



**ACTIVISM
AGAINST
ABLEISM**

Handbook

“Activism Against Ableism” for youth workers



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Chapter 1: Introduction

1.1 Learning Outcome Matrix

Chapter 1: Introduction	Knowledge	Skills	Attitudes
	Knowledge of the A project.	Describe the main aims and objectives of AAA Project.	Willing to engage in AAA Project.
	Knowledge of the main objectives and main outcomes from the Triple project.	Outline the main expected outcomes of the project.	Willing to promote AAA Project in peer and professional networks.
	Knowledge of the target groups and needs that AAA Project is aiming to address.	Discuss which needs are being addressed, and the different approaches to working with each target group.	Commitment to supporting the implementation of AAA Project.
	Knowledge of the role of youth workers in delivering AAA Project.	Outline the role of youth workers in supporting AAA Project.	Willing to support the exploitation of the project outcomes.

1.2 Overview of the Chapter "AAA – Activism against Ableism"

1.2.1 The project

The project "AAA" stands for "Activism Against Ableism – Promoting political participation and activism of young citizens with different abilities" and is funded by the European Union in the Erasmus+ programme. AAA Project started in September 2022 and will be accompanied by different European organisations, NGOs, companies, and municipalities until 2024.

The aim of the project is to foster social awareness on ableism and the challenges it creates for differently abled people, preventing discrimination and fostering inclusion. Develop transnational cooperation regarding young people with disabilities. New resources are to be developed that will help these young people, for example, to take part in civic participation or even to set one up themselves. Overall, a new



network of stakeholders, organisations and political decision-makers is to be created at a European level, which will help young people with disabilities to assert their interests, especially in politics. It can limit access to education, employment, health care and social participation, thereby exacerbating disparities and inequalities.

1.3 Keywords

AAA Project, Political participation, Erasmus+, Ableism, inclusion

1.4 Content "What is AAA?"

The project "AAA - Activism Against Ableism" embodies the spirit of "Activism against Ableism - Promoting political participation and activism of young citizens with different disabilities." Generously funded by the European Union under the Erasmus+ program, AAA Project embarked on its journey in September 2022, slated to continue its impactful mission until 2024. Throughout this endeavour, diverse European organizations, NGOs, companies, and municipalities will collaborate, forging a collective effort towards a more inclusive future.

At its core, AAA Project aspires to foster transnational cooperation for young people with disabilities. The project's ambitious agenda includes the development of new resources aimed at empowering these individuals, facilitating their civic participation, and even inspiring them to initiate their own projects. Beyond individual empowerment, the project envisions a novel network of stakeholders, organizations, and political decision-makers at the European level. This network's purpose is to champion the interests of young people with disabilities, particularly in the realm of politics.

The ripple effect extends beyond the immediate beneficiaries. Employees of project partners and associated organizations stand to gain by integrating project results into their practices through tailored training. This dual-pronged approach not only benefits young citizens with disabilities but also heightens employer awareness of disability rights, fostering equal participation and integration within the labour market.

To maximize accessibility, all project resources will be developed in seven languages and remain freely accessible for five years post-project conclusion. An essential component of the project's success lies in the establishment of a European network comprising national organizations working with people with disabilities.

At the project's conclusion, a policy brief with recommendations to the European Union will encapsulate the collective wisdom, needs, and aspirations identified during network meetings. Together, we are not just dismantling barriers but crafting a blueprint for a future where activism prevails over ableism.

1.5 Outcomes

The overarching aims of the "AAA - Activism Against Ableism" project are multifaceted, seeking to foster social awareness on ableism and its challenges, prevent discrimination, and promote inclusion. The project is designed to empower young European citizens with disabilities, encouraging them to become socially and politically active through collaborative and participatory strategies. Additionally, the project aims to train youth workers, develop networks to enhance awareness and inclusive intervention, and influence policymaking in the realm of disability.

Results: The outcomes of the project are strategically aligned with its aims:

- Network with Stakeholders:
- The establishment of a comprehensive network connecting various stakeholders.
- Participatory Methodology - Activism Against Ableism (AAA):
- Development of a participatory methodology designed to combat ableism and promote political participation.
- Handbook and In-Service Training (AAA Project):
- Creation of a handbook to systematize and disseminate the developed methodology.
- In-service training program for youth workers, utilizing innovative and appealing resources.
- Policy Paper (AAA Project):
- Formulation of a policy paper offering recommendations to influence policymaking.

Outcomes: The project's impact manifests through tangible outcomes, emphasizing the utilization and dissemination of developed resources:

- Utilization by Partner/Associated Institutions:
- Partner and associated institutions actively using and disseminating the methodology, handbook, and training course for youth workers.
- Fostering Empowerment and Political/Civic Engagement:
- Empowerment, agency, and increased political/civic engagement of differently abled youth.

- Advocacy for Social/Professional Inclusion:
- Youth with disabilities advocating for their social and professional inclusion.

As we embark on this journey, the "AAA - Activism Against Ableism" project strives not only to develop methodologies and strategies collaboratively created by differently abled individuals but also to instigate a transformative shift in societal perceptions and policies. By empowering young citizens with disabilities and those working with them, we aim to break down barriers, promote inclusion, and advocate for a more just and accessible future. This is not just a project; it's a movement toward a world where the voices and rights of differently abled individuals are not just recognized but celebrated.

1.6 AAA Project - Target group, their needs, and the role of youth workers

This project is specifically tailored for two primary target groups: differently abled young people and the dedicated youth workers collaborating with them. The primary objective is to actively involve young individuals in shaping a methodology that champions the political participation of differently abled citizens. This approach responds to their unique needs, preferences, and work styles, fostering empowerment and cultivating them into peer leaders.

For youth workers, the focus is on equipping them with the skills to implement this methodology effectively. The intention is to enable its replication within their communities and organizations. Target groups extend to organizations working with disabled young people and other relevant stakeholders. These entities will be engaged through the establishment of a European network and National ecosystems, tapping into associated organizations, potential new partners, public sector organizations, civil society groups, activists, advocacy organizations, policymakers, and governmental institutions.

The development of this extensive network, coupled with the creation of a comprehensive policy paper, ensures the dissemination and exploitation of project results. Adhering to a needs analysis that draws from reputable sources such as the World Bank, the United Nations Human Rights Office of the High Commissioner, the UN Convention on the Rights of Persons with Disabilities, the 2030 Agenda for Sustainable Development, and the European Commission Strategy for the Rights of Persons with Disabilities 2021-2030, the project aims to address social isolation, discrimination, and inclusion challenges faced by differently abled individuals.

Utilizing critical participatory action research methodologies, the project ensures that strategies are not only effective but also meaningful and pertinent to the target groups. Partner organizations have actively contributed to the needs analysis, providing national insights on the challenges faced by differently abled people and the organizations working with them.

In a European society where differently, abled individuals continue to grapple with social isolation and discrimination, this project emerges as a beacon of change. With a commitment to fostering empowerment, agency, and emancipation, the project aims to transform differently abled youth into activists and advocates for their rights.

Chapter 2: Ableism and its psychological and socioeconomic effects

2.1 Learning Outcome Matrix

	Knowledge	Skills	Attitudes
Chapter 2: Ableism and its psychological and socioeconomic effects	Knowledge of ableism, including its historical roots, treatment in society, and its impact on differently abled young citizens.	Communicate effectively with individuals of all abilities, emphasizing active listening, empathy, and the use of inclusive language.	Practice empathy and inclusivity towards differently abled young citizens.
	Knowledge of relevant legislation and policies at European, national, and local levels aimed at promoting inclusivity and reducing discrimination against differently abled young citizens.	Design and implement youth programs that are accessible and inclusive for all.	Challenge any personal biases and preconceptions about differently abled young citizens.
	Knowledge of socioeconomic disparities and disadvantages faced by differently abled young citizens and their impact on overall well-being.	Promote economic inclusion and opportunities for differently abled young citizens.	Advocate for the rights of differently abled young citizens related to their socio-economic inclusion.

2.2 Overview of the Chapter "Understanding Ableism and Its Impact"

2.2.1 Defining Ableism and Its Impact

Ableism is a form of discrimination or prejudice that favors those without disabilities over people with disabilities. This is reflected in beliefs, attitudes, practices, and policies that exclude or disadvantage people with disabilities, thereby perpetuating social inequality.

Ableism has a profound and often devastating impact on people with disabilities.

- **The feeling of deprivation:** Discrimination and exclusion due to ableism can make people with disabilities feel incompetent and incapable.
- **Reduced chance:** Ableism limits opportunities for people with disabilities.

It can limit access to education, employment, health care and social participation, thereby exacerbating disparities and inequalities.

2.3 The Importance of Addressing Ableism in Youth Work

Youth workers play a central role in shaping the values and attitudes of young people. By addressing the issue of capacity, young workers can promote a more inclusive and equitable society, while empowering young people with disabilities to reach their full potential.

- **Long-term impact on young people`s lives:** Youth workers play an important role in the lives of the young people they serve.

Their actions and attitudes can have a lasting impact on the lives of young people with disabilities.

2.4 The objective of the Chapter

The main aim of this module is to equip young workers with the knowledge, tools and strategies needed to effectively combat ableism and its large-scale impact. By delving deeper into this concept, youth workers will better understand the subtle and overt ways discrimination against people with disabilities occurs. The main objective of this chapter is:

- **Empower youth workers to support and advocate for:** At the end of the module, youth workers will be equipped with knowledge and skills to better support and advocate for youth with disabilities.

They will be prepared to create an environment that promotes inclusion and acceptance, ensuring that youth with disabilities can thrive and achieve their goals without encountering barriers of discrimination.

In short, the overarching goal of this module is to educate, empower and inspire young workers to confront ableism head-on. By understanding the implications of ableism and implementing strategies to combat it, youth workers can play a central role in creating a more inclusive and tolerant environment for all young people.

2.5 Keywords

Ableism; Inclusivity; Disability Rights and Empowerment.

2.6 Content "Defining Ableism"

2.6.1 A Clear Definition of Ableism

Ableism is a form of deep-seated discrimination or prejudice against people with disabilities. This assumes that people without disabilities are superior, leading to unequal treatment and exclusion. Ableism is often subtle and pervasive in society, making it difficult to identify and address. This can manifest in many ways, including prejudicial attitudes, and exclusionary and discriminatory policies.

2.6.2 Different Forms of Ableism

Behavioural ableism can manifest as condescension, pity, or disdain for people with disabilities. **Structural ableism** limits the mobility and full participation of people with disabilities.

This leads to inequality of opportunity, limited access to education, employment, and health care, as well as disparities in income and living conditions. One example is the lack of accommodations for people with disabilities on standardized tests, which can hinder their educational and career opportunities.

2.6.3 Common Stereotypes and Misconceptions

Stereotypes are widely held, simple, simplistic beliefs or assumptions about a particular group of people or things. These beliefs or assumptions are often based on limited information and may not accurately represent the diverse characteristics, experiences, or abilities of the individuals within that group.

Misconceptions are false or inaccurate beliefs, ideas, or understandings about a particular topic or group. Misconceptions can perpetuate ignorance and, when applied to people with disabilities, can lead to discrimination, exclusion, or failure to realize their full potential and contributions.

One of the most frequent preconceptions and misconceptions that contribute to ableism is assuming disabled people have less ability. This stereotype assumes that people with disabilities are inherently less able to complete tasks or pursue goals. This ignores their individual achievements and contributions and puts undue pressure on them to be an inspiration simply because of their disability.

2.6.4 Psychological Effects of Ableism

Psychological effects refer to the impact or consequences of a particular situation, experience, or stimulus on an individual's mental and emotional health. These effects may include feelings of anxiety, depression, low self-esteem, increased stress, and other emotional or cognitive reactions due to experiencing discrimination or prejudice.

Recognizing and understanding these psychological impacts is vital to addressing the mental health and well-being of people who face discrimination or bias due to their disability. For example:

- **Depression:** Prolonged exposure to ableism, discrimination and social exclusion can contribute to feelings of isolation, sadness, and depression.

People with disabilities can suffer from feelings of social exclusion and lack of opportunities and support. It is important to recognize the multifaceted nature of ableism, as it affects not only individual self-perceptions but also broader social structures and perceptions.

2.7 Breaking Barriers in Education

2.7.1 Manifestations of Ableism in Education

Ableism can manifest itself in educational settings, in many different aspects, e.g.

- **Discriminatory attitudes of educators:** Educators may have biased attitudes, lower expectations, or be unaware of the diverse needs of students with disabilities.
- **Discriminatory attitudes of colleagues:** Students with disabilities may face bullying, exclusion, or discrimination from their peers, which can create a hostile and unsupportive learning environment.

2.7.2 Inclusive Education

Inclusive education is an approach that welcomes all students, regardless of ability, background, or disability, into the same educational environment.

- **Benefits for students with disabilities:** Inclusive education fosters a sense of belonging and acceptance, provides access to quality education, and encourages friendships with peers without disabilities.
- **Benefits for people without disabilities:** Students without disabilities also benefit from inclusive education by learning about diversity, empathy, and understanding.

2.7.3 Promoting Political Knowledge Among Youth with Disabilities

There are strategies to increase political knowledge among youth with disabilities such as:

- **Teaching rights:** It is essential to teach students with disabilities about their rights, both in school and in society.
- **Encouraging** disabled youth to speak up and, if required, request accommodations.

This section offers youth workers practical tools to tackle ableism, promote inclusive education, and enhance political literacy and self-advocacy advocacy for disabled youth.

2.8 Promoting Social Inclusion and Human Rights

2.8.1 Importance of Social Visibility

Social visibility is crucial for promoting the rights, well-being, and full participation of people with disabilities in society. It involves recognizing and upholding their human and legal rights, such as education, employment, healthcare, and political participation. Social visibility also helps combat discrimination by challenging stereotypes and promoting acceptance. It affirms the dignity and worth of people with disabilities, boosting their self-esteem and mental health.

Social inclusion fosters a sense of belonging and fosters friendships, improving everyone's quality of life. Social visibility drives awareness and action to make environments and services more accessible. It also drives policy and legal protections, promoting greater access and anti-discrimination measures.

Recognizing the abilities and talents of people with disabilities encourages them to develop their potential and contribute to various sectors. Overall, social visibility is essential for eliminating prejudice, promoting equal rights, and fostering a culture of acceptance and appreciation.

2.8.2 Overview of Key International Human Rights Conventions

International human rights conventions, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD), are legally binding documents that outline fundamental rights and protections for all individuals, regardless of their characteristics. The CRPD emphasizes non-discrimination, equal opportunities, and participation in all aspects of life for people with disabilities. These conventions set standards, encourage legislative change, and hold member states accountable for ensuring equal opportunities and inclusion.

2.8.3 Initiatives for Social Inclusion

Organizations and initiatives aimed at social inclusion and challenging stereotypes play an important role in promoting a more just and tolerant society. Their importance is multifaceted and extends to many different areas of social welfare.

These organizations and initiatives play an important role in raising awareness, protecting the rights of people with disabilities, and combating stereotypes and misconceptions. They strive to create more inclusive, diverse, and tolerant societies, where people with disabilities are recognized for their abilities and contributions. This section explains youth workers' role in promoting health rights and inclusion, emphasizing the importance of social visibility, international treaties, and relevant organizations.

2.9 Empowering Equal Participation

2.9.1 Barriers to Social and Political Participation

Young people with disabilities face numerous obstacles that hinder their political and social participation. These include physical barriers like inaccessible infrastructure, transportation barriers, social stigma, communication barriers like lack of accessible information, bureaucratic and legal barriers like

complex procedures, and healthcare disparities. Addressing these challenges can help young people with disabilities actively participate in their communities and countries, promoting their well-being and participation in socio-political activities.

2.9.2 Universal Design and Accessibility

Universal design (UD) is a design methodology that aims to create products, environments, and systems that are usable by everyone, regardless of age, ability, or other characteristics. Key principles include fair use, low physical effort, and accessibility. These principles promote inclusion, non-discrimination, equal opportunity, and social engagement. They help eliminate discrimination, ensure equal participation, and create opportunities for people with disabilities to reach their full potential. By removing barriers and ensuring equal access, UD contributes to a more inclusive and equitable society where every individual can fully participate.

2.9.3 Policies and Initiatives for Equal Participation

Europe has implemented policies and initiatives to promote equal participation for people with disabilities, ensuring they can fully exercise their rights as EU citizens. The EU offers funding schemes to support disability-related projects, employment initiatives, accessible voting, inclusive education, and accessible transport infrastructure. These measures demonstrate Europe's commitment to ensuring equal participation and inclusion, in accordance with international human rights standards and principles of discrimination and accessibility.

European countries have invested in wheelchair accessible buses, trams, panels, and tactile platforms to facilitate mobility for people with disabilities. These policies demonstrate Europe's commitment to ensuring equal participation and inclusion, in accordance with international human rights standards and principles of discrimination and accessibility. This section equips youth workers with knowledge and strategies to empower youth with disabilities in their quest for inclusion and active participation in society.

2.10 Becoming Advocates for Change

2.10.1 Strategies for Combating Ableism

To combat ableism at both individual and community levels, individuals can self-educate themselves about disability rights and experiences, challenge stereotypes, actively listen to the stories of people with

disabilities, use respectful language, practice empathy, and advocate for inclusive practices. At the community level, awareness campaigns can be organized to educate residents about disability discrimination and its effects.

Advancing for improved accessibility in public spaces and promoting inclusive events can encourage interaction and collaboration. Supporting disability organizations and amplifying voices can help people with disabilities share their stories and perspectives. Youth engagement can encourage participation in disability education and advocacy. Advocates for policy change can work with local government officials and legislators to promote inclusion, accessibility, and anti-discrimination.

Peer support networks and mentoring programs can provide guidance and emotional support. Celebrating diversity can also be celebrated by celebrating Disability History Month or International Day of Persons with Disabilities. Remember that combating ableism is an ongoing process that requires dedication and continued effort. By taking these practical steps, we can contribute to a more inclusive and tolerant society.

2.10.2 The Role of Youth Workers

Youth workers are crucial in creating an inclusive environment and advocating for the rights of young people with disabilities. They support personal development, design accessible programs, combat bullying and discrimination, and educate young people about their rights and challenges. They empower young people with disabilities to advocate for themselves, advocate for disability-friendly policies, and collaborate with disability advocacy organizations.

Youth workers provide emotional support, help transition young people from school to work or higher education and promote leadership. They also build an inclusive community by promoting inclusive practices in their communities, schools, and workplaces, challenging stereotypes, and promoting diversity and inclusion. They educate colleagues and adults about disability rights and anti-disability issues and encourage youth with disabilities to lead initiatives and advocacy efforts.

In summary, youth workers contribute significantly to creating inclusive environments and defending the rights of young people with disabilities. They serve as mentors, educators, inclusion advocates, and champions, helping them reach their full potential and become active participants in their communities. Their dedication and support contribute to a fairer and more just society for all.

2.11 Learning Activity: "Barrier Identification and Inclusive Planning"

2.11.1 Learning Outcome

Participants will identify obstacles in various contexts and suggest inclusive actions to show that they understand ableism.

2.11.2 Activity Description

Identification of Barriers (60 minutes):

- Individuals divide into small groups.
- Every group notes the obstacles pertaining to ableism in a selected environment (e.g., workplaces, public spaces, and education).
- They make a list of the obstacles that have been found and talk about how these obstacles affect people with impairments.

Inclusive Planning Session (40 minutes):

- Groups get together again to create solutions to deal with the problems they have found after identifying obstacles.
- Participants strategize and suggest inclusive measures to get rid of or lessen the obstacles noted.
- To put their initiatives into action, they list the necessary actions, possible resources, and important players.

2.12 Assessment

Following the ableism-related obstacle identification and inclusive initiative proposal group activities, each group will present its results and recommendations to the group. Every presentation will be followed by a Q&A period.

2.13 Key Message

This chapter emphasizes the importance of understanding and promoting inclusivity in the face of ableism. It emphasizes the need for collective action to dismantle barriers, using education, advocacy, and empathy. It encourages creating environments that celebrate diversity and unique contributions of individuals with disabilities.

The key takeaway is to be a catalyst for change, fostering an inclusive society that values individual strengths and potential. Reflecting on how to advocate for inclusivity, individuals can make small, impactful steps towards a more equitable world.

Chapter 3: The role of activism and social and political participation in the context of disabilities

3.1 Learning Outcome Matrix

	Knowledge	Skills	Attitudes
Chapter 3: The role of activism and social and political participation in the context of disabilities	Knowledge of the history, principles, and various forms of activism, including the rights movement.	Demonstrate effective advocacy and lobbying skills by developing an advocacy strategy with differently abled young citizens.	Willing to learn about the diverse experiences of differently abled young citizens through advocacy work.
	Knowledge of the role of advocacy in promoting social and political change.	Communicate and negotiate for policy changes that promote inclusive rights for differently abled young citizens.	Promote the importance of respecting the voices and leadership of differently abled young citizens in activism efforts.
	Knowledge of relevant policies, laws, and international conventions related to rights and inclusion, and their implications for social and political participation.	Engage in community organising and mobilisation, including how to build networks to support the inclusion and participation of differently abled young citizens.	Support the empowerment of differently abled young citizens.

3.2 Overview of the Chapter

3.2.1 "Understanding Activism and Social/Political Participation"

3.2.1.1 Defining Social and Political Participation in the Context of Disabilities

Social and political participation for individuals with disabilities is crucial for promoting inclusivity, equality, and the full realisation of human rights. Democratic regimes and active citizenship are contingent upon the availability of political participation opportunities and the right to engage in social and political life. At the core of what it means to live is guaranteeing the right to participation for all citizens, including those with disabilities in a democratic state.

People with disabilities have the same rights as other EU citizens to fully participate in all facets of life, including politics. However, many obstacles often impede the everyday activities of people with disabilities. Due to discriminatory legal, administrative, and/or procedural barriers, as well as unavailable processes and/or information, they are frequently denied their right to engage in politics (see below).

3.2.1.2 The Importance of Addressing Social Political Participation in Youth Work

Addressing social and political participation in youth work is crucial for several reasons, as it plays a significant role in shaping the future of societies. empowers young people by providing them with the knowledge, skills, and confidence to actively engage in their communities. Lack of social and political engagement can contribute to feelings of alienation and exclusion among young people. Addressing these issues in youth work helps prevent social isolation and encourages a sense of community and belonging.

Long-term Impact: Social and political participation in youth work is not only essential for the development and well-being of young individuals, but also for the overall health and vibrancy of democratic societies. It cultivates active and informed citizens who can contribute positively to their communities and the world at large.

3.2.2 Objective of the Chapter

The main aim of this module is to equip young workers with the knowledge, tools, and strategies required, to guide people with disabilities as far as social and political participation is concerned. Contemplating the history of disabilities human rights, as well as discussing advocacy skills, and means of engagement, youth workers will gain confidence in supporting differently abled young people in all aspects

of participation in social and political life. In this chapter the history of disability human rights will be mentioned and the obstacles hindering social and political participation for people with disabilities will be explored. Additionally, the laws, conventions, and means of activism will be discussed, while challenges in voting accessibility and advocate for representation will be addressed.

At the end of the module, youth workers will be equipped with knowledge and skills to better support and advocate for youth with disabilities, in the context of political and social participation. More specifically, they will equip youth disabilities with the ability:

- To participate in social and political life, ensuring that youth with disabilities can succeed and achieve their goals without encountering barriers of discrimination.

3.3 Keywords

Social Participation; Political Participation; Activism; Disabilities

3.4 Content “History, Principles, and Forms of Activism”

3.4.1 History of Disability Rights Activism

The fight for equal opportunities, accessibility, and the understanding that every person has intrinsic worth and dignity, regardless of ability, has defined the history of activism for the rights of people with disabilities. Here is a summary of the disability rights movement's background, guiding ideals, and different types of activism:

- **Pre-20th Century:** People with disabilities historically faced social exclusion, discrimination, and often lived in institutions. The prevailing perception was often rooted in misconceptions and stigmatization.
- **Post-World War II:** The experiences of veterans with disabilities after World War II brought attention to the need for rehabilitation services and accessibility. This period laid the groundwork for later disability rights movements.
- **1960s-1970s:** The civil rights movements of the 1960s and 1970s inspired individuals with disabilities to advocate for their rights. Activists pushed for legislative changes and societal attitudes to address discrimination and promote inclusion.

- **1980s:** Many European countries started to develop legal frameworks and anti-discrimination laws to protect the rights of people with disabilities. These laws aimed to ensure equal opportunities in employment, education, and access to public services.
- **1990s:** The United States' Americans with Disabilities Act (ADA) of 1990 influenced disability rights movements worldwide, including Europe. The ADA served as a model for subsequent legislation in Europe. The Amsterdam in 1997, is also important since it marked a significant step in the European Union's commitment to promoting social inclusion and combating discrimination, including that based on disability.
- **2000s:** There was an increased focus on making physical and digital spaces more accessible. This included the development of accessibility standards for public infrastructure, transportation, and information and communication technologies.
- **2010s:** Efforts to promote employment opportunities for people with disabilities gained traction. Social inclusion initiatives, including accessible education and community participation, became key



priorities. The European Accessibility Act was proposed by the European Commission in 2015 and was adopted by the European Parliament and the Council in 2019. It aims to improve the accessibility of products and services in the internal market for people with disabilities. The Act sets requirements for a wide range of products and services, including computers and operating systems, banking services, electronic communication services, e-books, and more.

3.4.2 Forms of Activism

More access through policy changes has not happened by accident. The recognition of the rights of individuals with disabilities has been a long process. Advocates for many years have pushed for the elimination of obstacles to enable individuals with disabilities to fully engage in society. Civil disobedience has been a common way for this advocacy to be expressed.

Protesters have participated in sit-ins, protest marches, traffic blockades, and boycotts as part of the Disability Rights Movement. All these demonstrations have much of the same success and employ many of the same strategies as the larger Civil Rights Movement. Protests raise public awareness of an issue, in this example the injustices and unfair treatment of individuals with disabilities.

Numerous tasks are involved in community organizing, such as calling supporters, making signs, organizing, formulating a plan, ordering food for other organizers, contacting legislators or transgender women incarcerated, raising money for bailouts for those incarcerated for unpaid traffic fines, facilitating healing circles for fellow organizers, and much more.

It is also important to use the strength of social media. For instance, digital organizing is a whole field; activists interested in working in this area can apply for The Kairos Fellowship, a fellowship program dedicated to digital organizing.

3.4.3 Organisations Supporting Disabilities

- **Disabled People's International (DPI):** DPI is a global organization that promotes the rights and well-being of people with disabilities. They have national member organizations in numerous countries, working to ensure the inclusion and active participation of people with disabilities in all aspects of society.
- **World ENABLED:** World ENABLED is an organization that works to advance the rights and opportunities of persons with disabilities worldwide. They focus on promoting inclusive policies and practices and offer programs aimed at empowering young people with disabilities to become leaders in their communities.
- **Inclusion International:** Inclusion International is a global federation of organizations that advocates for the rights of individuals with intellectual disabilities and their families. They work

towards the full inclusion and active participation of people with intellectual disabilities in society, including in social and political spheres.

- **The Global Partnership for Children with Disabilities (GPcwd):** GPcwd is a network of organizations and individuals committed to promoting the rights and well-being of children and youth with disabilities. They work to enhance the social and political participation of young people with disabilities through advocacy, capacity-building, and knowledge sharing.

3.5 “Knowledge of Relevant policies and International Conventions”

3.5.1 Relevant Policies

Policies regarding disabilities in Europe vary among countries, as each member state of the European Union (EU) has its own legal and policy framework. However, there are some overarching principles and directives at the EU level that guide member states in creating policies for individuals with disabilities.

The European Disability Strategy 2010-2020: The European Commission adopted the European Disability Strategy for the period 2010-2020, which aimed to promote equal opportunities, participation, and inclusion of people with disabilities in society. It addressed various areas, including accessibility, participation in political and public life, education, employment, social protection, health, and external action.

3.5.2 International Conventions

Several important international conventions and agreements related to disabilities have been established since the 1990s. Here are some key ones:

- **Convention on the Rights of Persons with Disabilities (CRPD):** Adopted by the United Nations General Assembly in 2006, the CRPD is a comprehensive international treaty that sets out the rights of persons with disabilities and promotes their full and equal participation in all aspects of life. It entered into force in 2008.
- **Optional Protocol to the CRPD:** This protocol, also adopted in 2006, allows individuals to submit complaints to the Committee on the Rights of Persons with Disabilities regarding alleged violations of their rights under the CRPD.

- ILO Convention No. 159 on Vocational Rehabilitation and Employment (Disabled Persons): Adopted by the International Labour Organization (ILO) in 1983, this convention aims to promote the vocational rehabilitation and employment of persons with disabilities.
- ILO Recommendation No. 168 on Vocational Rehabilitation and Employment (Disabled Persons): This recommendation complements ILO Convention No. 159 and provides additional guidance on the implementation of measures to promote vocational rehabilitation and employment for persons with disabilities.
- African Decade of Persons with Disabilities (2000-2009): The African Union declared the period from 1999 to 2009 as the African Decade of Persons with Disabilities. This initiative aimed to promote the rights and inclusion of persons with disabilities in African countries.
- Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities: Adopted by the Organization of American States (OAS) in 1999, this convention promotes and protects the rights of persons with disabilities in the Americas.

3.6 "Promoting Social and Political Participation"

3.6.1 Importance of Social and Political Participation

Social and political participation stands as the cornerstone of a thriving and inclusive society, and its significance is especially pronounced in the context of individuals with disabilities. Ensuring the active engagement of people with disabilities in these spheres is not only a matter of equality; it is a fundamental human right that upholds their dignity and contributes to the overall well-being of society.



Social and political participation serves as a gateway to equal representation and diversity in decision-making processes. It ensures that the voices of individuals with disabilities are heard, fostering a richer tapestry of perspectives in the development and implementation of policies. Active participation becomes a catalyst for inclusive policies and legislation, allowing individuals with disabilities to shape frameworks that address their specific needs and lead to environments accessible and accommodating for everyone.

Through participation, people with disabilities have the opportunity to challenge stereotypes and break down stigmas. Additionally, it becomes a platform to showcase abilities, talents, and contributions, reshaping societal perceptions. Social and political engagement empowers individuals with disabilities to advocate for their own rights, fostering self-expression, self-determination, and the ability to actively contribute to discussions on matters directly impacting their lives. Participation also fosters a sense of community among individuals with disabilities, promoting social integration. It creates spaces where people with diverse abilities can interact, share experiences, and build supportive networks. Active involvement in social and political activities educates the wider public about the capabilities and needs of individuals with disabilities, contributing to the dismantling of attitudinal barriers and fostering a more inclusive society.

3.6.2 Initiatives for Social and Political Participation

Several initiatives have been launched at the EU level to encourage people with disabilities to participate in politics, despite the obstacles that still exist. A Manifesto on the European Elections 2019 was released in 2017 by the European Disability Forum, which, after being approved by the 4th European Parliament of People with Disabilities, demanded a 'fully inclusive and easily accessible European Election'. The 2018 Commission's proposal to strengthen European character and effective behaviour. Several initiatives have been launched at the EU level to encourage people with disabilities to participate in politics, despite the obstacles that still exist. A Manifesto on the European Elections 2019 was released in 2017 by the European Disability Forum.

Among other things, the 2018 Commission recommendation on strengthening the European character and effective administration of the 2019 European Parliament elections emphasized the necessity of advancing the voting rights of EU citizens living in another Member State (referred to as "mobile EU citizens"), of underrepresented populations, including people with impairments. As a result, the Commission welcomed the competent national authorities to get together, share best practices, and discuss workable solutions.

Considering the obstacles noted in its 2019 initial report, the EESC recommends amending the 1976 Electoral Act. The EESC declares that clarification is required regarding the principles of universality, directness, and election secrecy based on Article 29 CRPD. The EESC recommends that Member States remove current obstacles and establish uniform guidelines to enable individuals with disabilities to cast ballots. Additionally, the EESC suggests outlawing the denial of voting rights in elections for the European Parliament on the grounds of illness or disability.

3.6.3 Ways to Promote Social and Political Participation

Promoting the social and political participation of people with disabilities requires a comprehensive approach that addresses various aspects of inclusivity, accessibility, and empowerment. Some initiatives include:

- **Voter Education and Accessibility:** Develop voter education programs that specifically address the needs of people with disabilities. Ensure that voting processes and materials are accessible, providing options such as tactile ballots, sign language interpreters, and accessible polling stations.
- **Promote Representation:** Encourage the inclusion of people with disabilities in political processes and decision-making bodies. Support and promote candidates with disabilities to run for political office.
- **Advocate for Legal Protections:** Work to strengthen and enforce anti-discrimination laws that protect the rights of people with disabilities in all aspects of life, including social and political participation. Advocate for the implementation of international agreements such as the UN Convention on the Rights of Persons with Disabilities.

3.7 Empowering Social and Political Participation

3.7.1 Barriers to Social and Political Participation

Europe of today is a diverse continent. In the European Parliament and other EU institutions, as well as in their respective national legislatures and ministries, Europeans have struggled to reflect this. It is acknowledged that women and ethnic minorities should be represented in government, and over the past 40 years, there have been notable advancements made across the EU. Nonetheless, 15% of Europeans are estimated to be disabled (World Health Organization Citation 2011). Since political interest and talent can

take many different forms, it makes sense that those running for office in their communities, cities, states, and countries should also be diverse in terms of their physical and mental attributes.

Many studies demonstrate that individuals with disabilities typically have lower political engagement. This is partially caused by the disparities they experience in terms of income, work, and education. However, a lot of disabled voters also encounter several obstacles because of the inaccessibility of voting papers, polling places, and campaign materials. Universal Design and Accessibility

In terms of legal barriers, the main issue concerns the denial to persons deprived of legal capacity of the right to vote or to stand as a candidate. In most of the EU Member States, the decision to deprive a



person of their legal capacity automatically results in them being barred from voting. Where reforms to grant the power of voting to persons with disabilities have been enacted, they sometimes do not apply to all kinds of elections, since in many EU Member States, different laws apply to different types of elections.

3.7.2 Mobilisation and Networking for Supporting Participation

Community organizing and mobilisation are essential tools for fostering social change and empowering individuals, including differently abled young citizens. Some initiatives include:

- **Build Inclusive Networks:** Connect with Existing Organizations: Identify and collaborate with organizations that focus on disability rights, inclusion, and empowerment.
- **Raise Awareness:** Educational Campaigns: Conduct awareness campaigns to educate the community about the challenges faced by differently abled individuals and the benefits of social and political participation. Media Engagement: Use social media, local newspapers, and community events to share stories of differently abled individuals who have overcome challenges.
- **Capacity Building:** Training Programs: Organise workshops and training sessions to educate community members, educators, and employers about working with differently abled individuals.

3.7.3 Importance of respecting the voices and Leadership of differently abled citizens in activism

Respecting the voices and leadership of differently abled citizens in activism is crucial for several reasons, as it promotes inclusivity, diversity, and a more equitable society. Here are some key points highlighting the importance of this respect:

- **Representation and Diversity:** Inclusivity in activism ensures that a diverse range of perspectives and experiences is considered. Differently abled individuals bring unique insights that may not be adequately addressed without their active participation.
- **Empowerment and Agency:** Respecting the voices of differently abled individuals empowers them to advocate for their rights and needs. It recognizes their agency, acknowledging that they are experts in their own experiences and are best positioned to articulate their concerns.
- **Policy and Advocacy:** Involving differently abled individuals in leadership roles helps shape policies and advocacy strategies that are more effective and inclusive. It ensures that the unique challenges faced by the differently abled community are adequately addressed. Differently abled activists can challenge societal stereotypes and stigmas by being visible leaders in activism. Their leadership helps dispel misconceptions and promotes a more accurate understanding of the capabilities and contributions of differently abled individuals.

3.8 Learning Activity: Representations of Social and Political Participation

3.8.1 Learning Outcome

The main aim of the activity is to critically analyse media representations of people with disabilities participating in social and political activities, with a focus on identifying stereotypes, challenges, and instances of empowerment.

3.8.2 Activity Description

Find media representations of people with disabilities that take part in social or political activities (45 minutes):

- Individuals divide into small groups.
- Ask participants to find and analyse media representations of people with disabilities engaging in social or political activities.
- Have them identify stereotypes, challenges, and instances of empowerment in the media.

Media Presentation (45 minutes):

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Have learners present their chosen media examples to the class. Each presentation should include:

- A brief description of the media content.
- Identification of stereotypes observed.
- Analysis of challenges portrayed.
- Highlighting instances of empowerment.

3.9 Assessment

A discussion regarding the analysis of participants that also involves a Q&A session.

3.10 Key Message

In this chapter on social and political participation, the key message revolves around the profound impact of citizen engagement on the fabric of a thriving society. At its core, the chapter underscores the notion that active involvement in social and political spheres is not merely a civic duty but a cornerstone of democracy itself.

By participating in these arenas, individuals contribute to the collective voice that shapes policies, drives societal progress, and fosters a sense of shared responsibility. The chapter emphasises the transformative potential of grassroots movements, community activism, and civic awareness in fostering positive change. It contends that a vibrant democracy relies on an informed and engaged citizenry, and thus encourages readers to recognize their agency in shaping the future through active participation.

Chapter 4: The process of development of the methodology Activism Against Ableism

4.1 Learning Outcome Matrix

	Knowledge	Skills	Attitudes
Chapter 4: The process of development of the methodology Activism Against Ableism	Knowledge of the AAA Project methodology to promote the political participation of differently abled young citizens.	Outline the objectives of the methodology related to education, social visibility, and social participation of differently abled young citizens.	Open to learning about the AAA Project approach and methodology.
	Knowledge of the intended outcomes of the AAA Project methodology related to political participation.	Engage in workshop activities to review the outcomes of the AAA Project methodology.	Willing to collaborate with other stakeholders to support political participation of differently abled young citizens.
	Knowledge of the role of multi-stakeholder partnerships in supporting the political participation of differently abled young citizens.	Design local actions to promote the engagement of multiple stakeholders in supporting the political participation of differently abled young citizens.	Willing to support the achievement of outcomes through the methodology.

4.2 Development and Knowledge of the AAA Project Methodology

4.2.1 Introduction to AAA Project Methodology

The AAA Project (Activism Against Ableism) Methodology is a powerful framework developed to empower differently abled young citizens by promoting their political participation. This chapter provides an in-depth exploration of the methodology's origins, evolution, and fundamental principles.

4.2.2 Objectives of the AAA Project Methodology

Outlined in this section are the core objectives of the AAA Project Methodology, specifically targeting education, social visibility, and social participation of differently abled young citizens.

- **Education:** The methodology aims to ensure equal access to education for differently abled individuals, fostering inclusive learning environments and promoting educational opportunities tailored to their needs.
- **Social Visibility:** By combating ableism, the methodology seeks to enhance the social visibility of differently abled young citizens, challenging stereotypes and fostering a more inclusive society.
- **Social Participation:** Encouraging active involvement in social activities, the AAA Project Methodology strives to provide platforms and opportunities for differently abled individuals to contribute meaningfully to their communities.

4.3. Knowledge of the Intended Outcomes of the AAA Project Methodology

4.3.1 Political Participation Outcomes

This chapter delves into the specific outcomes aimed at by the AAA Project Methodology concerning political participation. It explores how the methodology empowers differently abled young citizens to actively engage in political processes.

4.3.2 Workshop Activities for Outcome Review

Critical to the success of the AAA Project Methodology is the engagement in workshop activities designed to review and assess its outcomes. This section describes the structure and purpose of these workshops, providing a platform for feedback, reflection, and continuous improvement.

4.4 Knowledge of Multi-Stakeholder Partnerships

4.4.1 The Role of Multi-Stakeholder Partnerships

Emphasizing collaboration as a key element, this chapter highlights the vital role of multi-stakeholder partnerships in supporting the political participation of differently abled young citizens. It encourages

cooperation between governmental bodies, non-governmental organizations, educational institutions, and the private sector.

4.4.2 Local Actions to Promote Stakeholder Engagement

Detailed within this section are the specific local actions and strategies employed to promote the engagement of multiple stakeholders. These actions are designed to foster a collective effort at the community level in supporting the political participation of differently abled young citizens.

4.5 Conclusion

This handbook serves as a comprehensive guide to the AAA Project Methodology, covering its development, objectives, intended outcomes, and the pivotal role of multi-stakeholder partnerships. By actively challenging ableism and promoting inclusivity, the AAA Project Methodology envisions a society where differently abled young citizens can actively and meaningfully participate in political processes.

4.6 Key Message

The essence of the AAA Project Methodology lies in its commitment to empowering differently abled young citizens and fostering their political participation. This chapter distills the key message of the methodology, emphasizing its significance and impact on individuals and communities. By understanding and internalizing this central message, stakeholders can effectively champion the cause of Activism Against Ableism, creating lasting change and promoting a more inclusive society.

4.6.1 The Core Message of AAA Project Methodology

At its core, the AAA Project Methodology advocates for the rights and political participation of differently abled young citizens. It sends a clear message that ableism has no place in our society, and every individual, regardless of their abilities, deserves equal opportunities to engage in political processes.

4.6.2 Amplifying Voices and Breaking Barriers

The key message encourages the amplification of voices that have long been marginalized. By breaking down barriers and challenging societal norms, the AAA Project Methodology seeks to create a platform where differently abled individuals can actively contribute to shaping policies, fostering a more representative and inclusive democracy.

4.6.3 Call to Action for Stakeholders

Stakeholders, including governmental bodies, non-governmental organizations, educational institutions, and the private sector, are called upon to embrace the AAA Project Methodology's key message. This involves actively participating in multi-stakeholder partnerships, designing local actions, and collaborating to create environments that support the political participation of differently abled young citizens.

4.6.4 Building a Collective Vision

The key message underscores the importance of building a collective vision for a society that values diversity and inclusivity. It challenges preconceived notions about abilities and disabilities, urging individuals and communities to unite in creating a world where everyone can actively contribute to the political fabric of the nation.

By internalizing and spreading this key message, stakeholders become advocates for change, contributing to the broader movement of Activism Against Ableism. This chapter serves as a reminder of the transformative power embedded in the AAA Project Methodology and its potential to reshape societal attitudes towards differently abled young citizens.

4.7 Keywords

AAA Project Methodology; Activism Against Ableism; Differently Abled Young Citizens; Political Participation; Multi-Stakeholder Partnerships; Inclusive Learning Environments; Social Visibility; Stakeholder Engagement; Workshop Activities; Collective Vision

Chapter 5: The methodology Activism Against Ableism

5.1 Learning Outcomes Matrix

	Knowledge	Skills	Attitudes
Chapter 5: The methodology Activism Against Ableism	Knowledge of the role of the international working groups in AAA Project.	Outline the role of the international working groups in AAA Project.	Open to collaborate with international groups to support youth political participation.
	Knowledge of how to establish an International Working Group, including how to recruit members, mediators and secure the correct environment for IWG cooperation.	Outline a plan to recruit and manage members for an IWG.	Willing to engage in reflection to improve the processes of the IWG.
	Knowledge of the process for managing international working groups, including mediating meetings.	Review meeting reports and synthesise the evaluation of outcomes of the IWG in AAA Project.	Willing to manage engagement of members in an IWG.

5.2 Overview of the Chapter

5.2.1 AAA-Project Methodology

The AAA project aims to support and engage young people with disabilities in social and political engagement and activism. The projects methodology underscores the importance of involving the target group in the development process using a participatory approach.

This approach aims to influence project outcomes and defence the quality and relevance of the generated products, by incorporating individuals from the project's target group through an international working group from the project's inception, the need for costly revisions to outputs later in the project or neglecting their requirements and experiences was avoided by the project partners.

Consequently, the creation of the Methodology, designed to promote the political engagement of young people with disabilities (WP3), eventually leading to the development of the Handbook and In-Service Training for youth workers (WP4), allowed this group to contribute to addressing both acknowledged and previously unidentified needs.

Members of this international working group (IWG) were produced from partner nations, and across three meetings, they formulated a methodology. These sessions were organized and led by researchers representing each partner, who generated reports supported by all participants.

The previous process, initiated in WP2 to establish a European network and National ecosystems, reached its pinnacle with a Welcoming Event involving organizations and institutions directly engaged with differently abled citizens. The event supports the identification of the IWG members. These participants actively promoted the advancement of a technique designed to assist youth workers and empower them to encourage political participation among young people.

5.2.2 Keywords

Methodology; International Work Group (IWG); youth political participation.

5.2.3 Content

International Working Group (IWG):

- The IWG empowered the project's target audience, young people with disabilities, to actively shape and produce the project outcomes. The development of this international working group played a crucial role in the overall success of the project.
- This approach was envisioned not only to enhance their involvement in society and politics but also to centre the methodology's creation around the individuals, ensuring that it addressed their needs and met their expectations.
- The involvement of the participants in the creation process aimed to amplify the project's impact, as they could become advocates for the methodology, applying it within their networks informally or formally. This, in turn, could lead to the establishment of advocacy organizations or associations.

Methodology:

- Through the methodology suggested actions, tactics, and practices. Significantly, this methodology is assured for broader influence as IWG participants commit to disseminating it within their networks, forming advocacy groups and alliances, whether formally or informally.

- The methodology is organized into three primary categories: Education, Social Visibility, and Social Participation (central themes during the LTTA discussions). Additional topics briefly addressed will be incorporated within these broader themes.

5.3 Education

What is ableism?

First, it is necessary to define "ableism" as a term. It refers to the discrimination, prejudice, and systemic oppression faced by differently abled individuals based on their disabilities.

The term includes negative attitudes, beliefs, and stereotypes that devalue and marginalize disabled people, hindering their full inclusion in society. Ableism can be definite in physical barriers, social exclusion, inaccessible environments, and unequal treatment in education, employment, healthcare, and housing.

Especially, in education to address ableism, strategies need to be implemented. Educating people about ableism is crucial for improving their understanding of it. Comprehensive training can ensure that individuals with disabilities have equal access to educational opportunities and can participate fully in their communities, while also preventing prejudice and mistreatment.

In practical terms, youth workers and educators, along with people with disabilities, can create infographics with statistical data on disabled populations, types of disabilities (including non-visible disabilities), and address human rights violations such as the right to reproduction and protection from sterilization, domestic violence, and sexual abuse.

Advocacy in educational systems is crucial, emphasizing inclusive practices, accessibility modifications, and providing resources for students with disabilities. Addressing the flaws in the current educational system that create divisions between those with and without disabilities is essential to allow individuals with disabilities to choose their own educational paths.

Promoting political knowledge of youth with disabilities is important in order to enable their full participation in the democratic process. The suggested strategies include the use of simplified materials, such as clear and concise information presented through videos, web quests, and other accessible formats.

Additionally, training through inclusive workshops with interactive learning methods, like role-playing games and case studies is underlined. The creation of youth forums and organizations led by young people with disabilities is also recommended to foster political engagement, advocacy, and leadership development.

→ The overall goal is to empower youth with disabilities to understand and participate actively in political processes.

5.4 Social Visibility

The section of social visibility is mainly providing advice and tactics for youth workers to prepare young people with disabilities for active participation.

Social visibility is defined as recognizing individuals with disabilities as valuable contributors to society, challenging stereotypes, promoting positive representations, and ensuring inclusion in all aspects of social and cultural life.

→ The goal is to take apart the stigma and invisibility associated with disabilities, as people with different abilities often feel underrepresented and misunderstood, leading them to stay within their vocation.

Human Rights

Promoting human rights and combat ableism effectively: for a comprehensive strategy is necessary to address both constitutional and individual levels. It is important to prioritize the creation of physical accessibility, advocating for inclusive infrastructure, transit, and buildings. Also, focus on digital accessibility through guidelines to ensure technology, software, and websites are usable by people with disabilities. Another aspect is to *acknowledge* the intersectionality of oppression, understanding that individuals may face multiple forms of discrimination. Promote awareness through public lectures, highlighting various disabilities, including non-visible ones, and addressing unique challenges faced by marginalized groups.

In the field of *education*, it is crucial to educate both professionals and the public. Introduce key concepts related to ableism, including inclusion, empathy, stereotypes, and accessibility, during events organized at the local or national levels. Collaborate with individuals with disabilities to offer explanations, examples, and interactive sessions, facilitating a better understanding and connection of these concepts to real-life situations. The engagement and the collaboration with youth workers and young people with disabilities can be helpful to create an accessible audiobook and game targeting children from kindergarten

to primary school. Addressing themes of social inclusion, discrimination, and violence while debunking misconceptions about people with disabilities.

Also, by the dissemination of the produced content to schools to reach a wider audience and have a significant impact on children's understanding and the encouragement influential figures from organizations or those with political and social power to address issues of social visibility. With the assistance of high-profile individuals, volunteers can create some recommendations or videos to discuss and raise awareness about these issues. It's crucial to adapt these tactics to fit specific cultural, social, and legal contexts. Notably, the leadership and perspectives of people with disabilities should actively guide and take precedence in the planning and execution of activities aimed at advancing human rights and combating ableism.

Social Inclusion

The connection between social visibility and social inclusion, particularly in the context of combating ableism and promoting equality for individuals with disabilities. First, from the law promote laws and practices that facilitate the full inclusion of children with disabilities in conventional classes. Youth workers and disability organizations can provide information to other groups about the needs of people with disabilities. Training for educators on inclusive teaching methods, accessibility, and supporting students with diverse learning needs. Teach children the importance of inclusive behaviour and organize debates on disability rights, inclusion, and ableism. With the support of the companies, it can be ensured that individuals with disabilities have equal opportunities for employment. Advocate for workplace modifications to accommodate the needs of employees with disabilities.

Storytelling, share personal stories and narratives of individuals with disabilities to raise awareness and foster empathy. Host public discussions and panels where people with disabilities can speak about their perspectives and experiences related to disability rights and social inclusion. Advocate for the creation of accessible public spaces, buildings, transportation systems, and digital platforms to ensure inclusivity and equal participation for all. Initiate discussions at both local and national levels. Create videos featuring statements from leaders of Independent Living Movements, highlighting their fight and objectives. Contact movements in different countries to share their experiences. These movements, led by differently abled individuals, can positively contribute to the cause. Overall, the strategies aim to address social visibility issues by fostering inclusion in education, employment, public spaces, and digital platforms, while also leveraging personal stories and movements to raise awareness and promote empathy.

5.5 Social Participation

The role of international organizations in empowering young people with disabilities to actively participate in their communities. It is important that while national organizations may vary, the provided examples focus on global entities. The mentioned organizations include Disabled People's International (DPI), World ENABLED, Inclusion International, and The Global Partnership for Children with Disabilities (GPc wd). Each organization has a distinct focus, such as promoting the rights and well-being of people with disabilities, advocating for individuals with intellectual disabilities, and working towards inclusive policies and practices. The passage encourages youth workers to engage with these organizations or others in their respective countries to contribute to the active participation of people with disabilities.

Equal access to social and political participation: right to equal social and political participation.

The creation of a working group comprising individuals with and without disabilities from various European nations. This group would meet regularly to address issues affecting people with disabilities and present recommendations to the European Parliament through petitions advocating changes in specific laws. Various videos could complement these petitions, showcasing related problems. Social inclusion is emphasized, highlighting the need for personal independence, and addressing negative attitudes. Petitions are identified as powerful tools, and collaboration with disability rights organizations is recommended. Establishing a "council" of disabled people is proposed to formalize advocacy efforts, involving signatures, videos, and additional educational materials. Engaging youth workers to encourage widespread support, especially from disabled individuals and their networks, is crucial. The strategy also involves reaching out to influential decision-makers through personalized letters and requests to drive changes in laws or policies promoting social inclusion.

5.6 Key Message

Invisible disabilities, self-acceptance as a different person, gender equality

- The importance of recognizing and addressing invisible disabilities, which often go unnoticed or overlooked compared to visible disabilities.
- The need to give equal consideration and significance to both visible and invisible forms of disability.
- The importance of self-acceptance for individuals with disabilities, noting that they are often perceived as different and may face discrimination.

- Additionally, the double discrimination faced by disabled women, emphasizing the need to address gender inequalities in the context of disability, starting from primary education for a more inclusive and comprehensive approach.

The methodology suggests implementing key strategies and activities in education to promote a critical approach to ableism, empowering individuals to challenge societal norms. The goal is to build inclusive communities that appreciate diversity regardless of abilities. It is necessary to underline the acknowledgment that the proposed methods are not exhaustive, and countries may choose activities and strategies based on their specific context, including levels of development, infrastructure, and available resources.

Chapter 6: Guidelines to adapt the methodology Activism Against Ableism

6.1 Learning Outcome Matrix

	Knowledge	Skills	Attitudes
Chapter 6: Guidelines to adapt the methodology Activism Against Ableism	Knowledge of good practices when adapting the AAA Project methodology.	Evaluate the situations and contexts where the AAA Project methodology is most effective for participation.	Open to transfer the AAA Project methodology to other contexts or groups.
	Knowledge of how to set goals and objectives for the AAA Project methodology.	Transfer the AAA Project methodology to a new group or context – related to the local contexts of youth workers.	Commitment to engaging diverse groups in local action for a social cause.
	Knowledge of how, when and where the AAA Project methodology can be transferred.	Evaluate the effectiveness of the AAA Project methodology in the new context.	Willing to review and improve the adaptation of the AAA Project methodology.

6.2 Overview of the Chapter

Adapting the Activism Against Ableism (AAA) Project's methodology involves a comprehensive analysis of its implementation context and a strategic openness to applying it in diverse settings and groups.



This flexible approach is crucial to enhance the methodology's effectiveness and relevance across various situations.

6.3 The objective of the Chapter

The chapter aims to explore the adaptive process involved in implementing the Activism Against Ableism (AAA) Project's methodology. Its primary objective is to provide a comprehensive understanding of the methodology's transferability to diverse contexts and groups. Specifically, it seeks to elucidate the necessary steps for analysing the circumstances in which the methodology will be employed and fostering a strategic openness to its application across various situations.

Additionally, the chapter aims to highlight the significance of a reflexive and flexible approach in maximizing the methodology's effectiveness and relevance in combatting ableism. By delving into these objectives, the chapter aims to equip readers with practical insights and strategies to facilitate the successful adaptation and utilization of the AAA Project's methodology in different scenarios.

6.4 Keywords

Ableism; Inclusivity; Guidelines: Methodology

6.5 Content

6.5.1 Knowledge of good practices in adapting the AAA Project methodology.

Assess situations and contexts in which the AAA Project methodology is most effective for participation:
Open to transferring the AAA Project methodology to other contexts or groups.

The process of adapting the methodology used during the Activism Against Ableism (AAA) Project requires a thorough analysis of the circumstances in which it will be implemented and a strategic openness to its transfer to diverse contexts and groups. This reflexive and flexible approach is essential to maximize the effectiveness and relevance of the methodology in different situations.



6.5.2 Assessment of Effective Situations and Contexts

A rigorous assessment of the different situations, issues, and contexts in which this methodology will be implemented must be carried out. This phase involves considering a variety of factors, ranging from the demographics of the community to the cultural and social barriers that may influence the political and social participation of persons with disabilities, or the target group.



A key approach is to understand the diversity of disabilities present in the territory where the methodology is to be applied. This goes beyond general categories and seeks to understand the specific needs of everyone you are working with. Collaboration with local organisations, experts such as social workers or pedagogues and the active participation of the community are crucial aspects to have a complete picture of the context in which one is working.

The use of case studies and the collection of empirical data through surveys or interviews are valuable tools in this phase. Case studies provide a detailed insight into the experiences of people with disabilities in similar contexts, while quantitative data collection helps to identify key patterns and trends.

In addition, the assessment needs to consider specific socio-economic and cultural environments. Adapting this methodology to address the unique needs and challenges of each context allows the proposed strategies to be culturally sensitive and appropriate to the local environment.

6.5.3 Transferring the AAA Project methodology to other contexts or groups.

The transferability of this methodology to other contexts and groups is one of the key strengths of what has been developed during this project. However, successful transfer requires a combination of flexibility and a thorough understanding of the particularities of each new environment.

Openness to transferring the methodology to other groups involves recognising the underlying similarities in the challenges faced by people with disabilities, regardless of their geographical location or cultural context. This recognition of the universality of some challenges allows for more effective adaptation.

However, transfer does not imply direct application without adaptation. Each new context presents several variations and nuances that need specific adjustments. The willingness to learn from each new experience and adapt the methodology accordingly is crucial to maintaining its relevance and effectiveness.

Successful adaptation involves careful consideration of the specific needs of new target groups. This means customising educational strategies to address particular disabilities or issues or incorporating specific cultural elements into social and political participation activities.

Successful transfer implies a willingness to modify the methodology based on feedback from participants and lessons learned in each new environment. Flexibility in implementation and the ability to adjust the methodology according to emerging needs are essential for its sustained success.

In short, knowledge of good practice in adapting the methodology involves not only a detailed assessment of different situations and contexts, but also an open and receptive attitude to transferring it to other groups. This holistic approach ensures that the methodology remains an effective and transformative tool, capable of promoting the participation of people with disabilities, or other difficulties, in a wide variety of settings and communities.



6.5.4 Knowledge of how to set goals and objectives for the AAA Project methodology.

Transferring the AAA Project methodology to a new group or context - related to the local contexts of youth workers: Commitment to engage diverse groups in local action for a social cause.

The establishment of goals and objectives is a critical component for the successful implementation of the methodology implemented during the AAA project, especially when seeking to transfer this methodology to new groups or local contexts in the youth field. This process involves careful planning and an understanding of local dynamics to ensure relevance and desired impact.

6.5.5 Defining clear goals and objectives.

The first step in this process is the clear definition of specific goals and objectives that align with the fundamental principles of the AAA Project methodology. Goals should be broad and aspirational, reflecting the vision of fostering the active participation of people with disabilities or other issues, such as risk of social exclusion, in political and social life.

On the other hand, objectives should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART). This will ensure that the actions undertaken to implement the methodology are precisely aligned with the desired outcomes. For example, a specific objective could be to increase the participation of young people at risk of social exclusion in local activities within a period of six months.

6.5.6 Adapting to local dynamics.

Transferring the AAA Project methodology to new groups or local contexts requires careful adaptation to the specific dynamics of youth in each area. This implies considering the cultural, social, and economic particularities that may influence the participation of young people with disabilities.



An in-depth analysis of demographic characteristics, attitudes towards disability, and socio-economic factors that may affect implementation must be carried out. This local knowledge is essential to adjust educational strategies, visibility tactics and participatory approaches according to the specific needs and expectations of the community.

6.5.7 Commitment to Engaging Diverse Groups in Local Action for a Social Cause.

Commitment to the active involvement of diverse groups in local action is a key component for the successful transfer of the AAA Project methodology. This involves collaboration with local organisations, community leaders, educators and other key actors who can contribute to the promotion of social and political inclusion and participation.

Establishing strong partnerships with local youth organisations, educational institutions and other relevant entities allows for a more effective and sustainable implementation of the methodology. In addition, this engagement ensures a fuller representation of the diversity of perspectives and experiences within the community.

The engagement process can also include identifying youth leaders and persons with disabilities who can act as agents of change within their communities. Encouraging the active participation of these leaders strengthens the long-term sustainability of the methodology and allows for the creation of local support networks.

6.5.8 Continuous Evaluation and Adjustment of Targets

Ongoing evaluation is essential to determine progress towards established goals and objectives. Feedback mechanisms, both quantitative and qualitative, should be implemented to gather information on the impact of the methodology on the participation of the target social group.



This information will feed into ongoing adjustments to the goals and objectives. It is likely that, as implementation progresses, new opportunities or challenges will be identified that require modifications to the strategy. Adaptability and the ability to adjust goals are vital to ensure that the AAA Project methodology remains effective and relevant as it evolves.

In summary, knowledge of how to set goals and objectives for the AAA Project methodology when transferring to new groups or local contexts involves meticulous planning, adaptation to local dynamics, engagement with diverse groups and ongoing evaluation to ensure a lasting and positive impact on the participation of the people you work with. This holistic and reflective approach is essential to creating meaningful and sustainable changes in inclusion and participation.

6.5.9 Knowledge of how, when and where the AAA Project methodology can be transferred.

Assess the effectiveness of the AAA Project methodology in the new context: Willing to review and improve the adaptation of the AAA Project methodology.

Transferring the AAA Project methodology to new contexts is a strategic process that requires a thorough understanding of how, when and where it can be carried out effectively. In addition, constant

evaluation of its effectiveness in the new context and a continuous willingness to review and improve the adaptation are crucial elements to ensure a positive and sustainable impact.

6.5.10 How to transfer the AAA Project Methodology.

Effective transfer of the AAA Project methodology involves careful consideration of how to adapt its components to the specific dynamics and characteristics of the new context. This refers not only to literal translation, but also to customising educational strategies, visibility tactics and participatory methods to address cultural and social particularities.

The training of local facilitators who understand both the fundamental principles of the methodology and the specific reality of the environment is essential. These facilitators act as cultural mediators and ensure a coherent implementation that respects the diversity of the new context.

Adaptation must go beyond the surface to address the unique challenges and opportunities presented by each context. Flexibility in the application of the methodology allows it to adjust to different realities without losing its integrity and fundamental objectives.

6.5.11 When to transfer the AAA Project Methodology.

The timing of the transfer of the methodology depends on several factors, including the readiness levels of the recipient community, the existence of strong partnerships with local organisations and the willingness of participants to commit. The planning phase should include an assessment of these factors to determine the most appropriate timing.

Transfer can be most effective when there is a perceived and urgent need in the new context to address the specific challenges that the AAA Project methodology seeks to solve. In addition, synchronisation with key events or moments in the community can increase receptivity and participation of local stakeholders.

6.5.12 Where the methodology can be transferred.

The choice of location for the transfer of the methodology should be based on a careful analysis of the local demographics, available infrastructure, and accessibility for the people you intend to work with, identifying safe and accessible spaces for the implementation of activities is essential to ensure full participation.



The selection of strategic locations can also be linked to the creation of partnerships with local organisations, educational institutions or community centres that are already committed to social inclusion and participation. These locations can act as central nodes for the dissemination and sustainability of the AAA Project methodology.

6.5.13 Evaluating Effectiveness in the New Context.

Evaluating the effectiveness of the AAA Project methodology in the new context should be an ongoing and comprehensive process. Specific performance indicators and data collection mechanisms should be established to measure the impact on people's participation and social change.

Direct feedback from participants, observation of facilitators and quantitative data collection are valuable tools in this evaluation process. Comparison with the expected results against the goals and objectives set in the inception phase provides information on success and challenges encountered.

6.5.14 Commitment to continuous improvement.

A willingness to review and improve the adaptation of the AAA Project methodology is essential to ensure its relevance and effectiveness over time. This commitment to continuous improvement implies a constant cycle of feedback, evaluation, and adjustment of strategies according to lessons learned and the changing dynamics of the new context.

Participatory review processes, involving facilitators, participants, and other key stakeholders, allow areas for improvement to be identified and the methodology to be adjusted to address emerging needs.



Flexibility and the ability to adapt as implementation unfolds are essential features of an approach committed to continuous improvement.

In summary, knowledge of how, when and where the AAA Project methodology can be transferred is essential for successful implementation. Constant evaluation of its effectiveness in the new context, combined with a continuous commitment to improvement, ensures that the methodology remains a dynamic and effective tool for fostering people's participation in political and social life. This strategic and adaptive approach is fundamental to creating lasting and meaningful change.

6.6 Learning Activity: "Adaptive Strategies Against Ableism: Contextualizing the AAA Project Methodology"

6.6.1 Learning Outcome:

By the end of this learning activity, participants will be able to analyse diverse contexts and groups to strategically apply the Activism Against Ableism (AAA) Project's methodology, demonstrating a reflexive and flexible approach to maximize its effectiveness in combatting ableism.

6.6.2 Activity Description

The time for this activity may vary on specific cases, but in general we recommend 90 minutes.

- a) **Pre-Reading Task:** Participants will receive the chapter discussing the adaptation and implementation of the AAA Project's methodology in various contexts. They will be encouraged to read and annotate the chapter, identifying key concepts related to adaptability, transferability, and the reflexive approach required for successful implementation.

- b) **Group Discussion:** Participants will be divided into small groups to discuss their interpretations, insights, and questions regarding the chapter content. Each group will focus on analyzing specific case studies or scenarios provided in the chapter that illustrate the methodology's adaptability to diverse contexts and groups.
- c) **Case Study Analysis:** Each group will be assigned a different case study or scenario from the chapter. They will critically evaluate the circumstances, challenges, and strategies employed to adapt the AAA Project's methodology. Groups will identify key factors influencing successful adaptation and share their findings with the whole cohort.
- d) **Reflective Exercise:** Participants will engage in a reflective exercise where they apply the learnings from the chapter and group discussions to a hypothetical scenario. They will outline a strategic plan for adapting the AAA Project's methodology to a new context or group, emphasizing the necessary reflexive and flexible approach.

6.6.3 Assessment

Participants' understanding and application of the chapter's concepts will be assessed through:

- Contribution to group discussions and case study analysis, evaluating their ability to analyze diverse contexts and groups.
- Quality of the reflective exercise, demonstrating a strategic plan for adapting the methodology with a reflexive and flexible approach.
- A short-written reflection summarizing their key takeaways and actionable insights from the learning activity.

6.7 Key Message

This chapter revolves around the transformative potential embedded within the Activism Against Ableism (AAA) Project's methodology, emphasizing its adaptability and strategic application across diverse contexts and groups. At its core, the chapter underscores the critical necessity for a reflexive and flexible approach when implementing the AAA Project's methodology to combat ableism effectively. It communicates that successful adaptation requires a thorough analysis of the unique circumstances and challenges present in various scenarios, enabling individuals to identify tailored strategies for application.

Furthermore, the chapter highlights the importance of cultivating a strategic openness—a mindset that encourages innovation and experimentation while ensuring the methodology's alignment with different contexts. By fostering this adaptive mindset, practitioners can maximize the methodology's effectiveness and relevance, empowering them to address ableism comprehensively. Ultimately, the chapter champions the idea that a nuanced understanding of adaptability and a commitment to flexibility are pivotal in transforming the AAA Project's methodology into a potent tool for positive change in combating ableism across diverse landscapes.

Chapter 7: Final Reflections

7.1 Learning Outcome Matrix

	Knowledge	Skills	Attitudes
Chapter 7: Final reflections	Knowledge of different approaches to evaluating learning with differently abled young citizens.	Test and implement different evaluation techniques and approaches when working with differently abled young citizens.	Willing to amend youth work practice to fit the needs of differently abled young citizens.
	Knowledge of participative approaches to group evaluations and reflection activities.	Engage differently abled young citizens in designing their own evaluation and reflection activities.	Open to facilitating the participation of differently abled young citizens.
	Knowledge of the impact of the AAA Project on advocating for the rights and inclusion of differently abled young citizens in European society.	Engage in a final reflection activity to assess the quality and impact of the AAA Project in-service training and resources on supporting youth workers and differently abled young citizens across Europe.	Open to providing inclusive approaches to evaluation when working with differently abled young citizens.

7.2 Overview of the Chapter

As we approach the closing remarks of our Activism Against Ableism Handbook for youth workers, it is important to take stock of all that you have learned so far. Over the course of the past six chapters, we:

- introduced you to the AAA project and its subject matter,
- discussed ableism and its psychological and socioeconomic effects,

- detailed the role of activism and social and political participation in the context of disabilities,
- revealed the process behind the development of the AAA Project methodology,
- outlined the AAA methodology itself,
- and provided guidelines for adapting the methodology to different contexts.

That's a lot of information to digest! Don't worry, though - this handbook is not going anywhere. Feel free to revisit it as often as you like to brush up on your knowledge of these valuable topics.

The partners behind Activism Against Ableism recognise the role of reflection, not only in terms of truly understanding the topics discussed throughout this Handbook, but also in the context of your own youth work practice. Therefore, in this closing chapter (aptly named "Final Reflections") we will share some best practice examples and advice on how to implement evaluation methodologies in your youth work context that are not only participative but structured to maximise inclusivity of differently abled individuals. It is our hope that these evaluation methods will go on to inform your reflection methods throughout your career in this important sector.

7.3 Keywords

AAA, Political participation, Erasmus+, Ableism, inclusion, reflection, evaluation, participation, inclusivity, participatory, collaborative, review, assessment

7.4 Content

Evaluating Learning with Differently Abled Youth

Of all the many forms of assessment or reflection that youth workers can employ to engage with differently abled participants, some are perhaps particularly unsuitable. We are all familiar with some of the more "old hat" assessment methodologies of traditional education, most notably the increasingly phased-out summative forms of evaluation. In short, these types of "standardised" testing typically occur at the conclusion of a learning period and assess ability to retain information from beginning to end of a semester. There are innumerable reasons that such a form of reflection might be considered especially distressing for some learners.

Standardised testing, more generally, is equally unsuitable. It is commonly repeated that we should not judge a fish by its ability to climb a tree, lest it think poorly of itself, as it is almost certainly a better

swimmer than, say, a rabbit. Emerging from this logic, some educational institutions are attempting to innovate in ways that promote the unique individual characteristics of learners, rather than isolating them because they may fall short in other areas. As our target audience is composed of differently abled individuals we have, therefore, factored this into account when discussing some best approaches to evaluation.

As simple as it might sound, it remains an overlooked fact: if there is any uncertainty around something, the best course of action is often to simply ask for clarification from the most affected party. As professionals working with differently abled youth, we should consider providing a platform that allows our clients themselves to present a case for a particular form of assessment that best suits their needs. This is context-specific of course, and some individuals will not be able to contribute this information for one reason or another, but the underlying philosophy is nonetheless a vital mindset to adopt: namely, the importance of participative approaches to assessment.

Participative Approaches to Assessment

In short, participative approaches to assessment are those models of evaluation which place a greater emphasis on engagement, collaboration, and involvement in the learning process. All of this combines to generate a system which is, ideally, more inclusive, and interactive than traditional alternatives. Unsure how to implement participative assessment in your own professional context? Here's a list of some methods that might spark your imagination!

- **Portfolios:** One solution to the clustered “infodump” associated with summative assessment could be the use of a more spread-out, portfolio-based evaluation. This can take place over a longer period and could allow individuals the opportunity to assess elements with greater scrutiny than if they are expected to remember everything on the spot. It also allows a higher degree of freedom in terms of format and aesthetics, uniquely engaging clients with their own assessment.
- **Problem-Based Scenarios:** Problem-based scenarios are an imaginative way to evaluate learning, using sample challenges from the real world to assess clients' responses and the extent to which they have been informed by a particular learning topic. This approach, provided the participants are comfortable in such an environment, is sometimes conducted in the form of roleplaying or “acting out” situations that could occur in real life.
- **Interactive Quizzes / Polls:** Many innovative online tools such as “Kahoot!” exist with the express purpose of making learning more interactive. Such resources emerged from the concept of



gamification and generally consider ideas that traditional assessment neglects, such as maximising engagement by fostering a sense of fun for the participant.

- **Collaborative Projects:** While this form of assessment may not suit every differently abled individual on account of the social element, collaborative projects can be a powerful tool to engage participants in their own evaluation processes. Consider asking clients to work together to describe their experiences of a particular topic or to constructively peer-review each other's progress.

Assessing the Quality and Impact of the AAA Project In-Service Training and Resources

In the spirit of exploring evaluation, we suggest allotting some time to assess your own impression of the quality and impact of the AAA Project In-Service Training and associated resources using a format similar to the sample below. This feedback is invaluable to our partnership as it contributes to the continual improvement of our materials and practices, both as a consortium and as individual organisations - so be sure to forward the results to your AAA project contact! Consider using this assessment as an example to influence your own future professional applications in the field of youth work, and feel free to edit the template to suit your own particular needs.

Please insert one of the following ratings in the "Status" section for each question.

Very Negative
Leaning Negative
Neutral
Leaning Positive
Very Positive

AAA Project In-Service Training Programme

Element	Status	Notes
Structure / Layout		
Were all Learning Objectives achieved?		
Did the training meet your expectations?		
What was your favourite aspect of the training?	Not Applicable	
What is one thing you would change about the training?	Not Applicable	

AAA Project Resources

	Status	Notes
Structure / Layout		
Were all Learning Objectives achieved?		
Did the resources meet your expectations?		
What was your favourite aspect of	Not Applicable	

	Status	Notes
the resources?		
What is one thing you would change about the resources?	Not Applicable	

7.5 Key Message

As this chapter, Final Reflections, draws to a close, we hope that the value of reflection and evaluation has been imparted to you. Hopefully you've learned some ways that you could potentially implement assessment strategies in your youth work practice, and you're feeling inspired! Working with differently abled persons is a challenging and rewarding field, and we believe it to be among the most selfless and important vocations that one can have. The very best of luck to you as you move forward in your profession, and we hope that the Activism Against Ableism project will influence you long into the future!

8. Useful References and Resources

1. **Reference:** AAA Project – Activism against Ableism

Description: This is where the project's website can be found with all useful information, updates, the option to sign up for the newsletter and links to the project's social media channels.

Link: [Website of the project](#)

2. **Resource:** Erasmus+ Projects

Description: This FAQ page explains what Erasmus+ is, how projects are organised and funded and what other projects are available.

Link: [What is Erasmus+?](#)

3. **Reference:** "Young people's participation in European democratic processes"

Description: This study, examines young people's participation in democratic processes, with a special focus on the European elections. The study inspects the meaning of political participation for contemporary democracies and the dilemmas behind young people's participation and representation. It also assesses, from a youth perspective, the ongoing legislative proposals on European elections and the electoral participation of EU mobile citizens as well as the Citizens' Proposals adopted in the plenary of the Conference on the Future of Europe in May 2022.

Link: [Youth involvement in the EU](#)

4. **Reference:** "EU about persons with disabilities"

Description: This information page of the European Union shows how the EU deals with the issue of disabilities, what political opportunities are available to them, what projects exist and how they raise awareness of this issue.

Link: [Persons with disabilities](#)

5. **Reference:** "Disability Visibility" edited by Alice Wong

Description: This book is a collection of essays by disabled people that shed light on the varied experiences and challenges faced by individuals with disabilities. The narratives cover a wide range of topics, offering personal stories, social commentary, and insights into disability rights and advocacy.

Link: [Disability Visibility \(Penguin Random House\)](#)

6. **Resource:** "Understanding Ableism" (Video Series)

Description: This video series offers an in-depth exploration of ableism, addressing its manifestations, impact, and strategies to combat it. It delves into practical ways to foster inclusion and empower individuals with disabilities.

Link: [Understanding Ableism \(YouTube Playlist\)](#)

7. **Reference:** "The United Nations Convention on the Rights of Persons with Disabilities (CRPD)"

Description: This international human rights treaty focuses on the rights and dignity of individuals with disabilities. It provides guidelines and protections for the rights of persons with disabilities, addressing various aspects of life to ensure their inclusion and full participation in society.

Link: [United Nations: CRPD](#)

8. **Resource:** "TED Talk - Stella Young: I'm Not Your Inspiration, Thank You Very Much"

Description: In this engaging and thought-provoking TED Talk, Stella Young challenges societal perceptions of disability, urging audiences to reconsider the way people with disabilities are often seen as objects of inspiration rather than as individuals living their lives.

Link: [Stella Young TED Talk](#)

9. **Reference:** "The Social Model of Disability: Thirty Years On" by Mike Oliver

Description: This influential paper outlines the social model of disability, emphasizing that disability arises not from an individual's impairment but from barriers and attitudes in society. It offers a critical perspective on the societal construction of disability and its implications for policy and practice.

Link: [The Social Model of Disability: Thirty Years On \(PDF\)](#)

10. **Reference:** "The United Nations Convention on the Rights of Persons with Disabilities (CRPD)"

Description: The United Nations Convention on the Rights of Persons with Disabilities (CRPD) is an international treaty aimed at protecting the rights and dignity of people with disabilities. Adopted in 2006, it promotes equal opportunities, accessibility, and inclusion for individuals with disabilities in various aspects of life, including education, employment, and social participation.

Link: [United Nations: CRPD](#)

11. **Resource:** "Disability Rights Education & Defense Fund (DREDF)"

Description: DREDF is a leading organization advocating for the civil and human rights of people with disabilities. Their website provides a wealth of resources on various topics, including legal advocacy, policy analysis, and educational materials related to disability rights and participation.

Link: <https://dredf.org/healthcare-stories/about/>

12. **Resource:** "Political Participation of Persons with Disabilities "

Description: This video prepared the UN Human Rights Office is a video about the participation of people with disabilities in the elections of Timor-Leste in 2012. It gives an insight on the barriers of political participation and how to tackle it.

Link: https://www.youtube.com/watch?v=u8cF5T4_cMs&ab_channel=UNHumanRights

13. **Resource:** "Our Fight for Disability Rights and Why We're Not Done Yet"

Description: Disability rights activist Judith Heumann shares her personal journey and discusses the ongoing fight for disability rights in this TED talk. She emphasizes the need for continued advocacy and societal change.

Link:

https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet?language=en

14. **Reference:** "The Right to Maim: Debility, Capacity, Disability"

Description: Jasbir K. Puar's book critically examines the relationship between disability, capacity, and political power. It provides a thought-provoking perspective on how disability is constructed and its implications for political participation.

Link: [Amazon - The Right to Maim](#)

15. **Reference:** How do you recognize ableism, and what can you do about it?

Description: Move United (2022). What is Ableism? Retrieved from:

Link: www.youtube.com/watch?v=DTwFFuCXyGk

16. **Reference:** "Disability Politics and Theory" by A. J. Withers

Description: Withers explores the intersection of disability, politics, and theory, delving into critical aspects of disability activism, including strategies, challenges, and the political framework essential for combating ableism.

Link: <https://fernwoodpublishing.ca/book/disability-politics-and-theory>

17. **Resource:** "Adapting Evidence-Based Interventions for New Settings and Target Populations" by D. Chambers et al.

Description: This article discusses the process of adapting evidence-based interventions to new settings and populations, providing insights into strategies for effective adaptation, implementation, and evaluation, which could be applicable to the AAA Project's methodology.

Link: <https://pubmed.ncbi.nlm.nih.gov/16987089/>

18. **Reference:** "Critical Disability Theory: Essays in Philosophy, Politics, Policy, and Law" edited by D. Pothier and R. Devlin

Description: This collection of essays offers a comprehensive examination of critical disability theory, addressing various aspects such as social policy, philosophy, and law, providing a theoretical foundation for understanding and challenging ableism.

Link: <https://press.uchicago.edu/ucp/books/book/distributed/C/bo70015341.html>

19. **Resource:** "Context Matters: A Description and Typology of Cultural Adaptations of Parenting Interventions" by G. C. Smith et al.

Description: Focusing on cultural adaptations in parenting interventions, this article provides a typology and insights into the adaptation process, offering parallels and strategies that might be relevant for adapting the AAA Project's methodology to diverse contexts.

Link:

https://www.researchgate.net/publication/317334506_Cultural_Adaptations_Conceptual_Ethical_Contextual_and_Methodological_Issues_for_Working_with_Ethnocultural_and_Majority-World_Populations

WHAT IS ABLEISM?

What is ableism?

20. **Reference:** AAA Project – Activism against Ableism

Description: Keep up to date with all the latest developments in the Activism Against Ableism project on our website, linked below.

Link: [Project Website](#)

21. **Resource:** Erasmus+ Projects

Description: This FAQ page explains what Erasmus+ is, how projects are organised and funded, and lists some other projects that may be of interest.

Link: [What is Erasmus+?](#)

22. **Reference:** "EU about persons with disabilities"

Description: This European Union website explores how the EU deals with disabilities, the political opportunities available to them, and which projects exist to raise awareness of the topic.

Link: [Persons with disabilities](#)

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