



## **Understanding and countering multiple discrimination faced by young people with disabilities in Europe**

Report of the study session held by the European Network on  
Independent Living (ENIL) in co-operation with the European Youth  
Centre of the Council of Europe

European Youth Centre Strasbourg

29 June 2014 – 5 July 2014

This report gives an account of the various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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European Network on Independent Living (ENIL)  
Ground Floor, Chase House,  
City Junction Business Park,  
Northern Cross, Malahide Road  
Dublin, Ireland  
Tel: +353 1 5250700,  
E-mail: [secretariat@enil.eu](mailto:secretariat@enil.eu)  
Website: [www.enil.eu](http://www.enil.eu)

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## EXECUTIVE SUMMARY

The European Network on Independent Living (ENIL) is a Europe-wide network of disabled people, disabled people's organisation as well as their non-disabled allies, with members throughout Europe. ENIL has been working on the issue of multiple discrimination of disabled people for the past three years. Double discrimination of disabled people who come from one of the minority groups (ethnic, migrant, religious or sexual), as well as discrimination of girls and disabled women and migrants, is still largely unrecognised and is not something many disability organisations are focusing on. This is why ENIL applied for and implemented the study session entitled "*Understanding and countering multiple discrimination faced by young people with disabilities in Europe*".

The project entailed a weeklong study session at the European Youth Centre in Strasbourg with the purpose of encouraging and supporting young disabled people to advocate for human rights in their countries and at European level. Participants had an opportunity to gain a better understanding of multiple discrimination and hate crime and acquire the skills to develop a youth led ENIL campaign on tackling multiple discrimination.

As part of our aims and objectives for this study session we wanted to empower young disabled people to counteract and prevent discrimination and to raise awareness of this issue in their respective countries. In order to do that, it was very important that they were given the opportunity to increase their competences knowledge on multiple discrimination, hate crime and campaigning.

During the week-long study session, the following topics were presented and discussed:

**Independent living and multiple discrimination** - the history of the Independent Living Movement, the Independent Living philosophy, what this means to the participants lives now and in the future and how independent living can be affected by multiple discrimination;

**European Network on Independent Living** - the values and mission of our organisation, the way we work and our activities in Europe;

**Council of Europe** - understanding what the Council of Europe does to promote the rights of children and adults with disabilities, how these can be promoted by participants in their own countries;

**Multiple discrimination** - what it is, the different types of discrimination that can be encountered and how to identify and develop solutions to multiple discrimination;

**Human Rights, with a focus on the UN Convention on the Rights of Persons with Disabilities (UN CRPD)** - which human rights people with disabilities are entitled to and how we can ensure that these rights are protected, using the international human rights system;

**Hate crime and the prevention of discrimination** - definition of hate crime, how to counteract hate crime, the role of the Council of Europe and the European Union in combating discrimination;

**Self-advocacy** – how to self-advocate and the skills necessary to do this;

**Discrimination and the intersectionality between human rights of different minority groups** - understanding that human rights apply to everyone regardless of their personal characteristics or their background, importance of understanding of, and learning from the experiences of different minority and discriminated groups;

**Campaigning** – different campaigning methods, how campaigns can influence positive change, understanding different techniques which can be used to influence the public policy and opinion;

**Video production** – using the knowledge learned throughout the study session to develop short videos, story boarding and understanding of different techniques that can be used to effectively convey a message in a video, promotion of the videos;

**ENIL Youth Network**- what is the follow up of the campaign after the study session, how can the participants continue working together and what role do they see themselves in.

As a result of the study session, young disabled people have increased their capacity to tackle multiple discrimination and hate crime and to advocate for the right to Independent Living. We have also supported young disabled people to create a youth led ENIL Campaign against discrimination including by the development of four videos by study session participants on multiple discrimination and hate speech ( available on the No Hate Speech Campaign website). Finally, we were able to attract new members to the Independent Living movement and put in place the foundations for a sustainable campaign against multiple discrimination and hate crime led by the ENIL Youth Network.



## INTRODUCTION

### Aim and objectives

The study session entitled “Understanding and countering multiple discrimination faced by young people with disabilities in Europe” aimed to raise awareness among young people with disabilities and empower them to counter and prevent discrimination. Participants discussed and learned about a range of topics, starting with the philosophy of Independent Living, and continuing with multiple discrimination, hate crime, the UN Convention on the Rights of Persons with Disabilities and video campaign production. The study session also aimed to provide participants with the opportunity to develop and sustain a youth-led ENIL campaign on tackling multiple discrimination.

The study session objectives are set out below:

- To understand the concepts of discrimination, multiple discrimination and hate crime
- To explore the framework for the protection against discrimination and hate crime at the European level
- To share experiences of discrimination, multiple discrimination, hate crime and identify ways and tools with which such practices can be countered and prevented
- To facilitate partnerships/cooperation between young people with disabilities and other minority or marginalised groups
- To develop skills in communication, self-advocacy, leadership and mobilising young people to counteract multiple discrimination
- To plan and develop a campaign on tackling multiple discrimination and to develop video materials to support the campaign after the study session
- To encourage the involvement of young people with disabilities of minority backgrounds in disabled people’s organisations.

### Organisers

The European Network on Independent Living (ENIL) is a Europe-wide network of people with disabilities, with members throughout Europe. ENIL is a forum for all disabled people, Independent Living organisations and their non-disabled allies on the issues of Independent Living. ENIL represents the disability movement for human rights and social inclusion based on solidarity, peer support, deinstitutionalisation, democracy, self-representation, cross disability and self-determination. One of ENIL’s main priorities is to increase the involvement of young people with disabilities in the Independent Living Movement. ENIL priorities are also promoting equal opportunities for disabled people and fighting against discrimination in Europe. ENIL addresses the under-representation of persons with extensive disabilities in European disability and social politics, as well as in mainstream society. ENIL’s mission is to:

- Promote the Independent Living philosophy among disabled people, general public, national policy makers, government administrations, as well as among regional bodies such as the European Union, the Council of Europe and the Organisation for Security and Cooperation in Europe (OSCE)
- Develop the concept, principles and definition of Independent Living. Promote the development of Centres of Independent Living throughout Europe and enhance solidarity and networking among them

- Carry out training and awareness raising activities at the European level
- Represent Independent Living Organisations and the Independent Living movement at the European level and in different European bodies and organisations (the European Disability Forum, Disabled People’s International etc.)
- Combat social exclusion and discrimination through policies that promote Independent Living of disabled people. Make the Independent Living framework instrumental to end discrimination against disabled people in Europe
- Embrace the social model of disability in acquiring independence and self-determination by overcoming the barriers of the medical and attitudinal models.

## Profile of participants

To meet the objectives of the study session, the preparatory team established as the three main criteria that participants should be young people with disabilities, that one third of participants should be active in organisations at national level and that first priority should be given to young disabled people from minority backgrounds.

The preparatory team received 80 applications and selected 19 participants, to whom we added some of the participants’ personal assistants. Participants came from 12 countries. They included both females and males, and were aged between 18 and 30. All participants were from the Council of Europe’s member states.

Although ENIL follows the social model of disability<sup>1</sup>, the preparatory team would like to highlight the participants’ varied access needs. At the study session, there were eight people using wheelchairs, five people with a visual impairment, two of whom brought their own guide dogs, one participant identified as having an intellectual impairment, one participant identified as having a psychosocial disability and one participant with a hearing impairment – who was supported by palantypists throughout the study session. A total of 13 participants attended the study session with their personal assistants.

## Main issues discussed

During the week, in order to build the capacity of young people with disabilities to understand and counteract multiple discrimination and hate crime, the following topics were discussed and presented:

- Independent Living
- European Network on Independent Living
- Human Rights & The UN Convention on the Rights of Persons with Disabilities (UN CRPD)
- Discrimination and the intersectionality between human rights of different minority groups
- The Council of Europe
- ENIL youth led campaign against discrimination
- Identifying and developing solutions to multiple discrimination

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<sup>1</sup> The Social Model of disability identifies societal barriers, such as people’s attitudes and the environment as the main contributing factor in disabling people in society.



- Hate crime and preventing discrimination
- No Hate Speech Movement campaign
- Self-advocacy
- Leadership and confidence building
- Campaigning and effective promotion
- Video campaign preparation and production
- Sustainable growth of the ENIL Youth Network

## **PROGRAMME – INPUT AND DISCUSSIONS**

### **Introductory session (Monday 30 June 2014)**

On the first working day of the study session, all of the programming team welcomed the participants to the Youth Centre. The safety rules of the building, with special focus on the fire regulations were explained to all of the participants. The practical information for the week was also explained to everyone. They presented the team responsible for the preparation of the study session and the work involved. They introduced a comment box, which participants could use to give comments and suggestions for the improvement of the study session. The methodology of the study session was explained with the emphasis being placed on the non-formal education as the key methodology of the programme.

The educational advisor Karina Chupina also introduced herself and her role in the study session. She also gave a presentation on the Council of Europe and the participants took part in an interactive quiz during which they learnt about the key requirements to become a Member State of the Council of Europe, the number of members that are currently part of the Council of Europe and also about the legally binding treaties and conventions that the Council of Europe has up to the present day produced.

This session continued with a presentation of the European Network on Independent Living (ENIL). ENIL defines Independent Living as disabled people having the same range of options and the same degree of self-determination as the rest of the population. Independent Living is about having choice, control over one's own life, being able to participate and being included in the society. The core activities of ENIL along with the organisation's structure were outlined. This included an explanation on how ENIL operates within Europe and what its main projects and campaigns are. The role of the ENIL Youth Network was also presented, with a strong emphasis being placed on the importance of the engagement of the participants of the study session in growing and sustaining this network.

The key aims and objectives of the study session were outlined. Participants also identified their needs and expectations along with their hopes and fears for the week-long study session.

### **Group building and sharing experiences (Monday 30 June 2014)**

The study session continued with a welcome address by the Head of the European Youth Centre Ms. Tina Mulcahy who welcomed all of the participants to the study session. She explained the safety rules of the building, with a special focus on the fire regulations. The Head of the Centre also presented the history of the Youth Centre, explaining that it was built in 1972 as a result of the strong youth movement in Europe in the 1960's. It is now a residential training centre where young people can fully participate and discuss issues relevant to human rights, democracy and the rule of law. She also outlined the work that the Council of Europe have undertaken with youth organisations, one of the most recent conferences held in June 2014, particularly focused on the question of multiple discrimination of young Roma people.

One of the key goals of the preparatory team was to create an atmosphere of mutual understanding and open communication among participants. The first activity undertaken by participants who were split into a number of groups fostered this environment. Participants

were asked to build a free standing arch with only the materials provided by the preparatory team. This was a very successful team bonding experience for the majority of the participants:

*“In the beginning, I didn’t really imagine how the arch would look like but when we got together as a group we began to talk and ideas were coming and everybody was involved. This was cool because everybody had something to do and everybody had the same aim. I liked that we were collaborating together and we were helping each other coming up with ideas. It was good!”* (Quote from one of the participants).

After this, the programme advanced with a session on sharing experiences about being a young person with disability and about experiencing multiple discrimination. We made a distinction between experiences that are common and those experiences which are unique. Participants were divided into four different discussion groups, after which they reported to the entire group.

Participants identified a number of areas in which many of them had encountered discrimination, for example:

- **Transport** - being denied travel on certain transport as it is not accessible;
- **Services** - difficulty in accessing mainstream facilities (for example, there is no accessible banking in place for the visually impaired people in certain countries);
- **Employment** - barriers to employment due to the inaccessible recruitment process;
- **Education** – there is a lack of accessible information and a lack of support for many disabled people in many countries to engage fully in the mainstream education system;
- **Attitudes/Assumptions** - there are still negative or ignorant attitudes to disability and many participants experienced this in various forms; for example, a person speaking to the personal assistant of the disabled person and not directly to the person themselves.

Participants were also asked what the authorities had done in each of these situations to solve these problems and how the authorities should tackle these issues. The participants outlined the options that are available to them in each country. For example, in relation to **employment**, in the United Kingdom, every disabled person is entitled to seek an accessible application form for a job. Participants also discussed the advantages and disadvantages to these solutions offered to disabled people. Participants also put forward their own solutions to these issues. They identified the importance of raising awareness among not only individuals but national governments and organisations to counteract **negative attitudes**. Also highlighted was the importance of having access to **education** and the impact that it can play either positively or negatively in the trajectory of a person’s life. The groups also discussed the legal mechanisms that are available to people at a national level and at a European level to remedy these situations.

The conclusion that the group reached after the discussion was that although their country context may be different, the barriers they experience are the same. These barriers are not necessarily country specific but are something that all disabled people in Europe face. This is one of the most common themes in the disability rights movement.

## Independent living and multiple discrimination (Tuesday 1 July 2014)

This session focused on independent living and multiple discrimination and opened with a brief overview of the social model of disability. The social model of disability states that the environment is the disabling factor (for example, through inaccessibility) and identifies three categories of barriers that disabled people face in society; environmental, attitudinal and institutional. The social model is interlinked with the independent living movement, as the basic premise is that disabled people face and experience barriers in society. The session facilitator then explained the 'twelve pillars of independent living' that are necessary to fully achieve independent living. The twelve pillars to independent living that were identified by the Disabled People's Movement are as follows:

- Appropriate and accessible information
- Adequate income
- Appropriate and accessible health and social care
- Accessible transport system
- Accessible environment
- Adequate provision of technical aids and equipment
- Availability of accessible and adapted housing
- Adequate provision of personal assistance
- Availability of inclusive education and training
- Equal opportunities for employment
- Independent advocacy and self-advocacy
- Peer counselling

The session facilitator went on to explain multiple discrimination to the group. Multiple discrimination is discrimination against one person that is based on more than one ground of identity. There are a number of legal protections in place to protect against discrimination, including the European Convention on Human Rights and the UN Convention on the Rights of Persons with Disabilities. Individual cases against a country can be taken to the European Court of Human Rights in instances where an individual's human rights have been violated, as enshrined in the European Convention on Human Rights, while individuals can complain to the United Nations only if their country ratified the Optional Protocol to the CRPD. Participants were split into a number of groups to look at different case studies and asked to identify three pillars of independent living that were particularly difficult to access and the barriers they faced. For example, one group looked at a case study of a black disabled man living in a remote part of the country side while another group were asked to look at the barriers to Independent Living of a young disabled women who was born a different gender. Participants then presented these to the group. A number of barriers were identified and discussed, including inaccessible transport, poorly designed and inaccessible buildings, isolation, a lack of personal assistance and access to accessible information and education.

For the next activity on multiple discrimination, participants were again divided into groups and given a 'road to equality map'. They were asked to place their experiences of multiple discrimination at the beginning of the road and write down 'along the road' suggestions for improving the situation. They then had to say how these changes could work towards achieving full equality for all people, as the solution at the end of the road. A number of solutions were identified and discussed by the participants, including: community-based solutions, peer support services, the importance of influencing and raising awareness among

politicians at a national and European level, the engagement of more disabled people in politics, a creation of more opportunities for young disabled people such as traineeships and access to education for young disabled people.

### **Hate crime and preventing discrimination (Tuesday 1 July 2014)**

This session opened with a presentation on hate crime by the session facilitator. 'Hate crime' is any criminal offence which is perceived by the victim or by any other person to be motivated by hostility or prejudice based on a person's disability or perceived disability. Hate crime can include threats against a person, abuse aimed at the person, physical or verbal attacks at a person or damage to property. A number of countries have adopted legislation to protect against hate crime and there is also legislation at European level. Hate crime is often under reported and the session facilitator highlighted the importance of reporting hate crime, in order to ensure that it is increasingly recognised by the community as being an offence.

The Council of Europe is currently running a 'No Hate Speech Movement' campaign which was initiated in 2012. The campaign addresses any form of hate speech online, racism, xenophobia and homophobia. There are a number of goals of the campaign, which include reducing the level of acceptance of online hate speech, raising awareness of hate speech and the risks that it poses for democracy and young people, and involving young people in learning, living and acting for human rights online and offline. The session facilitator encouraged the participants to become part of the no hate movement. The No Hate Speech Movement campaign video was played for all of the participants and the facilitator ensured that this was accessible by voicing the written text on the screen. One of the tools available on the 'no hate' website, a manual on combating hate speech through human rights education, was also brought to the attention of the participants.

Participants were then divided into groups. They were given a number of real life case studies to discuss and asked to take a look at identifying solutions to hate crime. The three case studies were based in the United Kingdom and were examples of real life instances that did occur. The United Kingdom has developed legislation in relation to hate crime making it easier to identify instances of hate crime that have taken place. The first case study was about an Asian transgender man who was attacked by his employer on the grounds of being transgender, the second case study focused on three young men with intellectual impairments who were verbally abused on the street by a stranger and the final case study looked at a disabled man in the community who was harassed by a neighbour because he was in receipt of government support. The participants paid particular attention to who hate crime should be reported to – national authorities, civil society organisations and also the legal remedies available to victims.

### **Human rights, the UN CRPD and tools to counteract multiple discrimination (Tuesday 1 July 2014)**

The session continued with a presentation of the UN Convention on the Rights of Persons with Disabilities (CRPD), giving participants the background information and some basics on the content and implementation of the Convention. While according to the CRPD people with disabilities should have access to their human rights, signing or ratifying the Convention does not guarantee that these rights will be realised in practice. It can be easy to ratify the

Convention, but implementing it can be more difficult and take time. This is why ratifying the CRPD is just the beginning.

The CRPD promotes a new paradigm, according to which disabled people should no longer be seen as objects of charity, subject to medical treatment and social protection. They are persons with rights, capable of claiming those rights, making their own decisions and being active members of the society. The Convention uses a very broad definition of disability. According to Article 1 of the CRPD, *“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis”*.

After the presentation, participants focused on group work. They were split into small groups and each group was given several articles of the Convention. Each group was instructed to discuss their personal experience and then asked how this right can be made a reality in their country in relation to the following articles: Article 5 – equality and non-discrimination and Article 24 - Education.

### **Bridging the gap (Wednesday 2 July 2014)**

The third day of the study session opened with a session focusing on the challenges disabled people face when taking part in society. There are a number of models of participation, one of them suggests that a number of pre-conditions needs to be met that are relevant for participation in different contexts:

- Access to structures (institutions, NGOs and policy making bodies etc.)
- Access (to education/information/built environment etc.)
- Skills and knowledge
- Attitudes
- Motivation
- Resources (technical resources, human resources, expertise, technical equipment etc.)

Participants were asked to look at each of these preconditions from two perspectives and complete a written grid. Firstly, to look at the challenges for these pre-conditions in their immediate community and local environment and secondly, from the point of view of the wider society. The participants identified a number of challenges in each category. They identified barriers in their immediate community, such as access to education due to the physical inaccessibility of buildings, the lack of support services for disabled students and lack of accessible material. From the wider community, this barrier to education was exacerbated due to the attitudes of persons in decision making positions to make changes, in order to ensure the inclusion of disabled people in the mainstream education system. Another key area where participants faced a number of challenges and where most of the preconditions necessary for participation were lacking was employment - both in their immediate community and in the wider society. Participants faced barriers to employment in their immediate community due to a lack of youth programmes and services, a lack of motivation caused by the lack of meaningful participation of their local organisations and a lack of knowledge about employment opportunities. From the wider society, they face barriers due to a lack of accessible recruitment processes and a lack of motivation by

employers to make the physical environment accessible or to fund any adaptations to the office to support a disabled person in employment.

### **Identifying and developing solutions to multiple discrimination; Jordan Long (Wednesday 2 July 2014)**

The next presentation outlined the different types of multiple discrimination that people can encounter. A 'protected characteristic' is a characteristic defined by law that places someone in a group. Therefore, being disabled is a protected characteristic according to the law. Legally binding conventions such as the CRPD encode disability in the law as a protected characteristic. 'Discrimination' means being treated differently because of one or more protected characteristics. There is a distinction between harassment and discrimination; harassment can happen to anyone based on anything, whereas discrimination is based on one of these protected characteristics. When someone is discriminated against, someone is using that protected characteristic to deny a person access to a service or place. In terms of disability, this is often to do with physical access.

The facilitator presented case studies for the participants to engage in a lively discussion about differences between harassment and discrimination, and in relation to differences in direct and indirect discrimination. The facilitator also outlined the different aspects of multiple discrimination:

- Sequential discrimination: a person can be multiply discriminated against on the basis of different aspects of their identity at different times;
- Compound/additive discrimination: a person is discriminated against on the basis of different aspects of their identity, but at the same time;
- Intersectional discrimination: a person is discriminated against due to multiple aspects of their identity together.

The session facilitator also presented the work that the IGLYO organisation is currently doing in relation to intersectionality.

### **Self-advocacy, leadership and confidence building (Thursday, 3 July 2014)**

One of the key aims of the study session is to build the capacity of the study session participants. This session began with participants being presented with a number of controversial statements and being asked to indicate whether they agreed with these or not:

1. *"It's a government's duty to protect rights of persons with disabilities"*
2. *"Only highly skilled young people can be self-advocates"*
3. *"Full accessibility for blind persons is never achievable"*
4. *"It is better to be gay than disabled in Europe"*
5. *"Love solves all problems"*

These statements opened up a lively, engaging and reflective debate among participants. The importance of this activity was to allow participants an opportunity to stand up for their rights and also communicate their needs to others. This is the central place from which self-advocacy comes. This activity also supported participants to develop respect for different opinions, to develop empathy and to better understand the complexity of different needs in the situation such as multiple discrimination or disability.

Leadership skills and confidence are very important tools for self-advocacy. The participants were split into two groups for debate, with each participant in the group assigned a different role. Debating skills are important, because they help to challenge perceptions and make it easier to form arguments on everyday situations and issues. The debate focused on the topics of: “The Workplace should ensure 10% of their workforce are disabled people” and “Persons with disabilities should not marry persons without disabilities”. Some of the participants acted as observers of the debates, gave feedback and asked questions to the debaters.

### **Campaigning (Thursday 3 July 2014)**

Firstly, the participants took part in an exercise to identify the unique skills and qualities that they each have, that they could bring to a campaign.

ENIL has recognised the importance of tackling multiple discrimination and this was one of the main reasons why we wished to undertake a youth led campaign on this topic. This session encouraged the participants to brainstorm and create their own original ideas and vision for the ENIL campaign. The participants were split into four groups, with each group contributing to the aims of the campaign, the motto of the campaign, the communication channels to be used to promote the campaign and the target audience of the campaign.

Many suggestions were put forward for the **aims** of the ENIL-led campaign, with the majority of participants agreeing that some of the most important aims would be to actively encourage young disabled people to become involved in politics, to create an opportunity for young people to influence decision makers, to highlight the concept of intersectionality among young disabled people, to raise awareness among them of their human rights and also to demonstrate the role of Independent Living in self-advocacy and self-determination.

Several **mottos** were suggested by the participants, including: ‘Face the difference, make the difference’, ‘No hate to the hate less’ and ‘Multiple voices to end multiple discrimination’. The final motto decided on by all participants was ‘Think Different, Think Equal’. Participants were eager to see all types of **communication** channels used to promote the campaign, including social media, websites and YouTube and were also eager to share the campaign through their own contact networks and organisations. There were four main **target groups**: young people, the general public, NGO’s and their networks and policy and decision makers.

### **ENIL Video campaign preparation and production (Friday 4 July 2014)**

This session opened with the adoption of the aims, target audience and communication channels by all of the participants to ensure that participants had ownership of the campaign.

The session facilitator presented a number of short films to the group to outline the different techniques used in film making to convey a mood and the message of the film effectively. The importance of conveying a concrete message in the limited time length of the film was highlighted.

Participants (split into groups) then story boarded their ideas for each of their films:

- Tools to counteract multiple discrimination
- Tools to counteract hate crime
- Self-advocacy
- Experiences of multiple discrimination



Using the knowledge and skills that they had learned throughout the week, each of the participants contributed to this creative process and came up with suggestions for video scenarios. Participants made a concerted effort to ensure that the videos were in line with the campaign aims and target audience. Participants brainstormed on the types of shots that they wanted, wrote scripts, developed storyboards and assigned acting and voice-over roles to each other. With support from the video expert, participants then went on to video shoot their scenarios and edited their final videos.

### **Video campaign promotion (Saturday 5 July 2014)**

This session opened with the presentation of the four videos to the group as a whole and there was a very positive reaction by the participants to them all. Minor adjustments were made to the videos, to ensure that they are accessible to all; for example, ensuring that subtitles for persons with hearing loss are integrated in all parts of each video.

Participants also had a lively discussion about how to promote the videos, with many committing to sharing the videos in future trainings and events in their organisations. The participants also voted on the motto for the campaign “Think Different, Think Equal”.

The main dissemination of the campaign is undertaken by ENIL through its communication channels.

### **ENIL Youth Network campaign follow up (Saturday 5 July 2014)**

In this session, the history of the ENIL Youth Network was presented. Some of the preparatory team outlined their experience of the 2012 study session and explained how they had joined the ENIL Youth Network which had led to more opportunities within the disability movement. For the first time, at the Freedom Drive in September 2013, there was a youth session during the ‘Future of Independent Living, Active Citizenship and Europe 2020’ conference. The session was entitled ‘The future of Independent Living’, with some of the participants from the 2012 Study Session speaking on this panel. There was also a youth meeting at the Freedom Drive 2013, which engaged more young disabled people than ever before. ENIL have continued to hold training events for young disabled people throughout 2014, with two webinars - on education and employment - for young disabled people in Europe. The process of joining the ENIL Youth Network (which also has a dedicated Facebook page) was explained to participants.

## OUTCOMES AND RECOMMENDATIONS

During the session, participants created and developed a video campaign on multiple discrimination which has been promoted on the ENIL website and disseminated through the ENIL Newsletter and [Facebook page](#). A [press release](#) launching the campaign was also disseminated to ENIL's contacts. The videos are also available to view on the Council of Europe 'no hate speech' campaign website.

Four videos were created based on the following topics:

- 'Tools to Counteract Multiple Discrimination'
- 'Tools to Counteract Hate Crime'
- 'The importance of Self Advocacy'
- 'Experiences of multiple discrimination'

The ENIL video campaign explores the concept of intersectionality and its main goal is to build young people's capacity to identify and respond to discrimination by knowing their rights and the protections available, as well as to encourage self-advocacy. The resulting aims of the campaign were developed by the participants of the study session:

- To explore the concept of intersectionality and support young disabled people to understand and embrace their multiple identities
- To empower young disabled people to identify and respond to discrimination by highlighting their human rights and the protections available to them
- To promote the role of Independent Living in the development of self-advocacy and self-determination amongst young disabled people, and highlighting the role that these skills play in countering discrimination
- To mobilise young disabled people to engage in political and participation activities at all levels from local to European
- To counteract oppression faced by young disabled people who have multiple identities by challenging negative attitudes and stereotypes
- To create an opportunity for young disabled people to influence policy makers by raising their concerns about the legal approach currently taken towards multiple discrimination
- To encourage discussion by young people on how they can work together to tackle hate crime and discrimination, by sharing the experiences of young disabled people in Europe today

The resulting recordings focus on the impact of multiple discrimination and hate crime but also on how young disabled people can work together to tackle these problems. The video campaign 'Think Different, Think Equal' is available to view on the ENIL website, <http://www.enil.eu/category/multimedia/> and also on the Council of Europe 'No Hate Speech' Movement website.

All YouTube, Council of Europe and ENIL links to each of the videos can be found in the annex to this report.

## MAIN LEARNING POINTS FOR THE PARTICIPANTS

*“There is not a more encouraging thing in the world than being included in a circle of people who really understand you. Who show you that your problem might be serious, but you are not alone in fighting for your rights.”* (comment by one of the participants)

The main learning points of the session, which the participants spoke about in reflection groups at the end of each day, were varied. They included skills building, how to organise a campaign, learning about multiple discrimination, hate crime, different minority groups and video production.

Through the video campaign, participants learned how to raise awareness of important issues and gained an understanding of their potential for becoming change makers in their communities. They also realised their potential to effect change at European level through participation in campaigns and self-advocacy. During the study session, participants also realised the need for activism at a grassroots level to effect change at a European level.

The week offered numerous periods of reflection and participants were able to appreciate the different perspectives and experiences of disability within the group. This allowed them to see the benefit of peer support and peer-to-peer learning. Participants repeatedly emphasised how much they enjoyed working and learning from each other in groups and discussing the topics which impacted on each of their lives in their respective countries.

The dominant feeling among the participants after the study session was positive. They praised the interactivity and felt that doing group work with different people every time helped with the group bonding.

At the end of the study session, some of the participants also felt as though too much time was given to breaks in the programme (however, this was necessary to meet the access needs of all participants), while others felt that the program was too intense. A longer study session than one week would allow for more flexibility, more free time and would not be so exhausting.

## **SUGGESTIONS FOR THE COUNCIL OF EUROPE**

Based on the interest in the session and the number of applications received, we hope that the Council of Europe and the Youth Department will be encouraged to implement more similar activities in the future.

As mentioned at the beginning of the report, the preparatory team did their best to ensure the study session was accessible to everyone, regardless of their impairment. However, not all the needs of wheelchair users could be met by the European Youth Centre (EYC). Due to the very limited number of accessible rooms (of which there are only three) and fire regulations, some participants had to use different accommodation facilities than the rest of the group. In addition, bathrooms at the EYC were not as accessible as they should have been, and improvements should be made in this respect (in consultation with people with disabilities).

## **FOLLOW-UP ACTIVITIES**

ENIL aims to continue to promote the campaign against multiple discrimination through its communication channels and on the ENIL website. ENIL will continue to engage the participants of the study session in this campaign.

ENIL is continuing to focus on the Youth Network and involving as many study session participants in its work. ENIL is aiming to increase the number of young disabled people (including study session participants) in its main activity of 2015- the Brussels Freedom Drive. In addition, ENIL aims to apply to the Council of Europe for a follow up study session on the topic of disability and sexuality.

Finally, participants have committed to promoting the ENIL campaign against multiple discrimination through their networks and in their countries, which will result in there being a greater awareness of these issues in many countries. Participants also committed to holding meetings with decision makers in their countries, carrying out awareness raising activities in their local communities and building links with other marginalised groups in their countries.

## CONCLUSIONS

*“We learned a lot and we had a lot of fun with non-formal education methods such as group discussions and practical activities. We had a look at the issues of discrimination, multiple discrimination and hate crime. We now know what there is at a European level to protect people from discrimination and hate crime. We have created a space to share experiences of discrimination and hate crime. We created a space to share experiences of discrimination, multiple discrimination, hate crime and identify ways and tools, which can prevent and tackle these issues. Now we are well skilled in communication, self-advocacy and leadership. We planned and we developed the Campaign on tackling multiple-discrimination, where we made great videos!”* (comment from one of the participants)

As a result of this study session, ENIL strengthened its work with young disabled people and has managed to involve more of them in the movement. Furthermore, ENIL is now more attuned to priorities young people have, which is important both for the organisation’s future strategy and other youth activities. The study session gave participants a stronger sense of identity as young people with disabilities and as a result, has empowered them to act as leaders in their communities. The experience of non-formal learning was beneficial to all, as was sharing experience with another minority group.

To sum up, the week in Strasbourg resulted in new friendships, new project opportunities and new connections among young disable people from different European countries.

The preparatory team feels that together with the input from the participants, we have managed to achieve the objectives of the study session and to increase the participants’ competences in the field of disability and Independent Living.



## APPENDIX 1: DAILY PROGRAMME

### ***Sunday, 29<sup>th</sup> June 2014***

Arrival of participants

18:00 Welcome evening

### ***Monday, 30<sup>th</sup> June 2014***

10.00 Official welcome, introduction of Council of Europe, technical information, trainers and ENIL; round of names

11:15 Break

12:00 Aims and objectives of the study session, programme, needs & expectations, additional remarks

13:00 Lunch

14:30 Group building

15:30 Break

16:15 Sharing experiences

17:30 Reflection group

18:00 Dinner

### ***Tuesday, 1<sup>st</sup> July 2014***

10.00 Independent living and multiple discrimination

11:15 Break

12:00 Multiple discrimination – what is it and how do we tackle it?

13:00 Lunch

14:30 Hate crime and preventing discrimination

15:30 Break

16:15 Human rights, human rights and myself, UN CRPD, tools to counter multiple discrimination, examples of good practices

17:30 Reflection group

18:00 Intercultural evening

### ***Wednesday, 2<sup>nd</sup> July 2014***

10:00 Bridging the gap

11:15 Break

12:00 Identifying and developing solutions to multiple discrimination; Jordan Long

13:00 Lunch

Free afternoon

### ***Thursday, 3<sup>rd</sup> July 2014***

10:00 Self advocacy

11:15 Break

12:00 Leadership and confidence building

13:00 Lunch

14:30 Campaigning (Part 1)

15:30 Break

16:15 Campaigning (Part 2)

17:30 Reflection group

18:00 Dinner

### ***Friday, 4<sup>th</sup> July 2014***

10:00 Video campaign preparation

11:15 Break

12:00 Video production (Part 1)

13:00 Lunch

14:30 Video production (Part 2)  
15:30 Break  
16:15 Video production (Part 3)  
17:30 Reflection group  
19:00 Dinner

***Saturday 5<sup>th</sup> July 2014***

10:00 Video sharing  
11:15 Break  
12:00 How to promote the video campaign  
13:00 Lunch  
14:30 Youth Network campaign follow up  
15:30 Break  
16:15 Evaluation of ENIL Study week  
17:30 Reflection group  
19:00 Dinner

***Sunday 6<sup>th</sup> July 2014***

Departure of participants



## APPENDIX 2: LIST OF PARTICIPANTS

Artashes Hovhannisyan, Armenia  
Vera Boskovic, Bosnia and Herzegovina  
Svetlana Mrsic, Bosnia and Herzegovina  
Dilyana Deneva, Bulgaria  
Miglena Deneva, Bulgaria  
Marina Kobakhidze, Georgia  
Darejani Khasia, Georgia  
Simoni Petridisi, Georgia  
Avtandil Petridisi, Georgia  
Dimitrios Karanastasis, Greece  
Konstantin Antonov, Greece  
Ariadhi Grammenu, Greece  
Selianitis Georgios, Greece  
Agnes Sarolta Fazekas, Hungary  
Vanessa Scanlon, Ireland  
Francesca Sbianchi, Italy  
Federico Trupiano, Italy  
Marco Bandini, Italy  
Gatis Caunitis, Latvia  
Elena Ratoi, Republic of Moldova  
Valentina Pavlova, Republic of Moldova  
Ion Ciabanu, Republic of Moldova  
Mariana Tibulac, Republic of Moldova  
Mariana Morari, Republic of Moldova  
Diana Tudos, Republic of Moldova  
Amalia Jurj, Romania  
Karina Chupina, Educational Advisor, Russia  
Rados Keravica, Serbia  
Milos Jankucic, Serbia  
Jovana Llic, Serbia  
Alexandra Surla, Slovenia  
Tjasa Franko, Slovenia  
Rebecca Farren, United Kingdom  
Sue Farren, United Kingdom  
Feteha Khanom, United Kingdom  
Ayesha Khanum, United Kingdom  
Katie Cragg, United Kingdom  
Agata Dzieciolowska, United Kingdom  
Briannon Connelly, United Kingdom  
Zara Todd, United Kingdom

## APPENDIX 3: LINKS TO THE ENIL MULTIPLE DISCRIMINATION CAMPAIGN

Campaign Motto:

  
**think different**  
**think equal**

ENIL website Multimedia Section

<http://www.enil.eu/multimedia/think-different-think-equal-campaign/>



Tools to Counteract Multiple Discrimination

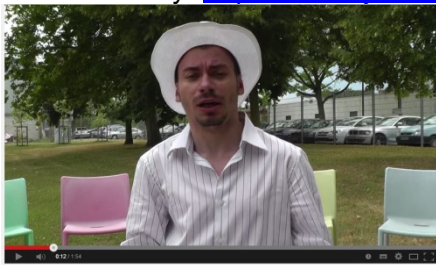
<https://www.youtube.com/watch?v=gJQrwGFKKeE>



Tools to Counteract Hate Crime: <https://www.youtube.com/watch?v=Xuw2teSG9Ps>



Self Advocacy: <https://www.youtube.com/watch?v=gUTPtBipJZw>



Experiences of Multiple Discrimination: <https://www.youtube.com/watch?v=W22GvjbuVRU>