

**keep.
driven**



Guidelines for facilitating the participation of youth with disabilities in public life

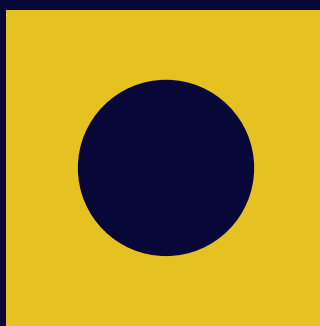


Table of contents

1. Setting the scene.....	3
1.1. Youth with disabilities in the EU: a snapshot of their participation in public life	3
1.2. The right to participate: international and European frameworks and spaces.....	4
1.3. Why inclusive participation matters.....	6
1.4. Turning ideas into action: who these guidelines are for and how to use them.....	6
2. Preparing organisations to engage young people with disabilities.....	8
3. Methods and practices for inclusion in public life	14
3.1. Creating inclusive spaces for youth participation and leadership.....	14
3.2. Accessible communication and awareness raising.....	18
3.3. Partnering for inclusive participation	22
3.4. Cross-border networking and mobility	27
3.5. Participation in large-scale events, sports and tourism.....	33
4. Monitoring, learning and continual improvement	39
5. Conclusions.....	45
List of references	46

1. Setting the scene

1.1. Youth with disabilities in the EU: a snapshot of their participation in public life

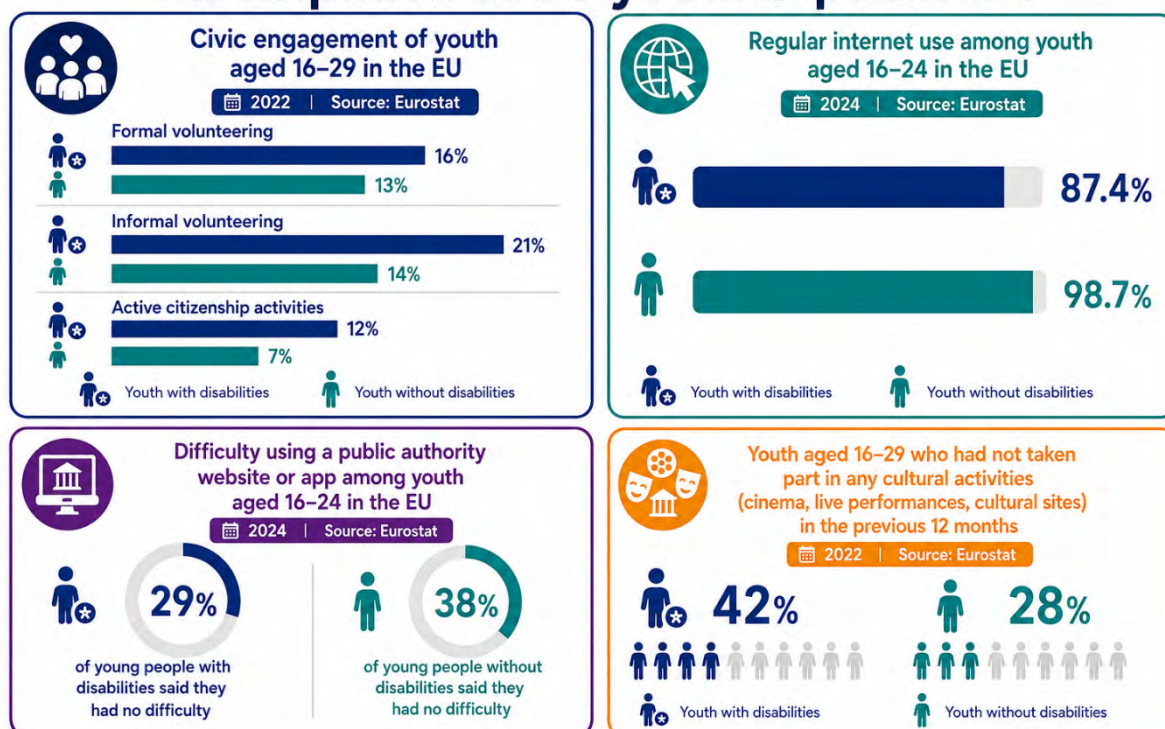
Across the European Union (EU), **young people with disabilities continue to face barriers to participating in public life on an equal basis with their peers**. These barriers are often linked not to a lack of interest or motivation, but to inaccessible environments, insufficient support, limited representation in decision-making processes, and unequal access to information and participation opportunities.

Yet, **Eurostat** data tell a more hopeful story. In **2022**, among **young people aged 16–29** in the EU, those with disabilities **reported** higher **participation** than their peers without disabilities **across several forms of civic engagement**: formal volunteering (16% versus 13%), informal volunteering (21% versus 14%), and active citizenship activities (12% versus 7%). In other words, when opportunities are there, young people with disabilities show up, get involved, and make a difference.

But the gaps are still real, especially in the spaces where public life increasingly happens. For example, digital participation is now essential for accessing information, sharing views, joining campaigns, and reaching decision-makers. Yet, in **2024**, **Eurostat** data show that **regular internet use** among 16–24-year-olds was 98.7% for those without disabilities, compared with 87.4% for young people with severe disabilities. Additionally, only 29% of young people with disabilities said they had no difficulty using a public authority website or app, compared with 38% of their peers without disabilities. That means too **many young people with disabilities are still being left out of online spaces** where debate and participation take place.

The barriers go **beyond the digital world**. In 2022, 42% of young people with disabilities aged 16–29 said they had not taken part in any **cultural activities** (cinema, live performances, cultural sites) in the previous 12 months, compared with 28% of their peers without disabilities. Moreover, feelings of exclusion from society remained significantly higher among youth with disabilities.

Participation of EU youth in public life



Taken together, the data show both progress and persistent barriers, highlighting the need for more inclusive and accessible opportunities for participation.

1.2. The right to participate: international and European frameworks and spaces

The barriers described above exist against a clear normative background.

The participation of young people with disabilities in public life is not an optional good practice: it is a **right firmly established in international and European law**. Understanding this framework helps organisations see participation as an obligation to enable rather than a concession to grant. It also points to the concrete spaces where young people can already make their voices heard.

A right grounded in international law. The **Convention on the Rights of the Child** (CRC, 1989) recognises in its Article 12 that every child capable of forming a view has the right to express it freely on all matters affecting them, and that those views must be given due weight. The Committee on the Rights of the Child, in its General Comment No. 12 (2009), describes this as the right to be heard and stresses that participation must be transparent, voluntary, respectful, relevant, child-friendly, inclusive, supported and safe, and that young people must always receive feedback on how their views were considered.

The Convention on the Rights of Persons with Disabilities (CRPD, 2006) places participation at its very core. Participation is one of its general principles (Article 3). Article 7 requires that children with disabilities can express their views freely on all matters affecting them, on an equal basis with other children, with disability- and age-appropriate assistance to do so. Article 29 guarantees the right to take part in political

and public life, and Article 30 the right to participate in cultural life, recreation, leisure and sport. Importantly, Articles 4(3) and 33(3) oblige States to closely consult and actively involve persons with disabilities — including children and young people with disabilities — through their representative organisations, both in decisions that affect them and in monitoring the Convention. In its General Comment No. 7 (2018), the CRPD Committee makes clear that this involvement must be meaningful and given due weight and not reduced to a tokenistic formality — the principle widely summarised as “nothing about us without us.”

A right recognised and promoted at European level. The **Charter of Fundamental Rights** and the **Strategy for the Rights of Persons with Disabilities 2021–2030** (the “Union of Equality” strategy, reinforced by the European Commission in 2024) commit the EU to the full participation of persons with disabilities in society, including in democratic and political life. The EU Youth Strategy 2019–2027, built around the goals of *Engage, Connect and Empower*, makes the participation of young people in democratic life a central objective, while the eleven European Youth Goals — drafted by young people themselves — call for inclusive societies and meaningful youth participation. At the level of the Council of Europe, the Revised European Charter on the Participation of Young People in Local and Regional Life (2003) sets out principles and tools for involving young people in the decisions taken closest to them.

Spaces for participation provided by international and European institutions. These frameworks are not only statements of principle. They have also created concrete spaces and mechanisms through which young people — including young people with disabilities — can take part. Knowing these channels helps organisations connect the young people they work with to opportunities that already exist.

At the United Nations level, the Committee on the Rights of Persons with Disabilities monitors how States implement the Convention and, under Article 33(3), formally involves persons with disabilities and their representative organisations — including young people — in that monitoring. The annual Conference of States Parties to the CRPD brings together governments, civil society and persons with disabilities, while the **United Nations Economic and Social Council (ECOSOC) Youth Forum** and the UN Youth Office (including the UN Youth Delegate Programme) offer further entry points for young people to engage with United Nations processes.

At the European Union level, the EU Youth Dialogue is a structured consultation process, organised in eighteen-month cycles, that brings young people and youth organisations together with decision-makers to shape EU youth policy; it is supported by the EU Youth Coordinator and complemented by bodies such as the President’s Youth Advisory Board. Disability-specific spaces are also developing: in 2026, for example, a Youth Dialogue on the EU Disability Strategy brought together young persons with disabilities from across Europe to feed into the review of the Strategy.

At the Council of Europe level, the youth sector operates through a unique co-management system in which the Advisory Council on Youth allows young people and youth organisations to shape the sector’s priorities, standards and budget on an equal footing with government representatives.

Within organised civil society, the European Youth Forum, which represents national youth councils and international youth organisations, is a recognised voice in European decision-making, and the Youth Committee of the European Disability Forum offers a dedicated platform for young people with disabilities to take part in advocacy and representation at European level.

For organisations, this framework carries a twofold message. First, enabling the participation of young people with disabilities is a legal obligation, not an optional extra. Second, there are already established spaces that young people can be supported to enter. The chapters that follow turn these obligations and opportunities into practical steps.

1.3. Why inclusive participation matters

For young people themselves, participation contributes to personal development, confidence and a sense of belonging. It **enables** young people **to develop the knowledge and experience needed to influence decisions** that affect their lives and communities. For young people with disabilities in particular, participation can help counter experiences of exclusion and reinforce their role as active citizens rather than passive recipients of support.

Participation also benefits public authorities, civil society organisations and other stakeholders. Young people with disabilities have first-hand knowledge of the barriers they encounter and, therefore, they can provide valuable insights that may not be visible to policymakers and service providers. Their involvement in the design, implementation, and evaluation of policies and programmes can thus lead to better-informed decisions and more effective outcomes.

At the societal level, inclusive participation strengthens democratic legitimacy and social cohesion. When certain groups are absent from decision-making processes, policies risk reflecting only the experiences and priorities of those who are already represented. By contrast, participation that includes young people with disabilities helps ensure that public policies reflect the diversity of society. It also challenges stereotypes and promotes greater understanding among people.

1.4. Turning ideas into action: who these guidelines are for and how to use them

The findings above point to a simple but powerful reality: the challenge is not a lack of willingness among young people with disabilities to take part in public life, but the barriers that still stand in their way. As one young participant in the Keep Driven project put it, *“You have to be able to be disabled”*. Consequently, **the challenge for public authorities, civil society actors and other stakeholders is to ensure that participation is genuinely inclusive and meaningful from the outset**. These guidelines aim to support this effort by providing practical recommendations for organisations working with, representing, or made up of young people, helping to create opportunities for all youth to influence the decisions and actions that affect their lives and communities.

The guidelines build on the themes and key lessons from the Compendium developed under the Keep Driven project. They are designed as a pragmatic and concise tool that, on the one hand, shares concrete steps that can lead to achievements similar to those illustrated in the Compendium, and on the other hand, brings together a collection of resources that organisations can further explore to strengthen youth participation.

The many themes covered in the Compendium showcase the wide range of ways in which young people can and should participate in public life. Each theme could be the subject of its own set of guidelines. This document therefore offers a few key steps for each theme, as well as cross-cutting tips that apply in any context. Ultimately, we hope that **the guidelines mark the beginning of a journey towards more inclusive engagement of young people with disabilities** and serves as an invitation to explore further resources to make this engagement lasting and meaningful.

2. Preparing organisations to engage young people with disabilities

Before engaging young people with disabilities, organisations need to make sure they are ready themselves. **Inclusion** does not depend only on the willingness of young people to participate. It also **depends on whether the organisation creates an environment where participation is genuinely possible and welcomed.**

This does not require organisations to become disability experts overnight. What matters most is openness and a willingness to learn and improve over time.

A useful starting point is to ask a few simple questions:

- Would a young person with a disability feel welcomed in our organisation?
- Are our activities accessible and flexible enough for different needs?
- Do young people have real opportunities to influence decisions?
- Are our staff and volunteers prepared to adapt and respond respectfully?
- Do we see inclusion as part of our everyday work or as an “extra”?

The answers to these questions can help identify both strengths and areas that still need improvement.

Start with organisational culture

Organisations should recognise that **every young person has unique strengths and capabilities**, and should not make assumptions based on visible or invisible disabilities, communication styles or support needs.

A respectful and open attitude helps create environments where young people feel comfortable participating, asking questions, expressing opinions and taking initiative.

Creating an inclusive culture means:

- being open to feedback;
- normalising flexibility and adaptation;
- avoiding stereotypes and paternalistic behaviour;
- recognising lived experience as valuable expertise;
- understanding that different people participate in different ways.

Where possible, organisations are encouraged to **establish youth advisory boards or leadership roles that ensure the meaningful representation of young people with disabilities**. In addition, promoting the employment and active involvement of staff and volunteers with disabilities can be a strong indicator that inclusion is not only external, but embedded in the organisation’s culture and everyday practice. This helps move beyond participation as “access to activities” towards shared ownership, leadership and decision-making.

■ **For example:** an organisation could reserve two seats for young people with disabilities on its youth advisory board, pair each new member with a peer mentor for the first few months, and rotate who chairs the meetings, so that leadership is genuinely shared rather than symbolic.

Prepare staff and volunteers

Staff and volunteers play a key role in making participation meaningful. Even well-designed activities can become excluding if, for example, facilitators are uncomfortable, unsure how to communicate or afraid of “doing the wrong thing.”

Basic preparation can make a big difference.

Teams should understand:

- the importance of accessible communication;
- how to ask about support needs respectfully;
- how to adapt activities when needed;
- how to create welcoming group dynamics;
- when to offer help and when to step back.

Practical tips for interacting respectfully with young people with disabilities

The following practical tips are inspired by the *No Barriers, No Borders* booklet developed by SALTO-YOUTH (2008).

- **Start from the assumption that the person is fully capable of participating.** Avoid making assumptions about someone’s abilities based on appearance, mobility aids or communication style.
- **Interact naturally.** Greet and speak to young people with disabilities in the same way you would interact with anyone else. If shaking hands is common in your culture, offer a handshake. If you are unsure, follow the other person’s lead.
- **Treat young people with disabilities according to their age.** Avoid infantilising language or overprotective behaviour. Young people with disabilities should be treated as peers, contributors and active participants.
- **Offer help only when needed.** It is always better to ask first rather than assume someone needs assistance. If support is requested, let the person explain what is most helpful.
- **Do not worry too much about saying the “perfect” thing.** Most people prefer respectful and natural interaction over overly cautious behaviour. Common expressions such as “See you later” or “Did you hear about this?” are generally not a problem.
- **If you are unsure about accessibility or communication preferences, ask respectfully.** Openness and willingness to learn are usually appreciated more than trying to avoid the conversation altogether.

According to the STEP Institute (2025), organisations can strengthen their capacity by:

- ✔ **Providing regular learning opportunities** on disability inclusion, accessibility, inclusive language and adaptive facilitation through workshops, webinars, case studies or online learning resources.
- ✔ **Encouraging peer learning and mentoring**, allowing staff and volunteers to discuss real-life challenges, share experiences and learn from colleagues with more experience in inclusive practice.
- ✔ **Using a train-the-trainer approach**, where one or more team members attend specialised training and then share their knowledge with the rest of the organisation. This helps build internal expertise and makes inclusion part of everyday practice.
- ✔ **Creating safe spaces for reflection**, where staff can openly discuss concerns, ask questions, reflect on their attitudes and behaviours, and learn from mistakes without fear of judgment.
- ✔ **Making internal training inclusive** by using a mix of visual, spoken, written and practical learning methods, sharing materials in advance, allowing time for breaks and reflection, and involving people with disabilities as trainers whenever possible.
- ✔ **Knowing where to find support**, including disability organisations, accessibility experts, interpreters and practical resources such as checklists, templates and guidance materials. Staff should feel comfortable seeking advice when they encounter unfamiliar situations.

Organisations do not need to have all the answers before starting inclusive work. In many cases, willingness to learn and adapt is more important than expertise.

Make accessibility part of planning

Accessibility should be considered from the very beginning of any activity, event or project. If accessibility is only considered at the last minute, organisations often discover barriers too late to address them properly.

Also, accessibility should be understood across the whole organisation and not be left to one or a few staff members. This includes management, communication teams, facilitators, volunteers and partners.

Moreover, it is important to remember that **accessibility is not only physical.**

Communication, timing, sensory environments, digital access and group dynamics also affect participation. A helpful question during planning is: “Who might be excluded from this activity and what can we do to prevent that?”

■ **For example:** when planning an open day, a team realises in advance that the venue is reachable only by stairs, that the registration form has no field for access needs, and that the programme has no breaks. Asking the question early allows the team to book an accessible room, add an “access needs” field and build in rest time before any of these become a real barrier on the day.

Build inclusion into everyday procedures

Inclusion works better when it is part of the organisation's regular way of working rather than something improvised for individual events.

Simple internal procedures can help organisations become more consistent. For example:

- including accessibility checks in event planning;
- asking about access needs in registration forms;
- preparing accessible communication templates;
- assigning clear responsibilities within the team;
- collecting participant feedback after activities.

● **For example:** a registration form could include a simple open question such as “Is there anything we can do to make it easier for you to take part?”, alongside tick-boxes for common needs (sign-language interpretation, easy-to-read materials, a quiet space, dietary requirements), so that support is arranged beforehand rather than improvised on the day.

When procedures are clear, staff and volunteers feel more confident and participants know what to expect.

Communicate clearly and accessibly

Communication is often the first point of contact between an organisation and a participant. **If information is unclear or inaccessible, participation may stop before it even begins.**

Good communication should be:

- clear and concise;
- easy to navigate;
- available in accessible formats when needed;
- shared early enough for participants to prepare;
- understandable for people with different communication needs.

Useful practices include:

- using plain language;
- avoiding unnecessary jargon;
- captioning videos;
- describing images when relevant;
- making documents easy to read and navigate;
- ensuring websites and forms are accessible.

For digital accessibility, the Web Content Accessibility Guidelines (WCAG 2.2) provide useful guidance on making online content more accessible and usable for people with a wide range of disabilities.

A few tips on the use of respectful and natural language

- **Avoid labels** that reduce someone to a diagnosis or impairment. In general, it is better to refer to **young people with disabilities** rather than defining someone only through their disability (for example, referring to someone only as “the disabled” or “the blind participant”). This helps keep the **focus on the person**.
- Avoid patronising or overly sentimental language.
- Use everyday language naturally.
- If unsure, ask the person how they prefer to be referred to.

This guidance is inspired by the No Barriers, No Borders booklet (SALTO-YOUTH, 2008).

Budget for inclusion

Accessibility should be included in project budgets from the beginning.

Organisations often underestimate the costs connected to inclusion or assume accessibility can be added later if needed. In practice, planning early is usually simpler and more effective.

Depending on the activity, costs may include accessible venues, interpretation or captioning, transport support, accessible accommodation, adapted materials, additional facilitation support, assistive technology.

■ **For example:** a three-day youth exchange budget might include a specific line for a sign-language interpreter, one for accessible transport between the station and the venue, and a small contingency for personal assistance so that no participant is told, after applying, that “there is no budget” for the support they need.

Including accessibility in budgets also sends an important message: **inclusion is considered a normal and necessary part of participation.**

Work with partners and communities

Organisations do not need to do everything alone. **Partnerships** with disability organisations, schools, municipalities, community groups and youth-led initiatives **can help improve outreach, credibility and practical knowledge.**

Partnerships are useful because they:

- widen the circle of young people you reach;
- help identify barriers early;
- better understand local needs;
- bring in expertise that the organisation may not have;
- strengthen trust;
- connect young people to broader civic opportunities.

Working with partners is especially valuable when the organisation is new to disability inclusion. Inclusive participation becomes stronger when it is supported by a wider community.

Keep learning and improving

Inclusion is not a one-time achievement but an ongoing process. **Organisations learn and improve by listening to feedback**, adapting their practices and reflecting on what works. For more detailed guidance, see Chapter 4 *Monitoring, continuous learning and improvement*.

Where to learn more

Organisations wishing to further strengthen their inclusion practices may find the following resources useful:

- **Diversity and Inclusion Guidelines**, developed by the European Youth Forum. This publication provides advice, examples and tools to help youth organisations become more inclusive and better reflect the diversity of the communities they serve. [Download the Diversity and Inclusion Guidelines \(PDF\) from the European Youth Forum website.](#)
- **Guidance Note for UN Country Teams: Meaningful Engagement with Young Persons with Disabilities**, developed by the United Nations Youth Office and partners. Although designed for UN Country Teams, the publication can help organisations engage young persons with disabilities throughout the planning, implementation, monitoring and evaluation of activities and programmes. [Download the Guidance Note for UN Country Teams: Meaningful Engagement with Young Persons with Disabilities \(PDF\) from the United Nations Youth Office website.](#)
- **No Barriers, No Borders**, developed by SALTO-YOUTH. This practical booklet includes guidance and checklists on how to interact with young people with different support needs and how to make activities more inclusive and accessible. [Access No Barriers, No Borders on the SALTO-YOUTH website.](#)

3. Methods and practices for inclusion in public life

3.1. Creating inclusive spaces for youth participation and leadership

Creating inclusive spaces for youth participation and leadership means much more than making a room physically accessible. Young people with disabilities need to feel welcome, respected, listened to and safe to engage. Simply put, **an inclusive space is one where young people can enter easily, but also one where they can** easily understand what is happening, **express themselves freely**, and feel that their contribution matters.

Too often, young people with disabilities face barriers that prevent them from taking part in public life. These barriers may be physical, such as inaccessible venues or transport; communication-related, such as complex language, inaccessible materials or lack of interpretation; digital, such as non-accessible online tools; attitudinal, such as stereotypes, low expectations or paternalistic behaviour; and emotional, such as feeling unwelcome, ignored or not taken seriously. In many cases, participation also fails because there are no real opportunities to influence decisions, only to attend activities.

The practical tips in this chapter respond directly to these barriers. When **physical access and emotional safety** go hand in hand, **young people with disabilities** are far more likely to **participate confidently and contribute on equal terms with others**.

Make spaces physically and sensorily accessible

Physical accessibility should be considered from the beginning of the planning process, not added later as a special adjustment.

Before selecting a venue or activity space, organisations should check

- whether entrances, meeting rooms and toilets are accessible;
- whether routes are clear and easy to navigate;
- whether elevators, ramps or accessible parking are available;
- whether seating arrangements allow wheelchair users and people with mobility aids to participate comfortably.

Accessibility also includes sensory considerations. Loud, crowded or overstimulating environments can create barriers for some participants.

Useful practices include:

- creating quiet corners or sensory-friendly spaces;
- allowing regular breaks;
- reducing unnecessary noise;
- avoiding flashing or overly bright lighting where possible;
- clearly marking obstacles or changes in floor level.

Simple adjustments can make spaces significantly more comfortable and welcoming for everyone.

In practice: The LAMPA Festival, Rose Festival and Live for All Manifesto in the Compendium all show how accessibility can be considered from the very beginning of the planning process rather than added later.

Make digital participation accessible

As already pointed out in the previous chapter, the [Web Content Accessibility Guidelines \(WCAG 2.2\)](#) provide useful guidance for making online participation more accessible. Whenever possible, offer more than one way to participate — for example, verbally, through chat, written feedback or visual activities.

In practice: Apeirons and MyVoice case studies in the Compendium show how accessible digital tools can support everyday choices, civic engagement and advocacy.

Create welcoming and emotionally safe environments

Inclusive spaces should encourage:

- respectful communication;
- patience and active listening;
- different ways of expressing ideas;
- equal opportunities to contribute;
- freedom to ask questions or request support.

Facilitators should pay attention to group dynamics and make sure no participant is ignored, interrupted or spoken for by others.

It is also important to **address discriminatory or patronising behaviour immediately**. Even small comments or attitudes can make participants feel excluded or uncomfortable.

Creating a welcoming environment does not require perfection. A **welcoming environment grows from everyday actions** that show respect, understanding and a readiness to adapt when needed.

In practice: The Compendium's examples show that young people are more likely to feel safe and respected when spaces are open, flexible and designed around real participation. Quartier Jeunes and the European Disability Forum Youth Committee are good examples of this approach.

Use flexible and inclusive facilitation methods

Young people participate in different ways. Some are comfortable speaking in large groups, while others prefer smaller discussions, visual activities or written contributions.

Inclusive facilitation means offering different ways to engage.

Helpful methods include:

- using visual agendas or simple schedules;
- combining verbal, written and visual instructions;
- working in pairs or small groups;
- allowing extra time for discussion or reflection;
- offering different ways to contribute ideas;
- rotating group roles and responsibilities.

Flexibility helps more young people participate confidently and reduces pressure on participants who may need more time or support. Facilitators should also be prepared to adapt activities if something is not working well for the group.

Facilitators may use a range of techniques, adapted as needed to the disabilities of the young people involved.

Facilitation methods that help everyone participate

Technique	When to use it
Visual agendas & cues	Post a picture-based schedule at the start (helps neurodiverse or shy youth follow the flow).
Breakout/pair-share	In large groups, break into pairs or small groups to allow quieter or new participants to share ideas.
Multi-modal instruction	Combine spoken, written, and visual instructions for activities (beneficial for different learning styles).
Flexible pacing	Allow extra time for tasks or questions. Use timers or signals for transitions to accommodate processing differences.
Choice of participation	Offer ways to contribute (talk, write, draw, vote, act) so young people can pick what works for them.
Role rotation and teamwork	Rotate roles (note-taker, presenter, facilitator) so everyone gains confidence. Pair youth with peer buddies or mentors for support.
Positive behaviour modelling	Model respectful, patient communication. Use “person-first” language: refer to “a young person with autism,” not “an autistic kid”.

A particularly useful tool is the [Salto Youth Beyond Limits Handbook](#), created to support youth workers, educators, facilitators, and organisations in designing and delivering inclusive non-formal education and outdoor-based activities. The handbook provides clear instructions, accessibility adaptations and examples of how to integrate inclusive digital tools into youth work.

In practice: The Compendium highlights that flexible facilitation works best when participation is designed into the activity itself. Baskin shows how rules can be structured so everyone has a meaningful role, while Embrace Experience shows the value of testing and improving activities together with participants.

Involve young people in leadership and decision-making

Young people with disabilities should have opportunities to shape decisions, influence priorities and take on leadership roles.

Organisations can support this by:

- creating youth advisory groups;
- involving young people in planning activities and events;
- inviting participants to co-facilitate sessions;
- supporting peer mentoring and peer leadership;
- including young people with disabilities in boards, committees or working groups.

Leadership opportunities should be accessible and supported, not only symbolic. Young people are more likely to remain engaged when they feel their voices genuinely influence what happens.

In practice: The Compendium repeatedly shows that leadership grows when young people are given real roles, not symbolic ones. The European Disability Forum Youth Committee, Anffas and MaGE are strong examples of youth-led representation and shared decision-making.

Support dignity, privacy and trust

Participants should feel able to express concerns, give feedback and ask for support without fear of embarrassment or judgment.

- **Respect and privacy:** Treat all participants as equal partners. Avoid talking about disability except when needed; focus on abilities and ideas.
- **Safe spaces:** Train staff to recognise and prevent bullying or exclusion. Explicitly state a code of conduct at events (zero tolerance for harassment). Ensure any physical assistance (e.g. helping someone stand or use a device) is offered respectfully and only with permission.
- **Informed consent:** Obtain consent for any personal assistance or capturing images. For example, if you document an event, ensure cameras/recorders do not invade privacy; get release forms for photos, with alternatives if someone declines.
- **Empowerment:** Centre the voice of youth with disabilities. In discussions, actively invite their ideas first. Reiterate confidentiality in group feedback to build trust.

In practice: The Compendium offers several useful examples for this point, especially Quartier Jeunes and the European Disability Forum Youth Committee, which show how participation spaces can be designed around equal treatment, flexibility and trust. LAMPA Festival and the Live for All Manifesto are also relevant because they show how public events can create respectful, non-discriminatory environments.

Use respectful and inclusive language

The words organisations use influence whether people feel respected and included. For communication tips, please see Chapter 2 *Preparing organisations to engage young people with disabilities*.

3.2. Accessible communication and awareness raising

Access to information is one of the basic conditions for participation in civic and democratic life. When information is hard to find, hard to understand or not available in the right format, young people with disabilities are left out before they even have the chance to take part.

Public consultations, youth councils, participatory budgeting processes, elections, community meetings and policy discussions often rely on complex language, unfamiliar procedures and unwritten rules. Organisations can play an important bridge-building role by:

- **Explaining** participation opportunities **in simple and practical terms**, focusing on what young people can influence and how they can get involved.
- **Breaking complex processes** into clear steps and timelines.
- **Providing examples** of successful participation so that young people can see how their contribution can lead to change.
- Offering **opportunities to practice participation** skills before engaging with institutions or public authorities.
- **Supporting** young people **to prepare questions, proposals or presentations** before meetings and consultations.
- **Following up afterwards** so participants understand what happened with their contributions and what the next steps are.

For organisations, the goal is simple: make sure young people can understand what is being offered, how to join in, what will happen, and how their voice can be used.

Start with the basics

When communicating participation opportunities, make sure young people can easily understand **what the activity is, why it matters, who can take part, what support is available** and **what happens next**. If these questions are answered clearly, more young people will be able to engage with confidence.

Keep messages short and direct. Avoid jargon, legal language, and long explanations that bury the main point. A young person should be able to understand the message quickly, without needing to decode it.

Explain participation processes clearly

Many young people are willing to engage, but not always sure how the process works. This is where organisations can make a real difference.

If you are inviting young people to a consultation, a youth council, a town-hall meeting, a public hearing or a participatory budgeting process, explain:

- what the process is for;
- what young people can influence;

- what is already decided and what is still open;
- how input will be used;
- who will make the final decisions;
- when feedback or results will be shared.

■ **For example:** a youth organisation taking part in a municipal participatory budgeting process could give participants a one-page note saying, in plain language: “The council has €50,000 for youth projects. You can propose ideas until 30 March; a youth jury shortlists them in April; the council votes in May; selected projects start in September.” This makes clear what is open, who decides and when results will come.

The Compendium recommends structured and permanent participation mechanisms, including youth advisory groups, youth-led hearings and other formal channels that ensure continuity, accountability and visible follow-up from decision-makers.

A useful rule is: **if the process is complicated, the explanation should become simpler, not longer.**

Explain how local decision-making works

Young people also need to understand how local decision-making systems work. Youth organisations can create materials that explain, in **accessible language**:

- how a municipality, city council or local authority works;
- who makes decisions on issues such as transport, schools, accessibility, youth services, housing or public space;
- what the different steps are in a decision-making process;
- when public consultations, hearings or council meetings happen;
- how citizens can submit questions, comments, petitions or proposals;
- what role youth councils, advisory groups, participatory budgeting or public consultations can play;
- which entry points are most realistic for young people with disabilities.

These **materials can be short and practical**, for example:

- one-page guides;
- visual flowcharts;
- “how to get involved” checklists;
- short videos with captions and easy-to-read subtitles;
- examples showing how a young person can move from identifying a local problem to raising it with decision-makers.

In practice: Quartier Jeunes and the European Disability Forum Youth Committee in the Compendium show how young people can be brought into public life through clear, flexible and structured participation spaces. Both examples make it easier for young people with disabilities to engage with decision-makers on equal terms.

Communicate to build awareness, not only attendance

Accessible communication is also a tool **for awareness raising**. It can help challenge stereotypes, show that young people with disabilities are part of public life, and make participation feel normal and visible.

Organisations can do this by:

- using images that reflect real diversity;
- sharing short stories from young participants;
- highlighting youth-led activities;
- showing how disability inclusion benefits the whole community;
- explaining why accessibility matters in everyday language.

In practice: The Compendium's Practice 8 on disability storytelling is a useful reminder that stories can challenge stereotypes, make disability rights more tangible and help young people see themselves reflected in public life. Additionally, LAMPA Festival and the Rose Festival show that public communication is not only about information, but also about making civic and cultural spaces visible, welcoming and inclusive.

Reduce the barrier between information and action

Accessible communication should lead to action, not just awareness. That means organisations should not only post information, but also make it easy for young people to respond. Good practice includes:

- simple registration;
- contact details that are easy to find;
- clear instructions on where to ask questions;
- the option to submit input in different ways;
- accessible forms and simple feedback channels.

In practice: The Compendium includes examples such as Apeirons, which combines rights advocacy with a practical digital accessibility map, and MyVoice, which makes public participation more concrete through petitions and digital tools that can support legislative and municipal engagement.

Work with young people, not just for them

Communication becomes much stronger when young people with disabilities help shape it.

Where possible, involve them in:

- drafting messages;
- testing materials;
- checking if explanations are easy to follow;
- creating social media content;
- translating complex ideas into everyday language;
- deciding what channels are most useful.

Where to learn more

Organisations wishing to further strengthen their work on accessible communication, civic participation and inclusive decision-making may find the following resources useful:

- **The ACT4DYS project website**, dedicated to addressing urban mobility challenges by improving awareness, accessibility and inclusion for young people, with a particular focus on those with disabilities. The website includes a rich collection of mini-games, case studies and training packages.
[Explore the ACT4DYS project website.](#)
- **How to Engage People with Disabilities in Participatory Budgeting**, developed by People Powered. This resource explains how participatory budgeting works and why it can be a powerful tool for increasing citizen participation in local decision-making.
[Read the How to Engage People with Disabilities in Participatory Budgeting fact sheet \(PDF\).](#)
[Access the online training on inclusive participatory budgeting by People Powered.](#)
- **What If...? Youth Participation Toolkit**, developed by People Powered. This practical workbook contains creative exercises that help young people explore social challenges, express their views and develop ideas for change.
[Download the What If...? Youth Participation Toolkit from the People Powered website.](#)
- **What If? Manual for Youth Participation Facilitators**, developed by People Powered. A companion guide for youth workers, educators and facilitators, offering practical methods for supporting young people to engage in co-design, problem-solving and community participation.
[Download the What If? Manual for Youth Participation Facilitators from the People Powered website.](#)
Note: The two publications above are currently available in Dutch. Organisations can use AI-powered translation tools such as DeepL to generate an English version.
- **Leave No One Behind. A Comic Guide for Youth with Disabilities in Citizenship and Political Participation**, developed by Sightsavers.
[Read the Leave No One Behind pdf](#)

3.3. Partnering for inclusive participation

Young people with disabilities are more likely to participate when inclusion is not left to one organisation alone. It works better when youth organisations, disability organisations, local authorities, schools, community groups and public services work together. In practice, this means **building relationships that help young people enter civic life, shape decisions and see that their voices are taken seriously.**

Below are a few examples of stakeholders organisations can partner with and the benefits of doing so.

A. Working with youth organisations and organisations of persons with disabilities (OPDs)

Community outreach and engagement

Partnerships with youth organisations and OPDs help reach young people who might otherwise remain invisible and bring lived experience into the process from the very beginning.

A good starting point is to **map who already knows and reaches young people with disabilities in your area.** This may include:

- youth organisations;
- organisations of persons with disabilities;
- women-led organisations;
- schools and universities;
- social workers and local services;
- community groups;
- cultural, sports and leisure organisations.

A simple community mapping exercise can help identify:

- where young people with disabilities already gather;
- which organisations they trust;
- what barriers keep them away from public life;
- which local actors can help open doors.

Once those links are clear, outreach becomes more targeted. Instead of waiting for young people to find them, organisations can actively invite them through the channels they already use and trust (United Nations Youth Office, 2023).

In practice: The Compendium's examples, such as Anffas and the MaGE programme, show how partnerships with organisations that are trusted by young people with disabilities can strengthen outreach and engagement. Through peer exchange, leadership opportunities and collective action, these initiatives help young people build confidence, develop their voice and participate more actively in their communities.

Advocacy partnerships

Partnerships with OPDs are also useful for advocacy purposes. When you join forces with OPDs, you can more effectively **push local authorities to implement inclusive policies** instead of leaving them on paper only.

This is where youth organisations can play a bridge role:

- bringing young people's experiences into policy discussions;
- connecting local officials with disability organisations;
- following up on commitments;
- making sure accessibility promises are actually delivered;
- turning broad policy goals into practical local steps.

A meaningful partnership between youth organisations or NGOs, in general, and OPDs can be a strong lever for change, especially when it is connected to local policy priorities and not only to a single project cycle. As a rule, if a policy affects young people with disabilities, they and the organisations that represent them should be part of the conversation from the very beginning.

In practice: The KEEP Driven project itself is a strong example of how a transnational partnership involving disability organisations, youth organisations, youth committees and other civil society stakeholders can connect practice, advocacy and policy dialogue across local, national and European levels.

Inclusive funding and project design

Organisations can invite disability rights leaders to help design projects, review funding calls or advise on priority areas beyond the traditional scope of 'disability issues'. This is especially useful when organisations are working on youth participation, urban development, emergency response, education, culture, climate action or community resilience.

This approach helps avoid a common mistake: assuming that disability expertise only matters in disability-specific projects. In reality, **young people with disabilities and the organisations that work with them can strengthen many different policy areas.**

Useful ideas include:

- involving disability leaders in grant panels;
- holding consultation sessions with disability organisations before funding priorities are set;
- creating open calls that explicitly welcome projects designed with young people with disabilities;
- offering workshop sessions for grantees led by facilitators with disabilities.

The result is usually better projects and better use of public or donor resources.

In practice: The Compendium's examples show that inclusion can reach far beyond "disability-only" spaces. Apeirons, MyVoice and Embrace Experience all show how disability expertise can strengthen wider civic, environmental and community processes, not just disability-specific ones.

B. Working with local public authorities

Local authorities control many of the spaces, procedures and services that shape participation. When they are involved early, accessibility and inclusion become easier to build into everyday practice.

Useful ways to do this include:

- training public administration staff on disability inclusion and accessible participation;
- helping officials adapt consultation formats and communication;
- creating joint events with municipalities or local councils;
- pairing local councillors with youth with disabilities in fellowship or shadowing arrangements;
- supporting youth-friendly guidance for local participation processes.

The Council of Europe's Advisory Council on Youth is a useful example of how structured cooperation can work in practice. It is a non-governmental partner in the Council of Europe's co-management structure that helps shape the standards, work priorities, recommendations and budgets of the youth sector. (Council of Europe, n.d.).

That kind of model can inspire local practice too. Municipalities can create youth advisory boards, disability-inclusive youth councils or regular consultation spaces **where young people with disabilities** are not only heard, but **can influence what happens next** (Council of Europe, n.d.).

In practice: Two relevant examples in the Compendium are **Quartier Jeunes** and the **European Disability Forum Youth Committee**. Quartier Jeunes shows how cooperation between youth services and public institutions can create welcoming spaces where young people access support, information and opportunities to engage in community life. The EDF Youth Committee demonstrates the value of structured dialogue between young people with disabilities and decision-makers, ensuring that their perspectives inform policies and priorities. Both examples highlight the importance of creating **formal channels through which institutions can listen to and act on young people's experiences**.

Sometimes the fastest way to improve participation is to work together with both OPDs and public institutions. A very practical example could be an **accessibility audit carried out jointly by an NGO, an OPD and local authority staff**. This can be done for youth centres, municipal buildings, health facilities, community spaces, event venues, sports facilities, schools and training centres.

When public officials take part in the audit themselves, accessibility becomes concrete. It is something they can see, test and fix. After the audit, the group can develop a short list of priorities with deadlines and responsibilities. That makes the process more useful and more credible.

The table below summarizes the benefits of partnering with the stakeholders discussed above, while also presenting other actors that can support the participation of young people with disabilities, along with examples of cooperation in practice.

Stakeholders, benefits and examples of cooperation for inclusive participation

Stakeholder category	Main benefits of cooperation	Examples of cooperation or initiatives
Schools, universities and vocational education providers	Easier outreach to young people with disabilities; opportunities for inclusive learning, volunteering, and civic education activities	Organising an inclusive volunteering fair at school or university; running civic education workshops with accessible formats; setting up a student-led advocacy group with disability support services
Local public authorities	Support for inclusive youth policies, access to public spaces and funding opportunities, stronger representation of youth voices in local decision-making	Creating an accessible youth council or advisory board; co-organising participatory budgeting sessions for young people; holding municipal consultation meetings in accessible venues with sign language or captioning
Organisations of persons with disabilities (OPDs) and other disability-focused NGOs	Expertise on accessibility and inclusion; better understanding of the needs and rights of young people with disabilities; co-creation of activities	Co-designing an inclusive youth consultation; inviting OPD staff to train youth workers on accessibility; jointly running an awareness campaign or peer-support group
Youth councils and youth-led organisations	Greater participation of young people with disabilities in democratic processes and peer-led initiatives	Reserving seats for young people with disabilities in youth councils; running joint leadership camps or debate clubs; mentoring young people with disabilities to take on youth representative roles
Community centres and cultural institutions	Access to inclusive social, cultural, and recreational activities that encourage participation and visibility	Co-hosting inclusive film screenings, exhibitions, or open days; running art, music, or storytelling workshops with accessibility adaptations; offering free or supported community membership for youth with disabilities

Stakeholder category	Main benefits of cooperation	Examples of cooperation or initiatives
Sports and outdoor organisations	Promotion of teamwork, confidence, wellbeing and social inclusion through adapted physical and outdoor activities	Organising adapted hiking, canoeing or sports days; partnering with inclusive sports clubs; running mixed-ability team-building camps with trained facilitators
Private sector companies	Development of employability skills, internships, mentoring opportunities and corporate social responsibility (CSR) initiatives	Setting up inclusive internship or shadowing programmes; co-organising mentoring days with employees; running CSR-supported civic engagement or digital skills workshops
Media and communication organisations	Raising awareness, challenging stereotypes and increasing the visibility of young people with disabilities in civic life	Producing a podcast or video series with young people with disabilities; running a youth media lab on inclusive storytelling; partnering on a campaign featuring young disability activists
Health and social service providers	Better support for participation barriers related to wellbeing, mobility or social inclusion	Co-designing referral pathways so young people can access youth activities; inviting therapists or social workers to advise on accessibility needs; organising information sessions for families and carers
Technology and digital inclusion organisations	Access to assistive technologies and digital tools that make participation more accessible	Piloting accessible event platforms; running workshops on assistive tech and digital participation tools; partnering on accessible online civic consultations or e-voting simulations
International organisations and EU networks	Exchange of good practices, access to international projects and funding, stronger advocacy at European level	Joining transnational youth disability inclusion projects; taking part in international youth forums; adapting tested tools from other countries for local civic activities
Families and caregivers	Stronger trust, improved communication and better understanding of individual support needs	Organising family information sessions about civic engagement opportunities; creating parent-caregiver advisory groups; running transport or accompaniment

How to keep partnerships active

No matter which stakeholders you work with, **meaningful inclusion depends on long-term cooperation, trust and regular communication**. In other words, partnerships become most effective when they move beyond one-off activities and develop into ongoing collaboration. That means:

- checking in regularly with partners;
- sharing what changed after a consultation or activity;
- keeping young people informed;
- reviewing what worked and what did not;
- making sure the partnership has a concrete purpose.

When institutions, communities and civil society organisations work together over time, inclusion becomes more stable and less dependent on individual goodwill.

Where to learn more

Partnering for Disability Inclusion, a resource developed by Inclusive Futures, offers practical lessons on how local authorities, NGOs and OPDs can work together effectively, drawing on examples from several country projects.

[Download Partnering for Disability Inclusion \(PDF\) from the Inclusive Futures website.](#)

3.4. Cross-border networking and mobility

Cross-border networking and mobility can open important opportunities for young people with disabilities. International exchanges, study visits, volunteering programmes, youth events can help young people build confidence, develop new skills, meet peers from different countries and feel more connected to public life beyond their local community.

For many young people, mobility is also a first experience of independence, self-advocacy and intercultural participation. It can strengthen leadership, communication and teamwork skills, while also helping young people become more visible in international youth spaces.

International mobility is not automatically inclusive. Poor preparation, inaccessible travel arrangements, unclear support systems or weak partnerships can quickly turn a positive experience into a stressful or exclusionary one. This is why organisations need to approach mobility as both an opportunity and a responsibility.

Put young people at the centre of the experience

A good mobility project starts with the young people themselves, not with a ready-made programme or destination. Organisations should first understand:

- what young people want to gain from the experience;
- what motivates them to participate;
- what concerns they may have;
- what support or accommodations they need;
- what could make participation difficult.

Some young people may be travelling abroad for the first time. Others may rely on daily support systems, medication, assistive devices or structured routines at home. Taking time to discuss these realities early helps organisations prepare more responsibly and helps young people feel safer and more confident.

Young people with disabilities should also be involved in shaping the activity itself wherever possible. This can include discussing schedules, accommodation, communication methods, group activities or accessibility needs before the exchange begins.

Build trust and confidence before departure

Preparation matters just as much as the exchange itself. International mobility can feel exciting, but also intimidating, especially when participants are entering an unfamiliar environment or meeting a group for the first time.

Organisations can help build trust by:

- organising online or in-person preparatory meetings;
- allowing participants to get to know each other gradually;
- sharing practical information early;
- discussing expectations openly;
- creating space for questions and concerns.

■ **For example:** before a first international exchange, the organisers could hold two short online meetings where participants meet the group, see photos of the accommodation and the travel route, and ask questions, so that nobody arrives without knowing what to expect.

Confidence usually grows step by step. **Young people are more likely to participate actively when they know what to expect and feel that their needs will be taken seriously.**

It is also important to avoid creating pressure. Some young people may need more time to decide whether they feel ready to travel or participate internationally. Respecting that process is part of inclusive youth work.

Prepare mixed-ability groups thoughtfully

In mixed-ability groups, peer support can become one of the strongest parts of the experience. However, some participants may have little previous contact with persons with disabilities and may feel unsure about **how to interact or offer support respectfully.**

Organisations can help by:

- encouraging open and respectful communication;
- discussing support needs and boundaries in advance;
- focusing on shared interests and experiences;
- avoiding overprotective attitudes;
- making sure nobody is treated only as “the person who needs help.”

The goal is to **create an environment where support feels natural, mutual and respectful**. Young people should feel that they are participating as equals, each bringing something valuable to the group.

Choose partners carefully

Strong partnerships are essential for successful international mobility projects. Partner organisations should share similar values around inclusion, accessibility and participation.

Before confirming a partnership, it is useful to discuss:

- accessibility standards;
- accommodation arrangements;
- emergency procedures;
- communication methods;
- support responsibilities;
- budget expectations;
- safeguarding procedures.

Clear communication between partners reduces misunderstandings and helps avoid last-minute accessibility problems.

Organisations should also avoid assuming that accessibility standards are the same in every country. **What is considered accessible in one context may not be accessible in another.** For example, a venue that meets accessibility expectations in one country may still present barriers in another due to differences in infrastructure, services or local standards. Asking detailed questions early is always better than discovering barriers upon arrival.

Plan travel and accessibility in detail

Travel is often **the most challenging part of international mobility**.

Organisations should make sure to:

- check transport accessibility in advance;
- plan realistic travel schedules with enough breaks;
- prepare emergency contact information;
- discuss medication and health-related needs confidentially and respectfully;
- confirm accommodation accessibility directly with the venue;
- prepare backup solutions if something goes wrong.

It is also important to budget for accessibility from the beginning. Accessibility costs are part of what makes participation possible.

Depending on the activity, organisations may need to budget for:

- accessible transport;
- interpreters or captioning;
- personal assistants;
- adapted accommodation;
- assistive equipment;
- insurance or medical support.

● **For example:** for a participant who uses a powered wheelchair, planning in detail might mean confirming step-free access at both the departure and arrival stations, booking assistance for each train, checking that the accommodation bathroom is genuinely accessible (not only advertised as such), and identifying a local repair service in case of a breakdown.

Organisations planning international activities for mixed-ability groups may also find the *No Barriers, No Borders* handbook by SALTO-YOUTH (2008) especially useful for practical tips related to travel arrangements, accessibility and group preparation.

Keep accessibility active during the exchange

Accessibility does not stop once the group arrives. Organisations should continue checking whether participants are comfortable, included and able to participate fully throughout the activity.

Useful practices include:

- keeping schedules clear and predictable;
- allowing regular breaks;
- checking energy levels and fatigue;
- adapting activities when necessary;
- making sure support arrangements continue working smoothly;
- creating quiet spaces where participants can rest if needed.

Flexibility is important. Even well-prepared projects may need adjustments during the exchange itself.

Manage risks responsibly

Inclusive mobility should not ignore risks, but it should not exaggerate them either. The goal is not to make projects overly restrictive, but to prepare responsibly so that young people can participate safely and confidently.

Organisations should think in advance about:

- health emergencies;
- travel disruptions;
- lost medication or equipment;
- communication difficulties;
- safeguarding concerns;
- emotional wellbeing and stress.

It is helpful to develop a simple crisis or contingency plan and make sure staff and partners know what to do if problems arise.

At the same time, organisations should avoid becoming overly risk-averse. Young people with disabilities should not be excluded from mobility opportunities simply because participation requires more preparation.

Make the experience last beyond the exchange

A successful mobility experience should not end when participants return home. Young people often come back with new ideas, new confidence and new connections that can continue shaping their participation locally.

Organisations can build on this by:

- organising reflection sessions after the exchange;
- encouraging participants to share their experiences;
- involving participants in future projects or mentoring;
- connecting international experiences to local advocacy or youth participation activities;

In practice: The Compendium's examples show that international cooperation can strengthen participation in many different ways. The KEEP Driven project itself demonstrates how partnerships between youth organisations and disability organisations across countries can support exchange, peer learning and advocacy at European level. The European Disability Forum Youth Committee shows how young people with disabilities from across Europe can engage in advocacy, dialogue and representation at the European level. **The International Mobility with Disabilities project demonstrates how international cooperation can make mobility more accessible through practical tools, peer support, accessible information and shared good practices.** The project's inclusivemobility.eu platform is a particularly useful example of how organisations and institutions can support young people with disabilities in preparing for and participating in international mobility opportunities.

Where to learn more

Organisations interested in developing more inclusive international mobility projects may find the following resources useful:

- **Mobility with Disabilities**, developed by the International Mobility with Disabilities (IMD) project. The platform provides practical tools, guidance and peer experiences to support inclusive international mobility for young people with disabilities and the organisations that work with them. It also includes a free online course designed to help organisations plan and implement more inclusive mobility activities.

[Access the Mobility with Disabilities platform and online course.](#)

- **Accessible Travelling**, published by the European Youth Portal. This youth-friendly resource offers practical information and travel tips for young people with disabilities who participate in activities abroad.

[Read the Accessible Travelling guide on the European Youth Portal.](#)

- **AccessibleEU**, the European Commission's resource centre on accessibility. The platform brings together guidance, resources and examples of accessibility practices from across Europe, including in the area of international mobility.

[Explore accessibility resources on the AccessibleEU website.](#)

3.5. Participation in large-scale events, sports and tourism

Participation in public life does not happen only in formal meetings, consultations or institutions. It also happens in festivals, sports clubs, community events, youth camps, tourism activities and everyday social life. These are the places where young people build confidence, friendships, visibility and a sense of community.

When young people are repeatedly excluded from shared public experiences, exclusion from wider civic and democratic participation often follows. By contrast, **when young people with disabilities are visible and actively involved in public life, communities become more open, diverse and participatory.**

Design public events for inclusion

Large public events can either strengthen inclusion or reinforce exclusion very quickly. As emphasised several times throughout these guidelines, accessibility works best when it is planned early. Many recommendations on physical and sensory accessibility have already been shared in the chapter on creating inclusive spaces for youth participation and leadership.

When planning large events, organisations should consider the following in particular:

- accessible venues and routes;
- transport and parking options;
- accessible toilets;
- clear signage and information;
- seating arrangements;
- lighting and sound levels;
- interpretation or captioning when needed;
- quiet or low-stimulation spaces;
- food accessibility and allergy information;
- accessible registration systems;
- staff and volunteer preparation.

Communication before the event matters just as much as the event itself. Young people should know in advance:

- what accessibility measures exist;
- how to request accommodations;
- what the venue looks like;
- whether support persons can attend;
- who to contact if questions arise.

■ **For example:** a festival could publish a short accessibility page a few weeks in advance, listing the step-free entrances, the location of the quiet room and accessible toilets, the times when sign-language interpretation is available, and a phone number and email for accommodation requests.

Providing this information early reduces stress and allows participants to prepare with confidence.

As highlighted by the **Americans with Disabilities Act National Network** in its guidance on accessible events, larger public activities benefit greatly from having a dedicated accessibility coordinator responsible for overseeing inclusion and accessibility throughout the entire process - from planning and registration to implementation and follow-up. This role becomes especially important when events involve multiple venues, partners, activities or large participant groups.

Organisations may also consider **creating a small advisory group** involving people with different disabilities and accessibility experiences, and **including experts who have design experience** since access issues often have an architectural component.

Where to learn more

Organisations looking for more detailed guidance on inclusive event planning may find the following resources useful:

- **Planning Guide for Making Temporary Events Accessible to People with Disabilities**, developed by the ADA National Network. This is a comprehensive, step-by-step guide, covering areas such as venue accessibility, communication, signage, emergency planning, accommodation requests and participant support.
[Read the full guide on the ADA National Network website](#)
- **Organising Cultural Events for All**, developed by the European Association of Service Providers for Persons with Disabilities (EASPD). The booklet was developed within the Revelland project, a joint initiative of artists, directors and event organisers working to make performing arts accessible to everyone.
[Download the booklet \(PDF\) from the EASPD website](#)
- **Engaging with Disabled People: An Event Planning Guide**, developed by the Equality and Human Rights Commission. It includes useful event planning recommendations, participation tips and a facilitator's guide aimed at helping organisations create more inclusive consultations and public events.
[Download the event planning guide \(PDF\) from the Equality and Human Rights Commission website](#)

Use sport to foster participation and belonging

Sports can strengthen self-confidence, teamwork, resilience and social participation. They can also help young people become more visible and active within their communities.

However, many young people with disabilities still face barriers such as:

- inaccessible facilities;
- lack of adapted equipment;
- overprotective attitudes;
- low expectations;
- competitive environments that exclude different abilities;
- lack of trained facilitators or coaches.

Organisations do not need to become disability sports specialists to make activities more inclusive.

Useful approaches include:

- adapting activities rather than excluding participants;
- offering different levels of participation;
- focusing on teamwork and enjoyment instead of only performance;
- allowing breaks and flexible pacing;
- using peer support;
- asking participants directly what helps them participate comfortably.

One important note is that inclusive leisure activities should not isolate young people with disabilities into separate groups whenever mainstream participation is possible. Shared experiences are important because they help break stereotypes and create more natural relationships between young people with and without disabilities.

A useful practical framework is the **STEP Model for Inclusion** promoted by ICOACHKIDS (www.icoachkids.org), an **international initiative promoting positive and inclusive sport experiences for all young people**. The STEP model encourages organisations and coaches to adapt:

- **Space** – adjusting the playing area or environment to different needs;
- **Task** – modifying rules, goals or time limits;
- **Equipment** – using adapted or alternative equipment when needed;
- **People** – considering group dynamics, communication styles and different comfort levels.

● **For example:** in a mixed-ability volleyball session, a facilitator using the STEP model might lower the net and let the ball bounce once (Task), use a lighter, brighter ball (Equipment), play in smaller teams on a shorter court (Space) and pair less confident players with peers (People), so that everyone stays in the game.

ICOACHKIDS also provides free online training courses and practical resources to help coaches, facilitators and youth workers build the confidence and skills needed to support inclusive participation in sports activities.

At the same time, organisations should remember that inclusive sports participation is not only the responsibility of one coach or one organisation. As highlighted by MyNextPlay.org (www.mynextplay.org), **increasing access and equity in youth sports requires cooperation** between schools, local governments, youth organisations, sports clubs, parents and community actors.

One useful local approach is the creation of youth sports councils or community working groups that bring together these different stakeholders to:

- assess participation barriers;
- improve access to sports facilities and programmes;
- coordinate local initiatives;
- set inclusion goals for youth participation;
- develop more inclusive sports policies and community activities.

This kind of cooperation helps make inclusion more sustainable and community-based rather than dependent on isolated projects or individual goodwill.

Support accessible tourism experiences

Tourism and community outings are often overlooked as tools for participation, yet they can play an important role in strengthening independence, confidence and social inclusion. Some recommendations have already been presented in the chapter on cross-border networking and mobility, albeit from a different perspective. Organisations involved in designing and delivering accessible tourism activities for young people with disabilities should pay particular attention to:

- accessible information before travelling;
- realistic schedules;
- support during transport;
- accessible group activities;
- opportunities to participate socially, not only observe;
- flexibility when plans change.

Organisations should avoid assuming that accessible tourism is too difficult or too expensive. Many barriers come from lack of planning rather than from the activity itself.

Useful practices include:

- checking accessibility directly with venues instead of relying only on websites;
- preparing participants in advance;
- identifying possible stress points during travel;
- planning rest time and breaks;
- ensuring participants know who to ask for help;
- involving young people in planning the experience.

■ **For example:** before a group city trip, organisers could send an easy-to-read itinerary with photos, mark the accessible toilets and rest points on a simple map, agree a meeting

point in case someone gets separated from the group, and let participants choose one activity themselves — turning the outing into shared planning rather than a fixed tour. Tourism activities can also strengthen participation in public life by helping young people become more confident navigating unfamiliar environments, public services and community spaces.

Where to learn more

Organisations looking for more practical inspiration on accessible tourism may find the following resources particularly useful:

- **Leading Examples of Smart Tourism Practices in Europe** developed through the 2025 European Capital of Smart Tourism competition includes a wide range of practical examples and accessibility approaches from European cities. It covers tourism accessibility, inclusive visitor experiences, public spaces and mobility solutions in a very practice-oriented way.
[Download the Leading Examples of Smart Tourism Practices in Europe report \(PDF\) from the European Capital of Smart Tourism website.](#)
- Veroniek Maat's book *All Aboard – Driving the Transition to Accessible Tourism* is a particularly pragmatic and comprehensive resource for organisations, municipalities and tourism providers interested in making tourism experiences inclusive.
[Access All Aboard – Driving the Transition to Accessible Tourism through the European Network for Accessible Tourism \(ENAT\) website.](#)
- Many additional tools, reports and examples can also be found in the **European Network for Accessible Tourism (ENAT) Library**, which gathers resources on inclusive tourism, accessibility standards and good practices from across Europe.
[Browse the ENAT Library on the European Network for Accessible Tourism website.](#)

Use culture to challenge stereotypes

Public cultural events and awareness campaigns can make disability inclusion more visible in everyday community life.

In other words, representation matters. **Young people with disabilities** should not only attend events — they **should also be visible as organisers, speakers, artists, performers, volunteers, facilitators and decision-makers.**

Organisations can support this by:

- involving young people with disabilities in event planning;
- creating opportunities for self-expression and storytelling;
- using inclusive imagery and communication;
- highlighting diverse experiences and talents;
- avoiding tokenistic representation.

Public visibility can help shift attitudes. When communities regularly see young people with disabilities actively participating in sports, leisure, tourism and cultural life, inclusion becomes normal, familiar and expected.

Work with local communities and service providers

Partnerships with municipalities, cultural venues, tourism providers, sports clubs, transport operators and community organisations can significantly improve accessibility and outreach.

Useful collaboration can include:

- joint accessibility reviews of public spaces;
- shared training for staff and volunteers;
- co-organised inclusive events;
- community awareness campaigns;
- shared transport or equipment solutions.

Inclusion becomes more sustainable when it is embedded across the wider community and not dependent on a single project or organisation.

In practice: Examples found in the Compendium show how accessible public life can be created through different types of shared experiences and community participation.

The LAMPA Festival demonstrates how large-scale public events can integrate accessibility into mainstream cultural life rather than treating it as a separate activity. Live for All similarly shows how concerts can become more accessible through practical measures and inclusive planning.

The Embrace Experience project highlights how tourism and public spaces can be co-designed and tested with people with different accessibility needs, helping create more inclusive experiences while also increasing visibility and awareness within local communities.

Together, these examples show that sports, leisure, tourism and cultural participation are not “extra” activities. They are important opportunities for young people to build confidence, social connections, visibility and active participation in community life.

4. Monitoring, learning and continual improvement

This chapter is not about creating heavy reporting systems. It is about asking a few clear questions, listening carefully and making small but real improvements. The aim is simple: to understand whether young people with disabilities are not only present, but genuinely participating, influencing and feeling welcome.

A useful principle is this: **monitor what matters, not everything that can be measured.**

Start with the questions that matter

Before choosing any tools, organisations should agree on the basic questions they want to answer. For example:

- Who took part?
- Who was missing?
- Did people feel welcome and respected?
- Did young people with disabilities influence what happened?
- What barriers remained?
- What changed because of the activity?
- What should we do differently next time?

These questions keep the focus on participation, not paperwork.

It is also helpful to look at both **process** and **results**. A youth activity may be well attended, but still not inclusive if young people with disabilities could not speak freely, shape decisions, or stay involved over time.

Look at more than numbers

Numbers can be useful, but they do not tell the whole story. Counting participants is only the first step.

Useful things to monitor include:

- whether youth with disabilities took part from the beginning or were invited late;
- whether they had access to the information, space and support they needed;
- whether their views were listened to;
- whether decisions changed because of their input;
- whether they stayed involved afterwards;
- whether the organisation improved over time.

These kinds of questions help organisations see whether participation is meaningful or merely formal.

Make learning a regular habit

Monitoring works best when it is built into the normal rhythm of the organisation.

A simple learning cycle can look like this:

1. plan the activity;
2. check accessibility and participation arrangements;
3. ask for feedback during and after the activity;
4. reflect as a team;
5. decide what to change next time;
6. share what was learned.

This does not need to be complicated. Even a short debrief after each event can reveal important lessons.

The Compendium itself is a good reminder of this approach: it was built through a participatory process that included a transnational survey, study visits, an online dialogue and refinement through shared discussion. That process shows how listening and learning can be part of the method from the beginning, not only at the end.

Make feedback easy to give

If feedback is hard to give, it will be incomplete.

Young people should be able to share their views in different ways (UNICEF, n.d.).

Examples include:

- a short conversation;
- an anonymous form;
- an easy-read questionnaire;
- a voice note or video;
- a group reflection;
- a peer interview;
- a visual scale or simple ranking exercise.

■ **For example:** at the end of a workshop, participants could be offered three ways to give feedback at once: a quick “smiley” scale on a flip chart, an anonymous online form left open for a week, and a five-minute group conversation, so that those who prefer not to speak in front of others can still be heard.

Different young people prefer different formats, and some will feel more comfortable speaking privately than in a group. Offering more than one option makes feedback more inclusive.

It is also important to ask about experience in a way that feels concrete. Instead of asking only “Did you like the activity?”, organisations can ask:

- What helped you take part?
- What made participation challenging?
- Did you feel listened to?
- Did you feel able to contribute?

These questions are usually more useful than general satisfaction scores.

Include young people with disabilities in evaluation

Young people with disabilities should not only be participants in activities; they should also help evaluate them. This approach is often referred to as participatory evaluation and is increasingly recognised as a way to improve the relevance, quality and credibility of programmes because the people most affected by an activity help assess its results (Better Evaluation, n.d.).

This can happen through:

- youth advisory groups;
- peer feedback sessions;
- co-evaluation meetings;
- participant-led reflection;
- youth representatives helping interpret results.

Some organisations go a step further and involve young people in designing evaluation questions, collecting feedback or analysing results. Resources such as UNICEF Indonesia’s CPE Circles Toolkit show how young people can become active contributors to learning processes rather than simply respondents (UNICEF Indonesia, 2025).

When young people help review what worked and what did not, the learning becomes more honest and more useful. It also helps organisations notice things they might otherwise miss.

Where possible, involve young people in choosing the indicators too. If they help define what success looks like, the monitoring becomes more relevant and more credible.

Pay attention to what changed

One of the most useful questions in any monitoring process is: *What changed because of this activity?*

Change may be small at first:

- a venue became easier to use;
- a participant felt confident enough to speak;
- a group changed how it communicated;
- a local authority agreed to adapt a process;
- a young person with disabilities took on a leadership role for the first time.

These changes matter. They show whether participation is growing, not just repeating itself.

Organisations should also ask whether change is lasting. One successful event is valuable, but a pattern of improvement is even better.

Turn learning into action

Feedback is only useful if it leads to action. After collecting information, organisations should:

- identify 1–3 improvements they can realistically make;
- assign responsibility for each change;
- set a deadline;
- check whether the change was made;
- tell participants what was decided.

This final step is very important. Young people are more likely to keep engaging when they see that their feedback was not ignored.

A short “what we heard / what we changed” note can be enough. It shows respect and helps build trust.

Make reports simple

Monitoring does not need to generate long reports. A short internal note can be more useful than a polished document nobody reads.

Useful documentation might include:

- a one-page reflection after an event;
- a short learning log;
- a simple checklist;
- a record of barriers and solutions;
- a list of improvements for the next activity.

The key is to keep a clear record of what was learned, so the organisation does not start from zero every time.

Use monitoring to strengthen partnerships

Monitoring is also useful for external relationships. When organisations work with local authorities, schools, disability organisations or community partners, learning should be shared with them too.

This can help:

- clarify what worked well;
- identify common barriers;
- improve joint activities;
- support advocacy for better local practice;
- strengthen trust between partners.

When partners learn together, inclusion becomes more consistent across different settings.

Keep the process realistic

Some organisations worry that monitoring will take too much time. It does not have to.

A good approach is to start small:

- one clear goal;
- a few simple indicators;
- one feedback moment during the activity;
- one reflection after the activity;
- one change to make next time.

That is already enough to build a stronger learning culture.

The point is not to monitor everything. The point is to learn enough to improve.

In practice: The Compendium gives a useful example of what this looks like in real life. Embrace Experience shows how activities can be developed, tested and improved through concrete feedback from mixed groups in real contexts. That kind of continuous adjustment is exactly what this chapter is about: learning from experience and using it to make participation more inclusive next time.

The Compendium's own development process also reflects this logic, because it was built through survey work, study visits, dialogue and collective refinement. In other words, it treated learning as part of the inclusion process itself, not as a separate final step.

Where to learn more

Organisations that want to strengthen monitoring and learning may find the following resources especially useful:

- **UNICEF’s Disability-Inclusive Humanitarian Action Toolkit** is a practical set of guidance, checklists and training modules designed to help organisations plan, implement and monitor responses that address the needs and priorities of youth with disabilities.
[Access the Disability-Inclusive Humanitarian Action Toolkit on the UNICEF website.](#)
- **UNICEF Indonesia’s Country Programme Evaluation (CPE) Circles Toolkit** focuses on strengthening meaningful youth participation in evaluations. It aims to involve young people as knowledge producers, support intergenerational dialogue and inform more effective programming.
[Access the CPE Circles Toolkit on the UNICEF Indonesia website.](#)
- **BetterEvaluation’s Participatory Evaluation Guide** is a practical overview of how stakeholders can be involved in evaluation at different stages, including design, data collection, analysis, reporting and management.
[Read the Participatory Evaluation Guide on the BetterEvaluation website.](#)
- **BetterEvaluation’s “A toolkit for monitoring and evaluating children’s participation”** provides practical guidance, a 10-step participatory monitoring and evaluation process, and 25 indicators to map how participation is institutionalised, as well as tools for assessing scope, quality and outcomes. This is one of the most practical resources for organisations that want a structured but usable approach.
[Download the toolkit from the Save the Children Resource Centre.](#)
- **Save the Children’s “A framework for monitoring and evaluating children’s participation”** is useful for organisations that want to assess both the participatory environment and the impact of participation across the project cycle.
[Download the framework from the Save the Children Resource Centre.](#)
- **UNICEF’s “Disability-inclusive evaluations in UNICEF: Guideline for achieving UNDIS standards”** offers tailored considerations and good practices for disability-inclusive evaluations. It is useful for organisations that want to make sure evaluation itself is inclusive, not only the activities being evaluated.
[Access the guideline on the UNICEF website.](#)

5. Conclusions

Meaningful participation of young people with disabilities is not something that happens automatically. It is **built through everyday choices**: planning with inclusion in mind, creating welcoming environments, listening carefully and ensuring that young people have genuine opportunities to influence decisions that affect them. For organisations, the challenge is not only to open the door, but also to create the conditions for young people to step through it with confidence, knowing that their contribution matters.

Several key lessons emerge from these guidelines.

- **Accessibility is most effective when it is considered from the very beginning** rather than added later as a response to barriers. Participation becomes meaningful when young people are not only present, but are able to shape activities, contribute ideas and take on responsibilities. Inclusion is strongest when young people with disabilities can participate alongside their peers in shared spaces and experiences, with the flexibility and support needed to make this possible.
- **Another important lesson is the value of lived experience.** Young people with disabilities bring knowledge, perspectives and solutions that no policy, training or handbook can fully replace. When organisations take the time to listen and learn from those experiences, participation becomes more relevant, more responsive and more effective.
- **Accessibility alone is not enough.** Respect, trust and positive expectations are equally important. Young people are more likely to engage when they feel welcomed, heard and valued for who they are and what they contribute.
- **Meaningful participation is rarely achieved by one organisation acting alone.** Partnerships with disability organisations, schools, municipalities, community groups and young leaders themselves can strengthen outreach, improve accessibility and create lasting opportunities for engagement. These partnerships help build pathways into civic and democratic life that extend beyond a single project, consultation or event.
- **There is no perfect formula for inclusion.** Young people with disabilities have different experiences, strengths, interests and support needs. What works well in one context may need to be adapted in another. Meaningful participation therefore requires flexibility, openness and a willingness to keep learning.
- **Participation should not end when an activity finishes.** Young people deserve to know what happened with their ideas, what decisions were taken and what changes resulted from their involvement. Follow-up demonstrates respect for their contribution and helps build the trust that encourages long-term engagement.

These guidelines have shown that meaningful participation is not a destination but an ongoing process. There will always be opportunities to improve, barriers to remove and new voices to include. What matters most is a commitment to continue learning, adapting and moving forward. When organisations embrace that mindset, they help create communities where young people with disabilities are not only included, but recognised

as active citizens, partners and leaders whose perspectives enrich public life for everyone.

List of references

1. **ADA National Network.** (2015). *A planning guide for making temporary events accessible to people with disabilities.* <https://adata.org/guide/planning-guide-making-temporary-events-accessible-people-disabilities>
2. **AccessibleEU.** (n.d.). *AccessibleEU.* <https://accessible-eu-centre.ec.europa.eu/>
3. **Better Evaluation.** (n.d.). *Participatory evaluation.* <https://www.betterevaluation.org/methods-approaches/approaches/participatory-evaluation>
4. **Committee on the Rights of Persons with Disabilities.** (2018). *General comment No. 7 (2018) on the participation of persons with disabilities, including children with disabilities, through their representative organizations, in the implementation and monitoring of the Convention (CRPD/C/GC/7).* United Nations.
5. **Committee on the Rights of the Child.** (2009). *General comment No. 12 (2009): The right of the child to be heard (CRC/C/GC/12).* United Nations.
6. **Council of Europe.** (2003). *Revised European Charter on the Participation of Young People in Local and Regional Life.* <https://www.coe.int/en/web/youth/revised-european-charter-on-the-participation-of-young-people-in-local-and-regional-life>
7. **Council of Europe.** (n.d.). *Advisory Council on Youth.* <https://www.coe.int/en/web/youth/advisory-council-on-youth>
8. **Equality and Human Rights Commission.** (n.d.). *Engaging with disabled people: An event planning guide.* <https://www.equalityhumanrights.com/sites/default/files/housing-and-disabled-people-engaging-with-disabled-people-event-planning-guide.pdf>
9. **European Association of Service Providers for Persons with Disabilities.** (2025). *Organising cultural events for all.* https://easpd.eu/fileadmin/user_upload/Projects/Organising-cultural-events-for-all.pdf
10. **European Commission.** (n.d.). *Accessible travelling.* https://youth.europa.eu/go-abroad/travelling/accessible-travelling_en
11. **European Commission.** (2021). *Union of Equality: Strategy for the rights of persons with disabilities 2021–2030.* https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/disability/union-equality-strategy-rights-persons-disabilities-2021-2030_en
12. **European Commission.** (2025). *Leading examples of smart tourism practices in Europe.* https://smart-tourism-capital.ec.europa.eu/document/download/a5f00d63-39fb-4831-8448-328b88fbdfba_en?filename=European_Capital_of_Smart_Tourism_Best_Practices_2025.pdf
13. **European Network for Accessible Tourism.** (n.d.). *ENAT library.* <https://www.accessibletourism.org/?i=enat.en.reports>

14. **European Union.** (2018). *The European Union Youth Strategy 2019–2027* (Council Resolution 2018/C 456/01). <https://eur-lex.europa.eu/EN/legal-content/summary/eu-youth-strategy-2019-2027.html>
15. **European Youth Forum.** (2020). *Diversity and inclusion guidelines*. <https://www.youthforum.org/files/Diversity20and20inclusion20guidelines.pdf>
16. **European Youth Forum.** (2025). *Nothing About Us Without Us: Meaningful youth participation*. <https://www.youthforum.org/news/nothing-about-us-without-us-a-new-era-for-policy-making-at-the-youth-ministerial-conference-in-malta>
17. **ICOACHKIDS.** (n.d.). *Supporting young people with disabilities to engage in sport*. <https://icoachkids.org/the-hub/inclusion/supporting-young-people-with-disabilities-to-engage-in-sport>
18. **Inclusive Futures.** (2023). *Partnering for disability inclusion*. https://inclusivefutures.org/wp-content/uploads/2023/03/InclusiveFutures_Partnerships_March2023_WEB.pdf
19. **Lansdown, G.** (2011). *A framework for monitoring and evaluating children's participation*. Save the Children. <https://resourcecentre.savethechildren.net/document/framework-monitoring-and-evaluating-childrens-participation-preparatory-draft-piloting>
20. **Lansdown, G., & O'Kane, C.** (2014). *A toolkit for monitoring and evaluating children's participation*. Save the Children. <https://resourcecentre.savethechildren.net/document/toolkit-monitoring-and-evaluating-childrens-participation-introduction-booklet-1>
21. **Maat, V.** (2026). *All aboard: Driving the transition to accessible tourism*. <https://www.accessibletourism.org/?i=enat.en.reports.2469>
22. **Mobility with Disabilities.** (n.d.). *Mobility with Disabilities*. <https://mobility-with-disabilities.org>
23. **MyNextPlay.** (n.d.). *About us*. <https://www.mynextplay.org/about-us>
24. **People Powered.** (2020). *How to engage people with disabilities in participatory budgeting* [Fact sheet]. https://drive.google.com/file/d/12bPHle1ek4_cVTekbPaLKKeBvOFKR_K6/view
25. **People Powered.** (2020). *How to engage people with disabilities in PB* [Online training]. <https://www.peoplepowered.org/training-content/pb-inclusion>
26. **Vegt, N., & Desmet, P.** (2025). *What if..? Youth participation toolkit*. Delft Institute of Positive Design. <https://www.peoplepowered.org/resources-content/what-if-youth-participation-toolkit>
27. **Vegt, N., & Desmet, P.** (2025). *What if? Manual for youth participation facilitators*. Delft Institute of Positive Design. <https://www.peoplepowered.org/resources-content/what-if-manual-for-youth-participation-facilitators>
28. **SALTO-YOUTH.** (2008). *No barriers, no borders*. <https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusiondisability/PreparationDisability/>

29. **SALTO-YOUTH.** (n.d.). *Beyond limits: Inclusive youth work handbook*. https://www.salto-youth.net/downloads/toolbox_tool_download-file-5505/Beyond%20Limits%20Handbook.pdf
30. **Sightsavers.** (2025). *Leave no one behind: A comic guide for youth with disabilities in citizenship and political participation*. <https://www.sightsavers.org/wp-content/uploads/2025/01/Sightsavers-comic-guide-for-youth-with-disabilities-in-citizenship-and-political-participation-English-version.pdf>
31. **STEP Institute.** (2025). *MAKETs: Making youth work more inclusive and accessible for young people with disabilities [Guide]*. https://www.step-institute.org/wp-content/uploads/2025/10/Makets_Final.pdf
32. **UNICEF.** (n.d.). *Disability-inclusive humanitarian action toolkit*. <https://www.unicef.org/disabilities/emergencies/inclusive-humanitarian-action-toolkit>
33. **UNICEF.** (2024). *Disability inclusive and accessible child friendly spaces in humanitarian action*. <https://www.unicef.org/eap/disability-inclusive-and-accessible-child-friendly-spaces-in-humanitarian-action>
34. **UNICEF.** (2024). *Engaged and heard! Guidelines on adolescent participation and civic engagement*. <https://www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement>
35. **UNICEF Evaluation Office.** (2022). *Disability-inclusive evaluations in UNICEF: Guideline for achieving UNDIS standards*. <https://www.unicef.org/evaluation/documents/disability-inclusive-evaluations-unicef-guideline-achieving-undis-standards>
36. **UNICEF Indonesia.** (2025). *Country Programme Evaluation (CPE) Circles Toolkit*. <https://www.unicef.org/indonesia/adolescents/reports/country-programme-evaluation-cpe-circles-toolkit>
37. **United Nations.** (1989). *Convention on the Rights of the Child*. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>
38. **United Nations.** (2006). *Convention on the Rights of Persons with Disabilities*. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>
39. **United Nations Youth Office.** (2023). *Guidance note for UN country teams: Meaningful engagement with young persons with disabilities*. https://www.un.org/youthaffairs/sites/default/files/2024-12/Guidance%20for%20UN%20Country%20Teams%20on%20Meaningful%20Engagement%20of%20Youth%20with%20Disabilities_EN.pdf
40. **World Health Organisation.** (2011). *World report on disability*. World Health Organisation & World Bank. <https://www.who.int/publications/i/item/9789241564182>
41. **World Wide Web Consortium.** (2023). *Web Content Accessibility Guidelines (WCAG) 2.2*. <https://www.w3.org/TR/WCAG22/>

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Erasmus+
Enriching lives, opening minds.