



Building Skills Through Inclusion

Adaptive tools and good practices



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Manual for youth workers and young people on inclusion

This manual is produced on the regard of the project “Building Skills through Inclusion” supported by Erasmus+ Program and coordinated by Asociația Babilon Travel



in partnership with:

•Projekte Vullnetare Ndërkombëtare – Albania

•Autonomia e Descoberta CRL – Portugal

•AzBuki – Serbia

•Infinit – Kosovo

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Introduction of the manual and the project

This manual is a document to be used by youth workers, teachers, youth leaders, representatives of the civil society who work with inclusion in the youth field.

The manual contains 4 main parts:

The first part is focused on the theoretical aspects such as definitions, understandings of inclusion and legal framework.

The second part present some tools, which are useable and can be practiced with mixed groups of young people with special needs, fewer opportunities and non-marginalized youngsters. Main activities are adapted to be used with different target groups at the same time.

The third part of the manual presents some good practices on inclusion, especially in the countries involved in the project: such as Romania, Albania, Portugal, Serbia and Kosovo.

The last part of the manual summaries some recommendation for the main stakeholders who have an important role to make inclusion possible.

This manual is produced on the regard of the project “Building Skills through Inclusion” supported by Erasmus+ Program and coordinated by Asociația Babilon Travel.

Building Skills Through Inclusion is an Erasmus+ youth project financed by the European Union. There are 5 countries participating: Albania, Kosovo, Portugal, Romania and Serbia. The aim of the project was to promote and foster social inclusion of young people with disabilities and fewer opportunities by being focused on mobility, independent living and employability. The project had three main activities involving youth workers and young people with and without special needs and fewer opportunities:

- Partnership building seminar (20 representatives and coordinators of the partner organizations);
- Training course (25 youth workers);
- Youth exchange (30 young people).

The partners were aware that, on the one hand, disability is a social issue that has been addressed significantly by the EU in the recent years but on the other hand, that social stigma and prejudice is still present among the employers and the general public, thinking that being disabled means being unable to work. As organizations with years of experience in working with and for disabled people, partners found that prejudice persists because of lack of interaction between the disabled and the non-disabled (employers). During our prior work and researches, partners found that a goal-oriented interaction between the non-disabled people and people with disability results in higher levels of mutual understanding and cooperation – which, in favourable circumstances, can lead to raising the employability and lowering of prejudice and subsequent discrimination.

The business case basically states that hiring workers with disabilities can positively impact a company's bottom line. Here is why:

- People with disabilities make good, dependable employees. Employers of disabled workers consistently report that, as a group, people with disabilities perform equally or better than their non-disabled peers on measures such as productivity, safety and attendance;
- People with disabilities are more likely to stay on the job. The costs of job turnover, such as lost productivity and expenses related to recruitment and training, are well known to most employers;
- Hiring people with disabilities increases workforce morale. Many employers report that teamwork and morale improves when disabled workers become part of the staff. People with disabilities are an untapped resource of skills and talents. In many countries, people with disabilities have skills that businesses need, both technical job skills and transferable problem-solving skills developed in daily life. People with disabilities represent an overlooked and multibillion-dollar market segment. That market is addressing disabled persons, their families and friends.

1. Theoretical part

1.1 Definitions

According to the World Report on Disability (2011) by the World Health Organization and the World Bank, about 15% of the world's population will experience a disability at some time in their lives. This means that approximately one billion persons around the world are already, or will become persons with disabilities. The World Report on Disability also estimates that 3.8% of the world's population, around 195 million persons, have significant disabilities.

There is an equally general definition for young people with fewer opportunities: “Young people that are at a disadvantage compared to their peers because they face one or more of the following situations and obstacles: social/economic obstacles, disability, educational difficulties, cultural differences, health problems or geographical obstacles. In certain contexts, these situations or obstacles prevent young people from having effective access to formal and non-formal education, transnational mobility and participation, active citizenship, empowerment and inclusion in society at large”.

Disability: Is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It can greatly affect person’s life and may be present from birth or occur during person’s lifetime. It makes someone unable to act in a way that is considered usual for most people.

The term **persons with disabilities** in this Law means individuals whose daily life or social life is substantially and continuously limited due to physical, intellectual or mental disability (hereinafter referred to as "disability").

Fewer opportunities: Fewer opportunities is a term used for people that are at disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the list below. In a certain context these situations prevent people from having effective access to formal and non-formal education, trans-national mobility and from participation active citizenship empowerment and inclusion in society at large.

Fewer opportunities can be:

- Social obstacles;
- Economical obstacles;
- Disability;
- Educational difficulties;
- Cultural differences;
- Health problems;
- Geographical obstacles.

Discrimination: Discrimination is an act of treating a person or a group of people differently, especially in a worse way from the way in which you treat the other people because of their skin colour, sex, sexuality, religion, physical impairment, other disabilities etc.

Discrimination on the basis of disability: Means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation.

Inclusion: Is the practice of ensuring that all people feel they belong, are engaged, and connected. It is a universal human right whose aim is to embrace all people, irrespective of race, gender, disability or other attribute, which can be perceived as different.

Communication: Includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology.

Language includes spoken and signed languages and other forms of non-spoken languages.

Reasonable accommodation: Means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;

Universal design: Means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Social integration: Is the interaction between the individual or the group and the social environment, through which a functional balance of the parties is achieved; Protected workplace – the space related to the activity of the disabled person, adapted to his/her needs, which includes at least the workplace, the equipment, the bathroom and the ways of access.

Individual services plan: The document setting short-term, average-term and long-term objectives, stating the modalities of intervention and support for disabled adults, through which the activities and services mentioned in the individual social rehabilitation and integration program are performed.

Individual social rehabilitation and integration program: The document drafted by the commission for the evaluation of disabled adult persons, stating the activities and services needed by the disabled adult in the social integration process.

Equal chances: The result of the chances equalization process, through which the different structures of society and the environment are accessible to everybody, including disabled persons.

According to UN Convention for the Rights of Persons with Disabilities, persons with disabilities are those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

This broad definition adopts what is known as the social model of disability. It recognizes that disability is an evolving concept, and that we are often prevented from exercising all of our human rights and fundamental freedoms by barriers of attitude and environment, which come in our way.

1.2 The legal framework

1.2.1 Convention on the Rights of Persons with Disabilities

The States Parties to the present Convention,

(a) Recalling the principles proclaimed in the Charter of the United Nations which recognize the inherent dignity and worth and the equal and inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world,

(b) Recognizing that the United Nations, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, has proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind,

(d) Recalling the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, the Convention on the Rights of the Child, and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families,

(e) Recognizing that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others,

(f) Recognizing the importance of the principles and policy guidelines contained in the World Programme of Action concerning Disabled Persons and in the Standard Rules on the Equalization of Opportunities for Persons with Disabilities in influencing the promotion, formulation and evaluation of the policies, plans, programmes and actions at the national, regional and international levels to further equalize opportunities for persons with disabilities,

(g) Emphasizing the importance of mainstreaming disability issues as an integral part of relevant strategies of sustainable development,

(h) Recognizing also that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the human person,

- (i) Recognizing further the diversity of persons with disabilities,
- (j) Recognizing the need to promote and protect the human rights of all persons with disabilities, including those who require more intensive support,
- (k) Concerned that, despite these various instruments and undertakings, persons with disabilities continue to face barriers in their participation as equal members of society and violations of their human rights in all parts of the world,
- (l) Recognizing the importance of international cooperation for improving the living conditions of persons with disabilities in every country, particularly in developing countries,
- (m) Recognizing the valued existing and potential contributions made by persons with disabilities to the overall well-being and diversity of their communities, and that the promotion of the full enjoyment by persons with disabilities of their human rights and fundamental freedoms and of full participation by persons with disabilities will result in their enhanced sense of belonging and in significant advances in the human, social and economic development of society and the eradication of poverty,
- (n) Recognizing the importance for persons with disabilities of their individual autonomy and independence, including the freedom to make their own choices,
- (o) Considering that persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programmes, including those directly concerning them,

(p) Concerned about the difficult conditions faced by persons with disabilities who are subject to multiple or aggravated forms of discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national, ethnic, indigenous or social origin, property, birth, age or other status,

(q) Recognizing that women and girls with disabilities are often at greater risk, both within and outside the home, of violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation,

(r) Recognizing that children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and recalling obligations to that end undertaken by States Parties to the Convention on the Rights of the Child,

(s) Emphasizing the need to incorporate a gender perspective in all efforts to promote the full enjoyment of human rights and fundamental freedoms by persons with disabilities,

(t) Highlighting the fact that the majority of persons with disabilities live in conditions of poverty, and in this regard recognizing the critical need to address the negative impact of poverty on persons with disabilities,

(u) Bearing in mind that conditions of peace and security based on full respect for the purposes and principles contained in the Charter of the United Nations and observance of applicable human rights instruments are indispensable for the full protection of persons with disabilities, in particular during armed conflicts and foreign occupation,

(v) Recognizing the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms,

(w) Realizing that the individual, having duties to other individuals and to the community to which he or she belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the International Bill of Human Rights,

(x) Convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the State, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities,

(y) Convinced that a comprehensive and integral international convention to promote and protect the rights and dignity of persons with disabilities will make a significant contribution to redressing the profound social disadvantage of persons with disabilities and promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities, in both developing and developed countries, Have agreed as follows:

The purpose of this Law is to promote welfare of persons with disabilities through establishing fundamental principles, clarifying the responsibilities of the Government and the local governments, and establishing comprehensive and steady measures for supporting independence and social participation of persons with disabilities.

Article 1

Obligation to respect Human Rights The High Contracting Parties shall secure to everyone within their jurisdiction the rights and freedoms defined in Section I of this Convention.

Article 2

Right to life

1. Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.

2. Deprivation of life shall not be regarded as inflicted in contravention of this Article when it results from the use of force which is no more than absolutely necessary: (a) in defence of any person from unlawful violence; (b) in order to effect a lawful arrest or to prevent the escape of a person lawfully detained;

1.2.2 Law in each country

Albania

Albania's situation, including the legislative and structural framework, more generally, Albanian persons with disabilities face the same challenges as other Albanians, with regard to the political and economic environment. However, they face additional barriers to full inclusion and participation in society.

This section will focus on gaps in Albanian legislation as concerns persons with disabilities. First, the rights of persons with disabilities in Albania are scattered throughout the Albanian legislative framework and are regulated in different bodies of law. The legislation for persons with disabilities in Albania is not integrated in the legislation on other sectors. Specific laws have been adopted since the 1990s to give rights to specific groups of persons with disabilities. In our view point these specific laws for specific categories for persons with disabilities can be helpful when it comes to regulate in detail the specific provisions and duties for specific groups of persons with disabilities. However, because not all groups of persons with disabilities currently enjoy the same level of self-representation in Albania, they are not equally protected in the legislation, which is not comprehensive. Accordingly, the rights of all persons with disabilities should be mainstreamed throughout the generic Albanian legislative framework.

Kosovo

Article 22 [Direct Applicability of International Agreements and Instruments] Human rights and fundamental freedoms guaranteed by the following international agreements and instruments are guaranteed by the Constitution and are directly applicable in the Republic of Kosovo and, in the case of conflict, have priority over provisions of laws and other acts of public institutions.

Portugal

Physically or mentally disabled citizens shall enjoy full rights and shall be subject to the duties set forth in the Constitution, subject to the exercise or performance of those for whom they are disabled.

The State undertakes to carry out a national policy of prevention and treatment, rehabilitation and integration of the disabled, to develop a pedagogy that sensitizes the society about the duties of respect and solidarity with them and to assume the responsibility of the effective realization of their rights, without prejudice to the rights and duties of parents or guardians.

Discriminatory practices against persons with disabilities are considered to be actions of negligence or omissions, like the:

- a) Refusal to supply or impede the enjoyment of goods or services;
- b) Impediment or the limitation to the access and the normal exercise of an economic activity;
- c) Refusal or conditioning of the sale, lease or sublease of real estate, as well as access to bank credit for the purchase of housing, as well as refusal or penalty in the conclusion of insurance contracts;
- d) Refusal or impediment of the use and dissemination of sign language;
- e) Refusal or limitation of access to the built environment or to public or open places to the public;
- f) Refusal or limitation of access to public transport, whether aerial, land or sea;
- g) Refusal or limitation of access to health care provided in public or private health facilities;

i) Constitution of classes or the adoption of other measures of internal organization in public or private schools, according to criteria of discrimination disability, unless such criteria are justified by referred to in Article 2;

j) Adoption of practice or measure by any company, entity, body, official or agent of the direct or indirect administration of the State, of the Autonomous Regions or local authorities, which condition or limit the practice of exercise of any right;

l) Adoption of an act in which, publicly or with the intention of wide dissemination, natural or legal person, whether public or private, issues a statement or information by virtue of which a group of persons is threatened, insulted or demeaned for reasons of discrimination on grounds of disability;

(m) Adoption of measures restricting access to new technologies.

Romania

Regarding the Protection and Promotion of the Rights of Disabled Persons published in Official Gazette no. 1006 – December 18, 2006 Republication 1 OG no. 1 – January 3, 2008 published in the Official Gazette, Part I no. 1 of January 3, 2008, the document came into force on January 6, 2008 .

General Provisions, Definitions and Principles:

Art. 1. – This law regulates the rights and obligations of disabled persons granted for the purpose of their social integration and inclusion.

Art. 2. - (1) For the purpose hereof, disabled persons shall be those persons who, due to a physical, mental or sensorial affection, do not have the abilities for normally performing the day-to-day activities, requiring protection measures in support of their social recovery, integration and inclusion.

(2) Disabled children and adults, Romanian citizens, citizens of other states or stateless persons shall benefit from the provisions hereof, over the period in which they have, according to law, their domicile or residence in Romania.

Art. 3. – The protection and promotion of the rights of disabled persons are based on the following principles:

- a) The observance of the fundamental rights and freedoms of the human being;
- b) The prevention and fight against discrimination;
- c) Equal chances;
- d) Equal treatment as to labour employment and occupation of labor force;
- e) Social solidarity;
- f) Community rendering responsible;
- g) Subsidiarity;
- h) The adaptation of society to the disabled person;
- i) The interest of the disabled person;
- j) The integrated approach;
- k) The partnership
- l) The freedom of option and the control or decision on one's own life, services and forms of support one benefits from;
- m) The person-focused approach in providing services;
- n) The protection against negligence and abuse;

o) The choice of the less restrictive alternative in determining the necessary support and assistance;

p) The social integration and inclusion of disabled persons, with equal rights and obligations as all the other members of society.

Art. 4. – The public authorities, the suppliers or social services, the representatives of civil society, and the natural and legal persons in charge with the application hereof shall promote, observe and guarantee the rights of the disabled person, established according to the provisions of the reviewed European Social Chart, adopted in Strasbourg on May 3, 1996, ratified by Law no. 74/1999, and to the other internal and international documents in this field, to which Romania is a party.

Art. 4 - Authorized protected unit – the private or public law economic operator, with its own administration, within which at least 30% of the total number of employees with an individual labor contract are disabled persons.

Serbia

The 2006 Law on the Prevention of Discrimination against Persons with Disabilities regulated the general regime for the prohibition of discrimination based on disability, while the 2007 Strategy for the improvement of the position of persons with disabilities defined measures, goals and activities to improve the situation of persons with disabilities. Serbia had made significant steps towards deinstitutionalization, and had undertaken the creation of community-based services. Significant shifts in the area of employment had been made with the adoption in 2009 of the Law on Occupational Rehabilitation and Employment of Persons with Disabilities, which guaranteed the principle of inclusiveness and introduced quotas.

2. Adaptive Tools

2.1. Energizers

Facilitators use games for a variety of different reasons, including helping people to get to know each other, increasing energy or enthusiasm levels, encouraging team building or making people think about a specific issue. Games that help people to get to know each other and to relax are called Icebreakers. When people look sleepy or tired, energisers can be used to get people moving and to give them more enthusiasm. Other games can be used to help people think through issues and can help to address problems that people may encounter when they are working together. Games can also help people to think creatively and laterally.

Self-portrait with closed eyes

Group: 15-30 people

Time: 30' – 45'

Materials: Paper, colored pens

Accessibility: **Not for visually impaired**

Aim: With this activity, participants get to know each other, put a face in the names of the group and share deeper information about each other.

Description

Everybody gets a piece of paper and a pen. All the participants close their eyes and try to draw self-portraits. They write their name on the paper. Then they walk around and exchange the portraits with someone else. They do it continuously, until the facilitator stops them. They have to find the person whose portrait they hold and ask them a question about themselves. Eg. What person in history

do you admire, what is the most important human right for you etc. In the end, everybody hangs the portraits on the wall.

Three Truths and a Lie

Group: 15-30 people

Time: 30' – 45'

Materials: Paper and Pen

Accessibility: Accessible

Aim: With this activity, participants get to know each other and share deeper information about each other.

Description

Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. For example: "Dardan likes singing, loves football, and has 3 cats". Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the "facts" is a lie. Blind participants will be helped by their non-visually impaired peers to put the pieces of information on paper and when needed the other participants will read information loudly.

Fairy Tale

Group: 30-40 people

Time: 5 minutes to explain, at least 10 minutes to play, so long as the participants are involved in the game.

Materials: No materials

Accessibility: Accessible

Aim: With this activity, participants will get to work as a group and learn to develop common strategies.

Description

Divide the group in two lines facing each other. Like the "rock, scissors, paper" game, there are 3 roles: Ogre, Fairy and Troll. The trainer/facilitator demonstrates the sounds and movements for each role, so when the group "plays" one role, they have to make both the movement and the sound. Deaf participants know from the movement and the blind participants from the sound what the other group is doing. The Ogre takes the Fairy, the Fairy bewitches the Troll and the Troll scares the Ogre. Once the participants understand the roles, each group must decide which role they will play (in secret), and when the trainer/facilitator gives the signal each group makes the movement and sound of the role they had chosen. Give points in every round.

Tip: Do not assign movements to the roles that are difficult for wheelchair users to perform.

Pass the Energy

Group: 30-35 people

Time: 5 minutes to explain, at least 10 minutes to play the game.

Materials: No materials needed

Accessibility: Accessible

Description

Participants stand or sit in a circle, hold hands and silently concentrate. The facilitator sends a series of 'pulses' both ways round the group by discreetly squeezing the hands of those next to her/him. Participants pass these pulses round the circle, as in an electric current, by squeezing the hand of the person next to them and literally 'energising' the group.

Robots

Group: 25-35 people

Time: 5 minutes to explain, at least 10 minutes to play the game.

Materials: No materials needed

Accessibility: Accessible

Description

Divide the participants into groups of three. One person in each group is the robot controller and the other two are the robots. Each controller must manage the movements of their two robots. The controller touches a robot on the right shoulder to move them to the right, and touches them on the left shoulder to move them to the left. The facilitator begins the game by telling the robots to walk in a specific direction. The controller must try to stop the robots from crashing into obstacles such as chairs and tables. Ask participants to swap roles so that everyone has a chance to be the controller and a robot.

2.2 Team Building

Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team. You just can't expect your team to perform on their own. A motivating factor is a must. Team Building activities consist of various tasks undertaken to groom a team member, motivate him and make him perform his best. We all are human beings and love appreciation. Any individual performing exceptionally well must be appreciated well in public. He/her feels happy and motivated to perform even better the next time.

If any team member has come out with a unique idea, treat her/him with anything that makes her/him happy. Never criticize any team member or demotivate them if they have failed to perform. Ask them to “Buck up”.

Expectations, Fears, Contributions

Group: 35 max

Time: 20-30 min

Materials: “post it” notes, 3 big flip chart papers, pens

Accessibility: Fully accessible

Aims to:

- Stimulate reflection on the project;
- Reflect on the relation between the objectives of the project and expectations and fears of the participants;
- Stimulate active participation and awareness on participants' possible personal contribution;
- Express freely in a non-verbal and anonymous way their feelings before the project starts .

Description

Prepare the flip chart papers: Draw on each of them a big sun for the expectations, a big cloud for the fears and a big heart for the contributions. Hang the papers on the wall. Deliver “post its” of 3 different colours. Ask the participants to reflect on their expectations in relation to the objectives, aims and activities of the project. Then ask them to express their fears and thoughts on possible obstacles and finally to think how they could practically contribute in order to support the project.

Each participant sticks his/her 3 (or more) post-its on the respective flip chart paper. When everybody has finished, the facilitator reads what is written to the plenary. Pose an open question to everyone “how realistic do you find what is written?”

Tips: It is necessary to have previously made an introduction to the project (aim, objectives and activity schedule). The hearing impaired participants will need the help of the sign interpreters and the blind/visually impaired ones will be helped by their sighted peers. They can be divided in teams of 2, visually impaired with a non-visually impaired, helping each other.

Story Telling

Group: 15-20 people

Time: 60 – 90 min.

Materials: Papers, colored pens, music, props

Accessibility: Totally accessible –with modifications

Aim: This activity enables creativity and stimulates imagination on both a personal and a group level. Moreover, it sparkles a dynamic environment for co-creation and sharing.

Description

Create a comfortable space where participants can feel at ease. Select a piece of calm, inspiring music and hand out papers and pens/markers to the participants. Tell them that they should start drawing/doodling without lifting the pen from their papers at all. They should not draw something concrete, only lines that intersect with each other. They should fill all the white paper from corner to corner. Tell them to keep their pen down as long as the music is on and instruct them in advance to keep drawing lines until you tell them to stop

This will take around 3-4 mins. After this time has passed, turn off the music and advise them to look closely to what they have drawn and identify in their drawings 7 shapes that remind them of something. It could be a tree, a bird, a fish or anything that the participants' imagination demands!

Tell them to write down these seven words and after they have completed that, instruct them to write a small personal story using those 7 words. You can attribute a theme for the story, i.e. "Inclusion". Advise them to unite in groups of 4-5 people, to share their stories if they want and compile all their initial words into a new story that will be written collectively with everyone's participation. This story can either be based on one of the shared stories or it could be a totally new one, using the words in a different context. Each group then presents their story to the others either in a dramatized way or only by narrating it. If there is time and the space feels safe, participants can dramatize their little story and perform it in plenary to the other teams.

For participants with sight impairments, the activity can develop with supporting props, acting as stimuli to their imagination. Offer them a magic box with little surprises of scent, touch and sound. They can then collect their seven words from these props, create a story of their own and then participate in the group work of re-telling a collective story!

Debriefing: Ask about the sense of individual creativity, how participants felt to share their words in a common space and to "lend" them for the creation of a whole new story. How many personal elements do we have to give out so that collective work can be achieved?

Diversity cards :Team Building game

Group: 20-30 people

Time: 50-60 minutes

Materials: Cards with different shapes or colours. Example: 5 red cards, 10 black, 7 green, 3 blue and 1 pink. Make sure that you have one or two single cards. If there are blind participants in the group, touching resources will be needed and the whole team can participate in the activity blindfolded.

Accessibility: Needs to be adapted for blind participants

Aims:

- To raise awareness on diversity and behaviors of exclusion;
- To form smaller groups.

Description

Put a card on each participant's back or forehead, where they can't see their own, but can see the others'. They have to find the group where they belong, without speaking at all.

Debriefing: The facilitator can ask questions like:

- How did you feel during this activity?
- Was it difficult to find the group where you belong?
- How did people who were in big groups feel about the small groups?
- What was the feeling for the people in the small groups?
- How did you feel when you saw a person alone? How did that person feel finding him/herself alone?

2.3 Workshops

2.3.1 Human Library

Group: Not more than 5 “books” in each session.

Time: 120 minutes

Materials: No materials needed

Accessibility: Deaf people can become a book if they have a sign language interpreter.

Aim: To get to know each other well, to bring participants closer, to get information about the everyday life and problems of individuals with and without a disability.

Description

The Human Library is like a regular library – the only difference is that the Books in the Human Library are people. The Living Books belong to different minorities or other groups that face discrimination and prejudice. During a Human Library event, the reader borrows a Living Book for a short discussion.

The aim of the various subjects is to help the participants to understand both themselves and human diversity, to encourage them to express and give reasons for their opinions and to comment on the ideas of others in a constructive way. The goals also include learning to respect people who believe and think differently. The topics of self-knowledge, diversity, different types of communities, minority cultures, subcultures, and equality can be tackled through this activity.

Guidelines for Human Library Readers

1. The Reader must be respectful in their questions and conversation with the Human Book.

2.The Reader accepts the fact that the Human Book can quit the conversation if he or she feels that the Reader is treating him or her in an inappropriate or disrespectful manner.

3.The loan period is for 20 minutes.

4.The Reader cannot record, videotape or take pictures of the Human Book.

5.The Reader is not allowed to ask the Human Book for personal contact information. All requests for further contact should be through the Human Library organizers.

Sample Questions for Readers to Ask Human Books

There are no silly questions! Here's a list of general questions you can ask to get the conversation going.

- Could you tell me about yourself?
- What experience has had the most impact on making you the person you are today?
- What is a typical day like for you?
- Why did you want to be a Human Book? What do you hope to accomplish?
- Do you wish you could go back in time to change a decision you made? Any regrets?
- What is a good thing happening in your life right now? What makes it good?
- What were some of the more difficult aspects of your life? What made it difficult?
- What do you do to have fun?
- Can you tell me three things about yourself that make you unique?
- How do you deal with adversity?
- Is there a community or a support system that you're a part of?
- Do you have any advice for someone going through a situation similar to yours?

Debriefing:

- What did you learn today?
- What was the best part of borrowing a Living Book?
- What did you think of the Human Library as an experience?
- What was the borrowing/ being a book like?
- Could you have been better prepared for the borrowing of the Living Book?
- How did your group work in the borrowing situation? Did everyone get a chance to speak?
- Did something remain unasked?

Source: <http://www.human-library.org>

2.3.2 All equal – All different

All human beings are universally equal and specifically different. Universal equality and specific differences must be respected.

Materials

- Handout;
- Pens or pencils, one per person;
- A large sheet of paper (A3) or flipchart and marker pens

Aims;

- To expand understanding about the universality of human rights
- To develop skills to read information critically and independently
- To foster awareness of ethnocentrism and prejudice in themselves and others, and to develop intercultural learning skills.

Instructions

1. Tell the participants that the following activity is a sort of quiz, but that the purpose is not to see who has got it right and who has got it wrong; it is just a starting point.
2. Hand out or display the two quotations. Allow five minutes for the participants to read them.
3. Then ask them individually to decide:
 - a) The source of the first text; which book or document is it an extract from?
 - b) Which country/region of the world the author of the second text comes from?
4. When everyone is ready, ask participants to get into small groups of about three people. Give them 20 minutes to discuss and analyze their individual choices. They should think about the following questions and if possible come up with a collective answer:

Debriefing and evaluation

Start with a brief review of the activity and then, if you feel the group is ready for it, go on to introduce the notions of prejudice and ethnocentrism. Address the following questions (either in plenary or you can have smaller groups if needed):

- Were participants surprised by the solution?
- How did people make their original individual choices? Were they based on guesswork? Intuition? Or, real knowledge?
- Did people change their minds about their choices during the discussions in small groups? What made them change their minds? Peer pressure? Good arguments?
- How did people defend their choices in the small group discussions? Did they stick to their choices tentatively or strongly?

- Why did the author describe people from the North the way he did?
- What clues does the second text give us about the author, about his looks and about his culture?
- To what extent is the author's view the result of his own ethnocentric viewpoint and prejudice? Or is it fair to say that at that time the cultures in northern Europe were less "civilized" than his culture?
- Can participants think of examples when they heard of or read about other people being addressed in similar ways? How would it feel to be considered as some kind of inferior people?
- When people are not valued for what they are, what consequences often occur? Can they think of examples from history? And from the present?
- What should we do to counter the effects of prejudice? Are there people or groups in the participants' areas or countries that are also the subject of prejudice? Which ones?
- Education is one way to combat prejudice. What else should be done?

Tips for facilitators

The extracts were taken from a book by a famous scholar from Cordoba, Andalusia (in what is now Spain) who was born in 1029 AD / 420 AH. Said Al-Andalusi was a scholar well known for his wisdom and knowledge. For him, civilization and science were very close to knowing the Holy Koran. He was not only learned in religion, but he also excelled in Arabic literature, medicine, mathematics, astronomy and other sciences. It should be remembered that at this time, the Mediterranean basin, and especially the Arab Kingdoms around it, constituted – for the author – the center of "civilization".

Knowledge was not nearly as advanced in "the North", as Said calls northern Europe, as it was in the Arab world, Persia, China and India.

Be aware that, depending on the group, you may need to give participants insights into how to read texts more critically. You may have to point out that the second text actually reveals a lot about the author, his appearance and his culture, for example, that he must have had curly hair and dark skin. Critical reading involves not only understanding the content of the text, but also thinking about the context, who the author is and why s/he writes what s/he does. Realizing this is an important step to understanding how to read all messages (history, news, poems, song texts, etc) and to be aware of the values that they transmit.

One way of introducing the issue of ethnocentrism is to point out to participants that Said, with his dark skin and curly hair, provides a very good definition of a "contrario" – someone whom most people in Europe would not consider "normal". It is also important that, through the discussion, you help participants understand that cultural differences do not make people "better" or "worse" than others. You should point out that it is hard not to judge others without prejudice because we take our own cultural perspective as being "the norm". To appreciate this - our own ethnocentrism - is an essential step towards recognizing it in others, and to being able to communicate successfully with people of other cultures.

Leave extra time at the end of the activity so you have the flexibility to discuss further the issues and ideas which were raised. For example, you may wish to go into an analysis of, or discussion about, history teaching and how much (or how little) we in Europe actually learn about other cultures.

Handout

a) What is the source of the following text? What book or document is it an extract from? “All people on earth from the East to the West, from the North and from the South, constitute a single group; (they) differ in three distinct traits: behaviour, physical appearance and language.” Choose one of the following answers: a) The UNESCO declaration on racism, 1958 e) Said Al-Andalusi, 1029 AD / 420 AH b) Herodotus “Travel notes”, 198 BCE f) Marco Polo in The Travels, 1300, CE c) The Vedas, India, c.a. 3.000 BCE g) None of the above d) Report of the “All Different - All Equal” youth campaign, Council of Europe, 1996

b) Which country/region of the world does the author of the following text comes from? “Those who live in the extreme North (of Europe...) have suffered from being too far from the sun. Their air is cold and their skies are cloudy. As a result, their temperament is cool and their behaviour is rude. Consequently, their bodies have become enormous, their colour turned white, and their hair drooped down. They have lost keenness of understanding and sharpness of perception. They have been overcome by ignorance and laziness, and infested by fatigue and stupidity.”

Choose one of the following answers:

- a) China
- b) Europe
- c) India
- d) Africa
- e) Persia
- f) None of the above

Source: Compass – Manual for human rights education with young people - Council of Europe, page 99

2.3.3 Change your glasses

This is a very simple outdoor exercise in which participants go out and explore the locality through someone else's eyes.

Aims;

- To raise awareness of the inequalities in society
- To develop skills of observation and imagination
- To foster solidarity and motivation to work for justice

Materials

- Glasses. Old glasses from a second hand shop or flea market, or just the frames.
- Large sheets of paper, and pens
- Old magazines, post cards, material, scraps for collage, glue
- Tape for hanging the pictures up
- A digital camera or mobile phone that can take pictures; ideally one per person or one or several for the whole group
- Computer and printer

Constructions

- With the group, brainstorm those people who are disadvantaged or living at the margin of society, for example a person with disabilities or a homeless person.
- Ask each participant to choose one such person whom they are curious about and explain that they are going to go out and explore the locality through that person's eyes.

- Emphasize that the point is not to act out the role, but to go out and imagine what it would be like to be the other person. What would it be like to be in that person's shoes? For instance, would they be able to enjoy all the amenities? Where would they buy bread (if they can afford it)? Where would they live?
- Hand out the glasses if you have some! Tell participants that as they go around the locality they should take pictures either with digital cameras or on their mobile phones as documentation. Agree a time for everyone to return.
- On their return, ask each participant to transfer their pictures onto the computer, then to choose two, three or four to print out, mount on a large piece of paper and tape onto the wall. The pictures should be untitled.
- When all the pictures are displayed, ask everyone to try to guess which groups are being represented; then invite each participant in turn to present their pictures and to explain why they are particularly interested in the particular group they chose to "see".

Laurel Lee who said, "I know I'm not seeing things as they are, I'm seeing things as I am" was diagnosed with cancer when she was twenty nine years old. Contrary to doctors' predictions, she lived for a further twenty years bringing up her three children, travelling and writing. In her case, refusing to see things as they are, was an inspiration. In other circumstances, it is folly.

Debriefing and evaluation

Begin by looking at the exhibition and then go on to ask participants in turn what they experienced and what they saw.

- What happened? Did you enjoy the activity? Why? Why not?
- What was the most surprising thing you discovered?
- Why did you choose the example you did?

- What preconceived ideas or stereotypes did you have about the person you chose? What influence did these have on how you did the activity and what you “chose to see”?
- Did the exercise enable you to empathise in any way with the person at the margin? Why? Why not?
- What have you learnt about yourself?

Now go on to discuss some of the broader issues:

- “I know I’m not seeing things as they are, I’m seeing things as I am.” What effect do our stereotypes and beliefs have on the way we see the world around us?
- Where do we get our information about disadvantaged and marginalised groups from?
- How risky is it to make assumptions about someone based on a generalisation about the groups as a whole?
- How risky is it to make generalisations about a group of people based on one or two examples?
- Which human rights specifically protect the different examples of disadvantaged people or those living at the margin which the participants identified?
- How are the rights of these people most frequently violated?
- How easy is it for them to claim their rights?
- Who should be responsible for making sure that their rights are not violated – or that they can exercise them?

Tips for the facilitator

You can run this activity as an introductory exercise or as the main activity. In a training meeting it can be done to give people a break and fresh air, or as something extra to be done in the participants’ free time.

The instructions suggest people work individually, but the activity can be done in small groups. Practical considerations such as the size of the group and availability of cameras will most probably determine how you organize the activity. Bear in mind that it takes time for people to introduce their pictures, so depending on the size of the group, restrict the number of pictures each person chooses to display. It is very important that the participants understand that they can not escape from the fact that they are looking through their own eyes and imagining what it is like to be someone living at the margin of society. They should be aware that by bringing their existing stereotypes and feelings of empathy to the activity they risk reinforcing beliefs that may be distorted or wrong.

They should also know that stereotypes are (useful) generalizations about a group of people but that they should be used with caution as there will be wide variation within the group and the generalization will not apply to every individual.

2.3.4 Fun and Engaging Games for Adults

A game to improve listening skills:

Materials: paper, pencil

Aim: Listening is to one of the key quotient of effective communication. In the following article, we will concentrate on some of the most effective listening games for that can be used for learning this important skill.

Ref.:

http://pinterest.com/pin/347973508691749262/?source_app=android2.

Description:

- Sit with your backs to each other
- One person describes the drawing
- The other listens and draws it without looking

2.3.5 "Draw-the-word" game

Aims:

- To develop knowledge of the Universal Declaration of Human Rights (UDHR)
- To develop skills to communicate and to think creatively
- To promote solidarity and respect for diversity

Materials

- A wall chart which lists the articles of the UDHR.
- A large sheet of paper or flipchart paper and a marker to record the scores
- Sheets of paper (A4 size) and pens for the group drawings, one sheet per team per round of the game
- Sticky tape or pins to display the drawings

Preparation

- Refer to the abridged version of the UDHR on page 600 and copy it onto a large sheet of paper
- Make a checklist of the rights for yourself

Instructions

1. Ask participants to get into small groups of four to five people and to choose a name for their group/team.
2. Explain that in the activity they will be competing in teams. You will give one person in each team an Article from the UDHR to draw. The others in the team have to guess which right it is. The team that guesses first scores a point.

The team with the most points at the end wins.

3. Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit around the room. The teams should be spread out so they can not overhear each other.

4. Call up one member from each team. Give them one of the rights on your list, for example, "freedom from torture".

5. Tell them to return to their groups and to make a drawing to represent the right while their team mates try to guess what it is. They may only draw images; no numbers or words may be used. No speaking is allowed except to confirm the correct answer.

6. The rest of the team may only say their guesses; they may not ask questions.

7. After each round, ask all the drawers to write on their picture what the right was, whether they finished it or not, and to put the paper to one side.

8. Do a second round; call new people to be the drawers and give them a different right. Do 7 or 8 rounds. A different person should draw in each round. Try to ensure that everyone has the opportunity to draw at least once.

9. At the end, ask the groups to pin up their pictures so that the different interpretations and images of the different rights can be compared and discussed.

Debriefing and evaluation

Begin by reviewing the activity itself and then go on to talk about what people know about human rights.

- Was it easier or harder than people had expected to depict human rights?
- How did people choose how to depict a particular right? Where did they get the images from?

- If they drew violations to illustrate the rights, are those violations likely to occur in their country?
- How do the different images of the right compare? How many different ways were there to depict and interpret the same concept?
- After all the pictures have been reviewed, ask how much - or how little - participants discovered they knew about human rights.
- Do they think human rights have any relevance to their own lives? Which ones?

Tips for facilitators

Before you do this activity you should read through the UDHR and be familiar with what is meant by human rights; for example, that they are internationally guaranteed, legally protected, they focus on the dignity of the human being, they protect both individuals and groups, they can not be taken away, they are equal and interdependent and they are universal.

You will need to decide how to use the wall chart. If participants have very little knowledge of the UDHR you may like to use the chart before you start the activity, so that participants have some clues as to what they should be guessing! If participants have more knowledge, then use the chart at the end to stimulate discussion about the rights that were not drawn.

Be aware that people who consider themselves poor artists may think this will be too difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go. They may be surprised!

Use the abridged version of the UDHR for finding rights for drawing. Some suggestions are: the right to life, freedom from torture, the right to a fair trial, freedom from discrimination, the right to privacy, the right to education, freedom from slavery, freedom of association, freedom of expression, the right to a nationality, freedom of thought and religion, the right to vote, the right to work, the right to health, the right to own property, the right to marry and found a family and the right to choose who to marry.

Variations

If you have a small group of less than 8 people you can play as one group; ask one person to draw in the first round, and whoever guesses draws in the next round, and so on.

Instead of drawing, you can do the exercise by asking the participants to mime selected rights.

Suggestions for follow-up

The activity "Flower power" also uses drawing to explore where the concept of rights comes from.

If the group enjoy being creative, they may enjoy the activity "Act it out" in which people have to mime to convey the general concept of human rights.

The group may like to go on to explore some of rights relating to a particular group, for instance the rights of disabled people, using the activity "See the ability".

2.3.6 I want to work!

Overview

This activity uses role-play to explore issues about the right to employment for people with disabilities.

Aims;

- To understand disability-related needs in the workplace and in society
- To practise skills of self-advocacy
- To develop a sense of responsibility and an awareness of human dignity

Materials

- Copies of the role cards
- Pens and paper for the observers
- A small table and 2 chairs for the role-players; chairs for the observers

Preparation

Make copies of the role cards

Instructions

1. Ask participants what they understand by the "right to work". Use the information at the end of the activity to explain what is covered under human rights law, without yet discussing the disability aspect.

2. Now ask participants to think about the kind of barriers that people with disabilities may face when applying for a job. Explain briefly the concept of "reasonable accommodation".

3.Explain to the participants that they will be role playing a series of interviews for a job of office assistant in the customer service department of a small company. Each of the applicants has a disability. Ask for five volunteers to play the employers who are going to do the interviewing and for another five to be the applicants.

4.Hand out the role cards. Let each role player choose one or two friends to help them develop their role. Give them 10-15 minutes to prepare.

5.Arrange the table and 2 chairs in the middle of the room and ask the rest of the group to take their places as observers. Ask one observer to be a time keeper.

6.Start the role play. Ask the first employer to call in the first applicant. The interview should be brief, and not more than 5 minutes.

7.Invite the second employer to take their place behind the table and to interview the second applicant.

8.When all the interviews are finished, ask participants to come out of role and to join the observers for the debriefing and evaluation.

Debriefing and evaluation

Begin by asking the interviewees:

- How did you feel during the simulation? What did you like or not like?
- How well do you think you coped with your role? What was the most difficult thing?

Next, ask the interviewers:

- How did you feel during the simulation? What did you like or not?
- How well do you think you coped with your role? What was the most difficult thing?

Next, ask the observers to comment:

- Could these situations happen in real life?
- Did the interviewers show respect and consideration for the people they were interviewing?

Then open up the discussion to everybody:

- What can you say about disabled peoples' right to work? Do you think their right to work is guaranteed in practice?
- What do you think are the main reasons for high unemployment rates among people with disabilities? Is this fair?
- Who do you think should be responsible for ensuring that people with disabilities receive fair treatment? What do you think about the idea of "reasonable accommodation"?
- Do you know anyone who has experienced discrimination – of any kind – in applying for a job? Have you ever experienced anything like this yourself?
- How can we work to change discriminatory attitudes in society?
- Which human rights are relevant when considering employment possibilities for people with disabilities?

Tips for facilitators

Try to ensure that participants do not exaggerate their roles, but behave as closely as possible to how someone would really behave in the given situation. This may be particularly important for the employers, who may be inclined to overplay the role of an "evil" employer.

During the interviews, participants who are not involved in the role-play should observe silently, taking note of the way the roles are represented and any particular difficulties that they perceive from either the side of the employer or the applicant.

Inform participants playing the role of interviewees that the role cards include examples of "reasonable adjustments" that employers might have to make to ensure fair treatment for people with disabilities.

You may wish to discuss possible courses of action that people with disabilities and youth workers can take in trying to change the attitudes of employers. You could also discuss the extent to which the "employers" in the role play expressed typical attitudes towards disability or disabled people.

When you discuss the possible reasons for high rates of unemployment of people with disabilities, you could give some of the following examples:

- a lack of knowledge about disability needs in the workplace
- a lack of knowledge about what people with disabilities can do
- low quality jobs for many people with disabilities
- hiring for the "wrong" reasons (e.g. following the law / quotas, but then failing to provide accommodation)
- a fear of new technologies and adaptive technologies
- a tendency for many people with disabilities to try to hide this fact.

Try to highlight both the responsibility of employers, and that of people with disabilities to act as their own self-advocate. You may wish to discuss why people with disabilities often feel they have to hide their disability in an employment process? Do participants know of any examples? How can this be prevented?

Variations

You could propose that participants write the job advertisement for the role play beforehand, giving the job description and person profile.

Suggestions for follow-up

Depending on the time available and the level of awareness of group members concerning disability and disability employment issues, you could ask the group to develop recommendations on:

- How to change employers' attitudes
- Running a campaign to address attitudes to employment rights and raise awareness of the accompanying issues.

Give groups 30 minutes for the discussion and to draw up a flipchart, and then 5 minutes for each group to present the flipchart. If the group enjoys role play and would like to explore issues around discrimination of working mothers, then they might like to do the activity "Work and babies".

Another activity that follows on with the theme of work is "Trades Union meeting". It is a simulation of a meeting between an employer and employees together with their trade union (TU) representatives to negotiate wages and conditions.

Working conditions for people with disabilities have been improved after hard lobbying of politicians. It does indeed matter which politicians you vote for! If you would like to carry out a survey to find out about people's attitudes to voting in elections and civic participation, then use the activity "To vote or not to vote".

Role cards

Applicant 1:

You are a hard-of-hearing person. You lip read well in good lighting conditions. You always check that you understand what is being said by asking, for example, “Am I right in understanding that...?” In order to work effectively in the organisation, you will need an induction loop in the meeting room (a wire that helps to transmit sounds directly to a hearing aid), a phone with volume amplifier and a light alarm or text-telephone.

Think about what you will need to ask for in the interview and how you will do so.

Applicant 2:

You are a deaf person and use sign language. For the interview, you need to be accompanied by an interpreter and this will mean that you will need extra time for the interview. In the workplace you will need a text-telephone (a Tele Typewriter – a device that uses text instead of voice to communicate via telephone lines) and/or text relay service (an operator service that allows people who are deaf, hard-of-hearing, speech-disabled, or deafblind to place calls to standard telephone users via a keyboard or assistive device) to enable you to communicate with customers.

Think about what you will need to ask for in the interview and how you will do so.

Note: You will need to ask one of the other participants to be your interpreter.

Applicant 3:

You are a blind person and need to be accompanied by an assistant whose travel expenses (to the interview) must be paid by the employer. In the workplace you will need a computer with a special keyboard and software that “speaks” the text on the screen to you. To be able to get around, you will need to bring your guide dog. You know that employers may be reluctant to employ you because of the cost and availability of the technological support you will need.

Think about what you will need to ask for in the interview and how you will do so.

Note: You will need to ask one of the other participants to accompany you.

Applicant 4:

You are a person using to a wheelchair. You need the building to be accessible, with nearby parking, and you will need all doorways, elevators, toilets, offices and common areas to be accessible for a wheelchair. If there are steps leading to any of these you will need ramps installing. You will also need a modified workspace with a desk that allows a wheelchair to fit underneath it.

Think about what you will need to ask for in the interview and how you will do so.

Applicant 5:

You are a person with dyslexia and you are applying for a job which will involve a certain amount of reading and letter writing. You have excellent qualifications for the job, including being able to read and write very well, but you find it difficult to work in noisy or stressful situations and within short deadlines. You ask for more time to complete the letter writing test that you are expected to complete as part of the application process.

Think about what you will need to ask for in the interview and how you will do so.

Employer 1:

You will be interviewing a hard-of-hearing person. You talk to the interviewee with your mouth half shut, look away frequently and sit in a badly lit place so that it is hard to see your mouth clearly. Talk fast and be impatient and unwilling to answer the questions of clarification put by the applicant. When s/he asks you to repeat something, do so reluctantly, and in an exaggerated way, giving the impression that the applicant was stupid not to understand it first time round.

Think about the questions you might want to ask the applicant at interview.

Employer 2:

You will be interviewing someone who is completely deaf and you will communicate with them through an interpreter. In the interview you address remarks to the interpreter, not to the applicant. You are in a hurry and do not want to waste too much time waiting while your speech is interpreted or while the applicant is communicating his/her comments to the interpreter. You often interrupt the deaf person at these moments. You cannot understand how a deaf person will be able to communicate with the customers and you think that the sign language interpretation at the interview is a waste of time. You also believe that the deaf person will always need a sign language interpreter in the workplace - though he/she will deny it - and you do not want an extra person in the office.

Think about the questions you might want to ask the applicant at interview.

Employer 3:

You will be interviewing a blind person and you cannot see that someone who is blind is at all suitable for the job. You are sure that the technology required will be too costly and, anyway, could not compensate for the disability of being blind. You are also concerned that other staff will not be able to communicate with him/her.

Think about the questions you might want to ask the applicant at interview.

Employer 4:

You will be interviewing a person in a wheelchair. They will ask about wheelchair access and your building is not at all suitable for wheelchairs. You know that it would be too expensive to make the necessary adaptations but you will try not to use this as a reason because you know that it is illegal to discriminate against a candidate simply because they are disabled. You will try to find other excuses and reasons, although you really believe that this candidate is very suitable for the job.

Think about the questions you might want to ask the applicant at interview.

Employer 5:

You will be interviewing a person with dyslexia and you are irritated by their extra demands. All applicants have been given a test of their letter writing ability and you are not prepared to accept that this applicant should be given any longer to complete the task. You think that if they are not able to write a letter in the given time and under the same conditions as everyone else, they should not be given the job.

Think about the questions you might want to ask the applicant at interview.

Source: Compass – Manual for human rights education with young people - Council of Europe, 193 – 198

2.3.7 World Cafe

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. By providing awareness into the various contextual factors, connections, patterns, and perspectives of a topic, a world café can create a collaborative discussion between numerous participants and provide you with valuable insights into your topic at hand.

This structured method of facilitated conversation mixes together different groups of participants, from 20 to several hundred, to share their ideas and perspectives on issues of mutual interest or concern. World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1)*Setting*: Create a "special" environment, most often modelled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher-block paper, coloured pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.

2)*Welcome and Introduction*: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3)*Small Group Rounds*: The process begins with the first of three or more twenty-minute rounds of conversation for the small group seated around a table. . At the end of the twenty minutes, each member of the group moves to a different new table. They may

choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4)*Questions*: each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5)*Harvest*: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.

2.4 Forum theatre

A technique pioneered by Brazilian radical Augusto Boal. A play or scene, usually indicating some kind of oppression, is shown twice. During the replay, any member of the audience (‘spect-actor’) is allowed to shout ‘Stop!’, step forward and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome. Several alternatives may be explored by different spect-actors. The other actors remain in character, improvising their responses. A facilitator (Joker) is necessary to enable communication between the players and the audience. The strategy breaks through the barrier between performers and audience, putting them on an equal footing. It enables participants to try out courses of action, which could be applicable to their everyday lives.

Originally the technique was developed by Boal as a political tool for change (part of the Theatre of the Oppressed), but has been widely adapted for use in educational contexts.

Drama

Unlike 'conventional theatre' where actors perform on a stage, often for a paying audience, for the purposes of entertainment or artistic expression, Drama away to use the skills of an actor to discover and develop new perspectives in a safe and creative environment.

One key aspect of drama training that we discovered this week was the development of empathy. Drama can help us to develop a better understanding of the world from somebody else's perspective because we can explore what life is like for someone with a totally different personality or background from our own. In many modern theatre productions, actors follow the convention of the fourth wall.

This is the idea that there is an artificial barrier between the actors and the audience almost like a television scene. On the stage they tell the story but it is separate to the audience. The audience are not invited to actively participate instead they must passively observe. In drama however, the audience are made to think and are empowered to take a much more active role. One example of this can be demonstrated in our exploration of Augusto Boal's technique "Forum Theatre". Here the drama performance is based on a real-life situation faced by community. The members of the community then get the chance to test and explore alternative solutions by stopping the action and replacing one of the actors and then changing the action of the story to try to find the solution.

This idea of learning through first hand experience is one of the key tools of 'non-formal education' which we have been using throughout the program and it has proven to be one of the most effective and memorable approaches to learning.

With drama the process is much more important than the outcome, you may not always work towards a performance but rather use drama activities to deepen your understanding and awareness across a wide range of emotional and interpersonal issues.

3. Best Practices

Best practices represent procedures that are accepted or prescribed as being correct or most effective in dealing with an issue. In this case, best practices represent sets of measures and laws that different countries implemented in order to better integrate people with disabilities into society. In this sense, we are researching different countries and creating a list of the best practices in all of them.

Examples of best practices in different countries:

Bangladesh, India and Pakistan: Awareness-raising and sensitization among all stakeholders on the rights of children with disabilities, with a focus on the right to education

- Teachers, parents and development workers were informed about the needs of children with disabilities;
- Over 3000 teachers were trained to accommodate these children in their classrooms;
- For students who could not physically reach the school, a home-schooling system was developed;

- As a result, over 3700 children who did not attend school before were now enrolled in primary education, and over 400 made the transition to secondary school;
- School accessibility was improved, which facilitated the enrolment and attendance of people with disabilities.

India: Right to Information to enable persons with disabilities to access information, services and justice.

- Created a network of volunteers who assist people with disabilities in making use of the Right to Information Act;
- These volunteers assist people with disabilities in applying to food stamps, pensions, social security, etc.

Uzbekistan: Accessibility, Civic Consciousness, Employment and Social Support for People with Disabilities.

- Created a system of social support in the employment of people with disabilities;
- Improving mechanisms of implementation of current laws and creating by-laws for the enforcement of the existing legislation;
- Raise awareness among the specialists, as well as among the general population.

Ghana: Direct child assistance.

- Created an association to identify cases of children with disabilities and development of the individual rehabilitation plan;
- The plan includes health, education, rehabilitation and social inclusion;
- Provision of school fees and other necessary supplies;
- Periodic counselling and training of parents and guardians;
- Training of vocational skills to young disabled adults;
- Support for creating an income-generating scheme and support for poor parents.

Tanzania: Disability-inclusive child participation.

- Created a council of children elected from the shehia (smallest administrative unit) to direct the work of Save the Children in Tanzania;
- This council drew attention to a number of issues that were not considered before, like sexual abuse against children with disabilities;

Papua New Guinea: Extending the Australian Development Scholarships programme to persons with disabilities

- Created a scholarship for people with disabilities to facilitate their access to education

Kosovo: Participatory process in the formulation of a National Disability Action Plan.

Serbia: Setting up the Youth Employment Fund.

Columbia: Strengthening family-based and self-advocacy organizations to promote the rights of people with intellectual disabilities

Nicaragua: Participatory management in community-based rehabilitation (CBR).

Canada: Liveable and inclusive communities for seniors with disabilities and all citizens: model and tools for actions.

USA: Combating the unnecessary segregation and isolation of people with disabilities in institutions through private lawsuits to enforce the Americans with Disabilities Act.

As best practices in the participating countries in this project (Albania, Kosovo, Portugal, Romania and Serbia), we discussed and agreed that:

- The adaptation of the national legislation to include aspects of the UN convention for the right of people with disabilities, was a step stone, and it is important;
- Government should intervene so that measures to support employment for people with disabilities are effective. The introduction of quota, in the private and public sector, with real consequences when the quota is not respected. For instance, in Romania, a company/enterprise with over 50 employees must employ 2 persons with disabilities. If it does not, it must pay the equivalent to one minimum wage to the government, for each of the not respect quota number. In Serbia, this measure is also effective;
- Serbia also refers to the fact that training autonomy of people with disabilities, involving directly the family is very effective, and that, should be addressed as a keystone when working with people with disabilities;
- An independent living model has been referred as the way to go, with Portugal mentioning the recent approval of a financial aid to create centres for independent living that will mediate the relation of the person with disabilities and a personal assistant;
- Mobility of individuals with disabilities are intended to be of great importance, since without it, quality of live and autonomy is threatened. The construction of accessible buildings, especially in public buildings, local commerce, and the aid to those privates who need to build ramps or other aspects that will facilitate the access to wheelchair users, like it done in Portugal, is a considered to be a good practice;

- Public transportation for free, or at least for the accompanying person is something that should be applicable to every public transport, like bus, trains, tram, subway, ferry, even when the company is private owned. In Romania, for instance, the person with disabilities and its respective accompanying person travel for free;

- In most countries, there are fiscal benefits, but not all are the same. All the participants mentioned people with disabilities do not pay taxes over their income, but some have other benefits. Personal use automobiles are tax free in some countries and house and car taxes too. Portugal mentioned also that interest rates for house buying are lower for people with disabilities, and Romania that interest rates for people with disabilities are more beneficial in personal car credits;

- In Portugal the access to university is easier for people with disabilities. 2% of the vacancies for each course are for people with disabilities.

- In schools, Portugal mentioned that some of them are equipped with special equipment adapted for people with disabilities. In classroom where there is a student with a disability, legislation says that there must be 2 teachers or one teacher and an assistant in the classroom. Although this not always happens, it is the rule. Classrooms with students with disabilities have less students, and the teachers for people with disabilities, usually and most of the times, where possible have special training. There are teachers for people with disabilities. Students with disabilities also have preferential conditions during exams, as more time to complete it, they can go to the bathroom, they may have special needs that can be attended in the moment, like a gestural language translator, and such.

- All medical support in public hospitals are for free, as the treatments and the equipment needed for their daily living, like hearing aids, wheelchairs, special beds, boots, and such, if prescribed by a doctor/physiotherapist;
- In most of the participant countries, governments finance NGO for their work and NGO are an important part on building the awareness on topics like inclusion, rights and such;
- In the participant countries the enrolment of the different stakeholders in the policies and the awareness raising on the inclusive topics are a important factor on the success of the programs. We understand that as far as possible the participation of the interested parts in the definition of roles, policies, projects, has been a criterion very important for the success of it.

4.Recomandatiois

This part has summarized some recommendations for the stakeholders involved in the field of inclusion

4.1 The Government:

- Organize public consultations to find the needs of each target group (ex. disabled adults, disabled students, unemployed disabled people, disabled children etc.), so that laws that facilitate the inclusion process can be created and applied;
- In order for these laws to function properly, the implementation process should be supervised and any attempt to disobeying these laws should be sanctioned;
- Catering to the disabled people interests may include but it's not limited to investing in equipment, infrastructure and assistive technologies, access to affordable housing, creating a competitive environment on the labour market for the disabled people, increase their mobility by subsidizing transport;

- Maintain a dialogue with the NGOs that will raise awareness;
- Ensuring the coherency of the policies that are created on a national strategy for the inclusion of the disabled people;
- Collaborate with the private sector to identify jobs that are suitable to the abilities of the disabled persons;
- Advertise the benefits provided for the employers for the employment of the disabled people;
- Offer free psychological support to disabled people and their families.

4.2 NGOs and youth workers:

- Maintain a dialogue with the Government that will raise awareness;
- A good contribution from the NGO sector can be the development of non-formal education programs that can provide knowledge and skill learning for the disabled that could not be obtained otherwise from the regular school curricula. The skills that could be provided by the NGOs could be in the form of improving personal hygiene practices (ex. adapted techniques for cutting nails and shaving), developing mobility capabilities (ex. techniques for using the white cane, encouraging and giving mental support to increase the will to be mobile);
- Organise events and projects to increase the social skills of the disabled (ex. interacting within a group, public speaking, interactions with the non-disabled people, teaching debate skills);
- The NGOs should assume the role of "watchdog" in the process of implementing the laws regarding the disabled;
- Advertise the benefits provided for the employers for the employment of the disabled people.

4.3 Educational institutions:

- Facilitate the recruitment and participation of students and staff with disabilities;
- Ensure that students and staff receive adequate information about disability in professional training courses;
- Supporting people with disabilities to convert to a new profession that better suits their capabilities;
- Establish support departments for the disabled in educational institutions;
- Schools should seek out children who are kept away from the education system by their overprotecting families.

4.4 Private sector:

- Collaborate with the Government to identify jobs that are suitable to the abilities of the disabled persons;
- Promote inclusion at the work place;
- Employers should be aware of the benefits provided by the Government for the employment of the disabled people (tax cuts, subsidies for equipment for the disabled worker);
- Ensure that public accommodations, offices, housing and transport include adequate access for persons with disabilities;
- Improve the accessibility of devices, websites and apps.

4.5 Individuals:

- Do not tolerate violence and bullying against people with disabilities;
- Do not judge and do not have prejudices towards people with disabilities;

- If someone has to help they should first find the right way to do it;
- Create groups (online or offline) to establish a peer support system (social media, thematic clubs);
- Persons that have a disability should be opened to inclusion/integration (activities organised by society and NGOs, finding a job, studying).
- Families should encourage their disabled children to be independent and try to overcome the instinct of being overprotective;
- Create social support groups with families that are in the same situation.

4.6 Erasmus+

- Create more opportunities for partner countries;
- Facilitate the participation of the disabled in Erasmus+ project;
- Collaborate with institutions in partner countries to find the target groups for the projects involving the disabled;
- Create a category of projects targeting the needs of disabled people.



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