholders that might be interested in your campaign

5- m10 min identify

10-15 place Matrix

low-power low interest bottom left-hand

high-power low interest top left hand

low-power high interest bottom right hand

high interest high-power

Which groups would you spend energy on and why

|   |   |
|---|---|
|   | <p>what might make an impact (tactic)</p> <p>1035-1050</p> <p>Group share</p> <p>Wrap up and reflection</p> <p>were there any patterns you noticed</p> <p>what moves people with power but not interest</p> |
| <i>5. Programme</i>                           |   |
| <i>6. Materials needed and space required</i> | <ul style="list-style-type: none"> <li>● Maxtrix</li> <li>● Posits</li> <li>● pens</li> </ul>   |

|  |   |
|--|---|
| <i>1. Title, date, time</i>                    | <p>Action planning: From idea to reality</p> <p>Day 5 (Sunday, 19.04)</p> <p>11:30 – 13:00</p>  |
| <i>2. Background</i>                           |   |
| <i>3. Aim(s) and objectives of the session</i> | <p>Aim:</p> <p>Develop skills and knowledge on how to turn their ideas for social change into action</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- Acquire a clear understanding of what constitutes a project</li> <li>- Familiarise the participants with and deepen their understanding of how a project is structured</li> <li>- Brainstorm ideas for action based on a given structure</li> <li>- Begin the development process of realistic and sustainable initiatives they can implement in their contexts</li> </ul> |
| <i>4. Methodology and methods</i>              |   |

## 5. Programme

11:30 – 11:40

### 1. Energizer

11:30 – 12:00

### 1. What is a project? ~30 min

#### 1.1. Feature scramble ~10 min (11:30 -11:40)

Write on separate strips of paper different characteristics of a project, as well as different forms it can take. Similarly, write some characteristics of what a project is not.

On two flipcharts write: **Aproject is...** and **Aproject is not...** . The strips of paper are scrambled on a table in the centre of the room. In pairs, participants go and look at the strips and decide which characteristics are parts of a project and which are not. They are asked to stick the strips of paper on the correct flipchart.

(alternatively, we could use some apps instead, to make it accessible for the blind participants. We could project the results on a screen in real time.)

#### 1.2. Plenary discussion ~ 20 min (11:40 – 12:00)

After the activity is done, the participants are asked to sit in a plenary and have a look at the results. Trainers read the results out loud. If there are any mistakes, ask the group for corrections, motivating their choice. Once that is done, establish the following definition and points:

**Project** : An individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim.  
**project**: a concept which serves to organise action. (Filippo Brunelleschi)

**We should note that a project** : (t-kit 3, p 30)

- is a method which enables us to move from idea to action, structuring the various stages in that process
- sets out to change the (social) environment in which it is to take place
- takes shape in a certain social, spatial and temporal context
- has an educational dimension and enables people to learn by experiment
- is the product of collective activity
- necessarily involves evaluation, which establishes a link between idea and action.

**A project can take the forms of:**

A series of campaign  
an advocacy plan  
a community organising plan  
a series of trainings  
peer research  
outreach

12:00 – 12:20

**2. Action planning: a template ~30 min**

2.1. Needs analysis :

Start this part by asking the participants what the most important thing is to start with when planning a project. Make sure the participants reach “problem” and “need”. Elicit “needs assessment”

In plenary, elicit some methods of conducting the needs analysis from the participants. Here are some examples:

- Research data from studies on the target group
- Organise an informal meeting to discuss that with the target group
- Conduct an online survey in the target community;
- Have a meeting with other local associations that work with the target group.

2.2 Structure

Write the structure of a project on a flipchart and hide each point by using sticky notes. Present the structure of a project, going through each step – make sure to read it out loud so that the blind participants are also included. Elicit each step by asking the participants guided questions

12:20 –13:00

**3. Group work – working on action plans ~ 30 min**

Refer back to session 2, day 3: Keep the same groups and the same issues identified here. (5 min)

3 (3 groups total: 2 groups of 3 and 1 group of 4).

|   |   |
|---|---|
|   | <p>3.2. <u>Practice</u> ~ 25 min</p> <p>They are given another flipchart (or A4 paper format) with the structure of a project. They are required to plan a small project that they could adapt and implement in their contexts.</p> |
|   |   |
| <i>6. Materials needed and space required</i> | Flipcharts, markers, A4 paper, sticky notes, pens   |
| <i>7. Further reading</i>                     | T-kit 3: Project management   |

|  |  |
|--|--|
| <i>1. Title, date, time</i>                    | Action planning: practice<br>Day 5 (Sunday, 19.04)<br>14:30 – 16:00  |
| <i>2. Background</i>                           |  |
| <i>3. Aim(s) and objectives of the session</i> | <p>Aim:<br/>To work on and present their action plans, and provide feedback</p> <p>Objectives:<br/>- Finalise their action plans<br/>- Present realistic and sustainable initiatives they can adapt and implement in their contexts<br/>- Provide feedback on their work</p> |
| <i>4. Methodology and methods</i>              |  |

## 5. Programme

14:30 – 15:30/ 15:05

### 1. Group work – continued ~ 45 min

The participants continue working on their action plans from the previous session. The trainers monitor for any questions that may arise.

15:30 – 15:45

### 2. Presenting the plans ~ 15 min

The participants present their work in a plenary session. Each group should spend no longer than 10 minutes (with questions and feedback!!) on their presentation. They should also provide details on how they plan to implement them back home.

15:45 – 16:00

### 3. Debrief ~15min

End game

Tell participants to sit in a circle. Read some of the statements and ask each person in turn to complete the statement.

- The best thing about the activity was ... , and the worst was ... .
- The most interesting thing was ... , and the most boring thing was ... .
- I would have liked more of is ... , and less of ... . ● I learned ... , and I want to learn more about ... .
- Now I want to ... and I hope ... . I
- understood ... , and I need ... .
- I was most surprised about ... .
- The thing I enjoyed doing most was ... , and the thing that I least liked doing was ... .
- I felt most confident doing ... , and the thing I felt least confident doing was ... .
- One skill that I've gained is...

Alternatively, we can just ask them some questions, but I found this activity interesting.

# Training Team



## **Nina Portolan**

Nina is the Youth Coordinator at ENIL. She is a disability and human rights advocate, a trainer in non-formal education and member of the Council of Europe's Advisory Council on Youth. Nina is also a para karate athlete.



## **Zara Todd**

Zara is a trainer, facilitator and researcher based in the UK. She is one of the founders of ENIL's youth network. Zara is a human rights educator with a background in youth work. Her work is focused on topics around disability, gender, social inclusion, climate activism and participation.



## **Emmy Sefentin**

Emmy is a non-formal education trainer and consultant from Greece. She works with inclusive education, human rights, and intercultural learning. Emmy is also a trainer for young persons with disabilities, and a Scientific Associate with the Association of Friends of People with Intellectual Disabilities, as well as the co-founder of the "Agalide" programme, where they support adult migrants and refugees in learning the language and finding their place in a new culture.

# Training Team



## **Ralu Baci**

They are a queer-disabled activist, trainer and facilitator, and co-founder of TransLights, an informal group which aims to strengthen and empower the local Trans Community and all its intersections, particularly disability. Based in Romania Ralu works locally and internationally to create safe spaces for the queer disabled community to support and advocate for the rights.



## **Fatma Yazici**

Fatma is an attorney and human rights advocate currently based in Denmark originally from Turkiye. She is Youth Board Member at ENIL and one of the founding members of the Association for Accessible Life and Law in Turkiye.

# Appendices

# What's Inside

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# Action Plan Template

## PROJECT NAME:

### 1. Issue & Context (the why)

A description of the problem/current situation or "What needs to change?"

- Why is the project necessary and important?
- In which community/social context is it placed?
- What are the problems faced by the youth/community?

### 2. Aim

An outline of a vision of change or "What do you want to happen and how do you want things to change?"

- What is your big picture goal?
- What impact do you want to achieve?
- What changes will it entail?

### 3. Objectives

- What steps do we need to take to get to the desired change?
- What is the expected result?
- Are the objectives aligned with the aim?

Objectives describe the aim in more detail. Each objective focuses on an aspect of the aim. The objectives need to be SMART.

## 4. The Target Group (right-holders)

- Who is the project designed for?

## 5. Actors (duty-bearers)

- Who has the interest and power of influence?
- Who can and wants to make the change happen?

## 8. The Activities

- What is the theme and content of the project?
- What activities are involved?
- What is needed for the project to go ahead?

Activities should have clearly defined and easily measurable indicators. Each activity should respond to at least one objective.

| Title + Description | Timeline | Resources | Objective No. |
|---------------------|----------|-----------|---------------|
|                     |          |           |               |
|                     |          |           |               |

## 7. Timeline

- Where will the project be implemented?
- How long will it last?
- When does it start/end?

## 8. Final evaluation and feedback

- How and when should it be evaluated?

## Follow-up

- What follow-up is planned?

# • Facilitating Access Friction (Access Clashes)

## Steps in advance to reduce friction

- Ask people about access needs
- Give space for people to share needs with each other both in advance and at the start of an event
- Centre access and access adjustments in group agreements and ways of working to create collective understanding and accountability for accessibility
- Have a clearly identified safe person

## During an activity

- Acknowledge and notice a clash (where possible avoid making it about individuals and bring it back to group agreements).
- If the clash cannot be resolved through a reminder, depending on the severity of the impact, consider pausing the activity.
- If the impact is manageable in the immediate, take the opportunity at the break to talk to the people affected about what they would find useful.
- If the group is working together again in another session or activity, spend some time talking about the collective challenges of working in mixed ability groups and what the collective solutions are.
- If the access clash is between two individuals, take time to speak to each individually about what they need and the impact, then consider bringing them together to collectively work out a solution.
- As facilitators it is also acceptable to avoid placing participants with clear access clashes in working groups together – ideally try the other approaches first.
- Remind people about the safe person.

- **After the clash**

- Depending on the group dynamics and purpose of the activity, it may be useful to reflect collectively on the clash and what we can learn from it.
- Check in with those affected and provide space for feedback and alterations to compromises and ways of working.

## **5 Top Tips for Designing or Choosing Accessible Energisers**

1. They are fun / energising
2. Simple to understand / pick up
3. They should be flexible / adaptable
4. They should not require skill or advantage
5. Avoid elimination

