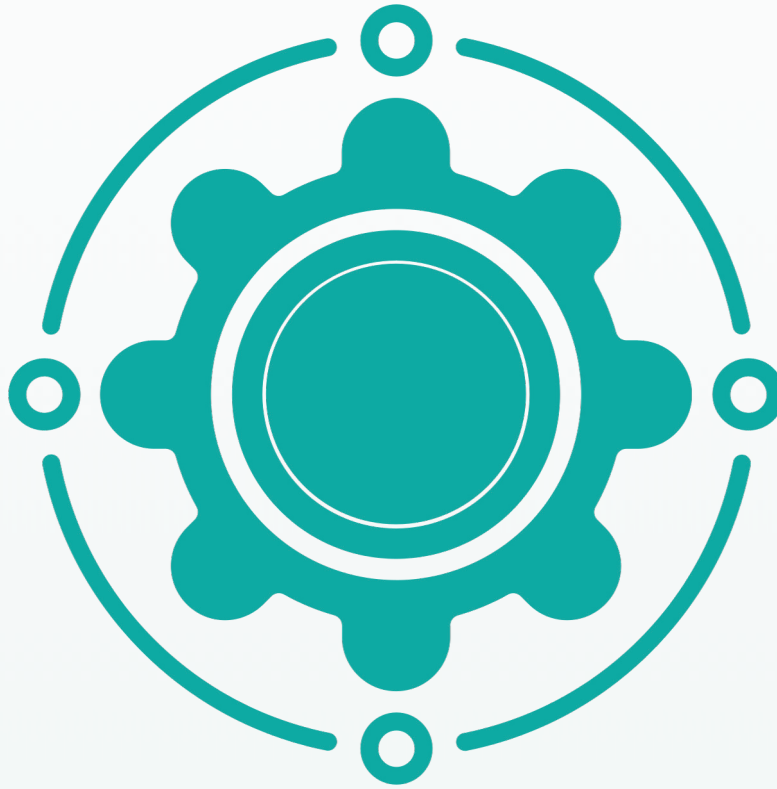




CURRICULUM

**Training youth workers for empowerment and inclusion
of youngsters with disabilities through quality social
entrepreneurship educational programmes**

TITLE:

Curriculum - Training youth workers for empowerment and inclusion of youngsters with disabilities through quality social entrepreneurship educational programmes

PROJECT:

Capacity building in youth work for social entrepreneurship of youngsters with disabilities [SocEntYwD], funded by the European Education and Culture Executive Agency (EACEA)

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- Centre for Non-formal Education and Lifelong Learning – CNELL; Serbia
- Udruzenje Okret/ Association SPIN; Bosnia & Herzegovina
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SUMMARY OF THE PROJECT

Project title: " Capacity building in youth work for social entrepreneurship of youngsters with disabilities"

Project Summary:

Young people with disabilities (YWDs) face significant barriers to employment and economic independence, despite their potential to contribute meaningfully to society. Traditional labour markets often fail to accommodate their diverse needs, with employers hesitant to hire due to misconceptions about productivity, the costs of workplace accommodations, and a lack of inclusive policies. The situation is even more challenging in non-EU countries, where structured support for the employment and entrepreneurship of YWDs is limited.

Social entrepreneurship presents a powerful solution by enabling YWDs to create their own career paths, develop self-sustaining businesses and contribute to their communities. However, access to entrepreneurship education, funding opportunities and support networks remains scarce. Many young entrepreneurs with disabilities face financial barriers, such as high start-up costs for assistive technologies and accessible infrastructure, as well as systemic obstacles, including inaccessible vocational training and a lack of tailored mentorship.

The SocEntYwD project directly tackles these challenges by equipping youth workers and organisations with the skills and tools needed to support disability-inclusive social entrepreneurship. Through targeted training, accessible digital learning resources and advocacy efforts, the project will train youth workers to effectively mentor and support young social entrepreneurs with disabilities; develop inclusive learning materials, including a curriculum, an online course and a practical toolkit that is tailored to the needs of YWDs; and provide digital tools to strengthen financial literacy, business development and digital accessibility. In addition, the project will launch six online campaigns to raise awareness and engage stakeholders in promoting disability-inclusive entrepreneurship and will organise advocacy workshops and policy dialogues to influence national policies in at least three countries. With a strong focus on sustainability, all project materials will be openly available online and promoted beyond the consortium's networks. By combining education, advocacy and digital innovation, SocEntYwD empowers young people with disabilities to thrive as social entrepreneurs and contribute to more inclusive and resilient communities.

Main goal of the project:

To raise capacity of our youth workers and youth organisations to provide quality and tailored support systems to empower youngsters with disabilities in social entrepreneurship of theirs, for further fostering of economic independence and social inclusion.

Specific objectives of the project:

1. To raise capacity of youth work organisations and youth workers (in all our countries, and especially in BA and XK) on support and empowerment of Youngsters with Disabilities (YWDs) for quality social entrepreneurship and self-employability.
2. To further empower youngsters with disabilities with tailored knowledge, skills and tools needed for launching and sustaining social enterprises.
3. To contribute to the improved access of YWDs to financial, digital and physical resources by capacity building of YWDs and youth workers and organisations in advocating for inclusive

policies, establishing funding mechanisms and fostering entrepreneurship-friendly environments for YWDs.

4. To create sustainable support networks, mentorship opportunities and partnerships among youth workers, entrepreneurs, policymakers, investors and disability-focused organisations to ensure long term growth and impact in inclusive social entrepreneurship of YWDs.

The project activities are:

WP1 – Project management:

- T1.1 – Preparatory activities and procedures for project execution and planning
- T1.2 – Online Kick-Off Meeting
- T1.3 – Online mid-term evaluation meeting
- T1.4 – Online Final Evaluation Meeting

WP2 – Capacities development of partners

- T2.1 – Development of curriculum for organising trainings of youth workers, youth educators, and other educational experts working within the youth organisations, on the topics of entrepreneurship and social entrepreneurship, and working with target groups of young people with disabilities (YWDs)
- T2.2 – Developing and piloting online course for youth workers
- T2.3 – Creation and publishing 10 TikTok videos for promoting social entrepreneurship of people with disability
- T2.4 – Local training visits

WP3 – Empowerment of YWDs for social entrepreneurship

- T3.1 – Toolkit with recommendations for youth workers / coordinators on how to organise social entrepreneurship workshops for YWDs.
- T3.2 – Online course in form of micro-learning courses and modules covering aspects from developing and testing entrepreneurial ideas to useful links and resources for registering and managing social enterprises run by YWDs
- T3.3 – Collection of positive practices and interviews
- T3.4 – Mapping relevant local organisations and stakeholders
- T3.5 – Online resource space

WP4 – Advocacy tools for social entrepreneurship activities of YWDs

- T4.1 – Curriculum for advocacy for social entrepreneurship activities of YWDs
- T4.2 – Local training courses for piloting the curriculum
- T4.3 – Segment of the online resource space with useful advocacy tools and links to relevant stakeholders in each of the countries

WP5 – Project visibility and dissemination

- T5.1 – Project dissemination plan development and day-to-day implementation
- T5.2 – Regular updates and posts on the online resource space
- T5.3 – 6 online campaigns
- T5.4 – Local Final Conferences

INTRODUCTION AND STRUCTURE OF THE CURRICULUM

This Curriculum is developed within the project “Capacity building in youth work for social entrepreneurship of youngsters with disabilities (SocEntYwD)”. The project is focused on strengthening the capacities of youth work organisations and professionals to design, manage and implement inclusive educational programmes that support young people with disabilities to explore, develop and sustain social entrepreneurship initiatives. It builds on a transnational needs assessment and on the practical experience of partners from EU and Western Balkan countries, with attention to the realities in Bosnia and Herzegovina and Kosovo.

The purpose of this Curriculum is to provide both a conceptual framework and a set of ready-to-use educational sessions for trainings of youth workers. It supports youth workers in deepening their understanding of disability and social entrepreneurship and offers practical tools to support YWDs in developing entrepreneurial ideas, building key skills and accessing supportive ecosystems. The material is grounded in non-formal education and participatory approaches, encouraging reflection, peer learning and the meaningful involvement of YWDs in all stages of the learning process. The Curriculum is structured in four main parts.

Project and curriculum overview

The first part presents the project and offers an overview of the conceptual framework behind the Curriculum. It briefly introduces the SocEntYwD project, its main goals and target groups, and outlines key concepts covered.

How to use this curriculum

The second part explains how to use the Curriculum in different training formats. It describes the logic of the educational sessions and the common structure applied to each one. It also presents examples of how sessions can be implemented as standalone workshops or combined into 4–5 day and 8–10-day training programmes for youth workers.

Theoretical introduction

The third part offers a concise theoretical introduction on several core topics relevant for the Curriculum. These short texts are designed as background reading for trainers and cover areas such as disability awareness in youth work, inclusion principles and reframing narratives around YWDs in employment, basics of social entrepreneurship and its relevance for YWDs, as well as policy, advocacy and community engagement in inclusive social entrepreneurship. They are not intended as academic chapters, but as practical reference points that can inform the design and facilitation of the educational sessions.

Prepared educational sessions

The fourth part presents the prepared educational sessions. Each session is structured using a common template and includes a short background, duration, objectives, listed competences gained from the session, listed methods and methodologies, step-by-step implementation guidance, background sources and further reading, materials and space needed, adaptation options for mixed-ability groups and recommendations for easier multiplication in different organisational and national contexts. Together, the sessions address topics such as disability awareness in youth work, social entrepreneurship for YWDs, inclusive pedagogical approaches, entrepreneurial skills development, challenges and reframing narratives around YWDs in employment, inclusion principles in social entrepreneurship, best practices, emotional intelligence, interactive activities, measuring impact and sustainability, community

engagement, policy and advocacy, and a directory of resources. The Curriculum also concludes with references and links to further materials that can support continued learning.

This resource is intended for youth workers, trainers, coordinators and educators working with or for young people with disabilities, as well as for organisations that wish to strengthen their role in promoting inclusive social entrepreneurship. Through this Curriculum, we aim to contribute to a youth work practice in which young people with disabilities are recognised as potential social entrepreneurs and active contributors to more inclusive and resilient communities.

HOW TO USE THIS CURRICULUM

This curriculum is built as a flexible set of sessions for trainings of youth workers on social entrepreneurship with and for young people with disabilities. Trainers can either use single sessions on their own or combine several of them into multi-day programmes. Each session follows the same structure: a background, duration, objectives, listed competences gained from the session, listed methods, step-by-step implementation guidance, background sources and further reading, materials and space needed, adaptation options for mixed-ability groups and recommendations for easier multiplication. This makes it easy to navigate the material, compare sessions and adjust them to different groups, timeframes and local realities.

The sessions can be implemented in three main ways:

- As standalone workshops, for example for a single training day or thematic event (except Session 1 and Session 16).
- As part of a short 4–5-day training, focusing on core topics such as disability awareness, inclusive pedagogies, basics of social entrepreneurship and key entrepreneurial skills.
- As part of a longer 8–10-day training, allowing more time for group building, deeper exploration of social entrepreneurship, practical planning, impact and sustainability, community engagement, policy and advocacy, and evaluation.

Session 1 (Introduction and group building) and Session 16 (Evaluation and closure) are primarily intended for full 4–5 day and 8–10 day trainings, as they focus on group building and evaluation rather than new content. For standalone sessions, trainers can start from another session and integrate brief opening and closing activities.

The 4–5-day training programme is based on a selection of core sessions and does not include all 16 curriculum sessions. Most sessions are designed for approximately 180 minutes, while some closing or focused sessions are shorter and can last 90 or 120 minutes, as indicated in the session description. The sessions are not intended to be shortened. Trainers are invited to use the remaining sessions either in longer 8–10 day trainings or as standalone workshops according to their local needs.

Example training agendas are provided below to illustrate how sessions can be sequenced from introduction and group building through skills development to evaluation and closure. Trainers are invited to use these examples as a starting point, adapt them to their context and participants' needs, and combine sessions in ways that ensure a balance between theory, practice and reflection, while always considering accessibility and the diverse needs of young people with disabilities.

Programme Tables for training courses

A 4-5-day training programme for youth workers on social entrepreneurship and disability inclusion

Day 1	
AM	Arrival of participants
PM	Session 1: Introduction and group building
Evening	Group building & reflection session
Day 2	
AM	Session 2: Introduction to disability awareness in youth work
PM	Session 3: Social entrepreneurship for youngsters with disabilities
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Session 4: Pedagogical approaches for inclusive education in youth work
PM	Session 6: Challenges and reframing narratives around YWDs in employment
PM	Reflection and Evaluation of the day
Day 4	
AM	Session 7: Entrepreneurial skills development for YWDs
PM	Session 8: Inclusion principles in social entrepreneurship
PM	Reflection and Evaluation of the day
Day 5	
AM	Session 12: Measuring impact and sustainability in inclusive social enterprises
PM	Session 16: Evaluation and closure
PM	Departure of participants (or next morning)

An 8-10-day comprehensive training programme for youth workers on social entrepreneurship and disability inclusion

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Session 1: Introduction and group building
PM	Session 2: Introduction to disability awareness in youth work
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Session 3: Social entrepreneurship for youngsters with disabilities
AM	Session 4: Pedagogical approaches for inclusive education in youth work
PM	Reflection and Evaluation of the day
Day 4	
AM	Session 5: Practical workshop planning and step-by-step guidance
PM	Session 6: Challenges and reframing narratives around YWDs in employment
PM	Reflection and Evaluation of the day
Day 5	
AM	Session 7: Entrepreneurial skills development for YWDs
PM	FREE AFTERNOON
Day 6	
AM	Session 8: Inclusion principles in social entrepreneurship
AM	Session 9: Best practices in inclusion and social entrepreneurship
PM	Reflection and Evaluation of the day
Day 7	
AM	Session 10: Inclusion as a tool to enhance emotional intelligence
PM	Session 11: Interactive activities and exercises for YWDs
PM	Reflection and Evaluation of the day
Day 8	
AM	Session 12: Measuring impact and sustainability in inclusive social enterprises
PM	Session 13: Community engagement
PM	Session 14: Policy and advocacy
PM	Reflection and Evaluation of the day
Day 9	
AM	Session 15: Directory of resources for further learning and support
PM	Session 16: Evaluation and closure of the training course
Evening	"See you again" party
Day 10	
AM	Departure of participants

Theoretical introduction

Disability awareness in youth work

Disability awareness in youth work starts from the understanding that disability is created not only by individual impairments but by environmental, social and attitudinal barriers. Many research institutions and relevant entities have researched and analysed these barriers. A study by Eide et al. (2022), discusses that during their high-level focus group discussion analyses identified facilitation and universal design, pro-active municipal services, good networks, positive attitudes on inclusion, good communication between municipalities and families, schools, and inclusive leisure activities as critical factors in ensuring that children and youth with functional difficulties are included and participate in different arenas in their local communities¹. It is essential for youth workers to be familiar with the social model of disability, disability rights frameworks and the lived experiences of young people with disabilities, rather than focusing only on diagnosis or deficits. In practice, this means recognising disabled young people as experts of their own lives, involving them in decisions that affect programmes and treating accessibility as a core quality standard of youth work, not as an additional member of the group.

Youth work projects that have awareness on disability pay attention to language, communication styles, sensory and physical environments, and power relations in groups. It also requires that staff are trained to recognise and interrupt forms of discrimination, and that they use strengths-based and person-centred approach that focuses on capacities, aspirations and rights. When youth work practice is grounded in this awareness, it becomes easier to co-create meaningful pathways into education, employment and social entrepreneurship with young people with disabilities.

Inclusion principles

Inclusion in youth work is more than bringing diverse young people into the same room. Inclusion is to ensure that everyone can participate, influence and benefit on equal terms. Core inclusion principles in youth work include being youth-centred, strengths-based, rights-based and committed to equity and social justice. For young people with disabilities, this implies to proactively remove barriers, adapting activities and expectations, and creating spaces where they feel safe, respected and able to express themselves. Inclusive youth work treats accessibility as an ongoing process. This is done by offering multiple ways to engage, communicate and contribute, involving disabled youth in the design, delivery and evaluation of activities, as well as ensuring that inclusive practice is evident at all levels of the organisation, from programming to policies and leadership.

Inclusion principles also recognise intersectionality, acknowledging that disability intersects with gender, class, migration, ethnicity and other identities, and that inclusive practice must respond to this complexity. When these principles are applied consistently, inclusion becomes “core and seamless”, rather than an add-on project or a separate activity².

¹ Eide AH, Ofstad D, Støylen M, Hansen E, Høiseth M. Participation and Inclusion of Children and Youth with Disabilities in Local Communities. *Int J Environ Res Public Health*. 2022 Sep 20;19(19):11893. doi: 10.3390/ijerph191911893. PMID: 36231197; PMCID: PMC9565650.

² 8 Steps to Inclusive Youth Work 2nd Edition. National Youth Council of Ireland (ISBN: 978-1-900210-67-6). <https://www.youth.ie/wp-content/uploads/2016/09/8-Steps-to-Inclusive-Youth-Work-NYCI-2nd-Ed.pdf>

Reframing narratives around youth with disabilities

Young people with disabilities (YWD) are often framed through deficit-oriented narratives, for example as “vulnerable”, “dependent” or “too limited” for employment and entrepreneurship. These narratives influence how families, institutions, employers and even youth workers see their role and potential. Reframing narratives means deliberately shifting from “what is wrong” or “what is missing” to “what strengths, skills and aspirations are present, and what barriers need to change around them”. According to an article published by Workforce Matters (2026), the social model offers a different story: people are disabled not by their bodies, but by inaccessible workplaces, rigid job descriptions, and inflexible systems and policies. Remove the barriers, and participation follows. When we shift the narrative, inclusion becomes smart business strategy, accessibility becomes infrastructure, accommodation becomes innovation and competitive advantage³.

In employment and entrepreneurship, this involves moving from the question “can this young person work or run a business?” to “what supports, adaptations and environments will enable them to succeed?”. Youth workers play a key role in this narrative shift by using asset-based language, highlighting success stories of YWDs, and challenging stereotypes in their own organisations, peer groups and partner networks.

Social entrepreneurship basics

Social entrepreneurship refers to initiatives that use entrepreneurial approaches to address social or environmental problems, reinvesting value into their mission rather than maximising profit for owners or shareholders. For young people with disabilities, social entrepreneurship can create spaces where their perspectives shape solutions, and where business models are designed with accessibility and inclusion at their core. Typical elements include identifying a social problem, understanding the needs and assets of the community, developing a value proposition, defining beneficiaries and customers, planning finances, and building partnerships.

In youth work, teaching social entrepreneurship basics does not necessarily mean that every participant will start a formal social enterprise. It can also support skills such as problem-solving, teamwork, leadership, communication, budgeting and community engagement, which are valuable in many life paths. For YWDs, accessible social entrepreneurship education needs to address both the general elements such as idea generation, business planning, impact thinking, and disability-specific realities, such as access to funding, assistive technologies, support services and inclusive policy frameworks. Youth workers can act as facilitators and connectors, helping young people link their lived experience of barriers with the tools of entrepreneurship to co-create solutions

Policy, advocacy, community engagement

Disability-inclusive social entrepreneurship does not happen in a vacuum. This inclusive social entrepreneurship depends on supportive policies, funding ecosystems and community attitudes that support the involvement of YWDs in entrepreneurial activities. Youth workers and YWDs often encounter disintegrated or slow policy implementation, limited funding for inclusive initiatives and low awareness

³ Workforce Matters. (2026, February 26). Rewriting Who belongs — narrative, disability, youth, and the role of funders. <https://workforce-matters.org/rewriting-who-belongs-narrative-disability-youth-and-the-role-of-funders/?cn-reloaded=1>

of social entrepreneurship as a career path for disabled youth. Policy and advocacy work in this field means influencing laws, strategies and programmes so that they remove barriers and create enabling conditions for YWDs as social entrepreneurs.

Community engagement is equally important. Inclusive social enterprises are more sustainable when local communities understand and support their mission, when people with disabilities are included in community decision-making, and when local organisations, authorities and businesses collaborate actively.

As active community members and leaders, youth workers can facilitate this by building partnerships between youth organisations, disability organisations, social enterprises, municipalities and other stakeholders, and by supporting YWDs to speak for themselves in public forums, consultations and campaigns. Advocacy at community level can include awareness-raising activities, storytelling, campaigns, participation in local councils or youth structures, and joint initiatives that demonstrate the value of inclusion for everyone.

Educational sessions

Session 1: Introduction and group building

Session title: Introduction and group building

Duration: 180 minutes

Background:

The opening session is crucial for setting the tone of the whole training course on social entrepreneurship with and for young people with disabilities. Many participants will arrive with different levels of experience in youth work, disability inclusion and entrepreneurship, and may not yet know each other or the trainers. Knowing this, a clear and transparent introduction helps them understand why they are here, what the training aims to achieve and how their own knowledge and experience are valued. At the same time, because the training deals with sensitive topics such as discrimination, barriers and personal experiences of disability, it is essential to establish a safe and respectful learning environment from the very beginning. In this first session, group building activities are very important as this session is about creating a climate of trust, where participants feel that they can speak openly, listen to each other, make mistakes and learn together. Therefore, this session combines information about the programme and objectives, getting to know each other activities and an experiential group-building activity that highlights cooperation, communication and the value of different roles in a group.

Aim of the session:

To introduce the training course and its objectives, get to know participants and their expectations, and build a safe and inclusive group atmosphere that supports learning on disability and social entrepreneurship.

Objectives:

- To present the programme, main goals and working approach of the training course;
- To provide space for participants and trainers to get to know each other on a personal and professional level;
- To explore and collect participants' expectations, fears and potential contributions regarding the training;
- To strengthen group cohesion and trust through an interactive group-building activity.

Competences addressed:

- Personal, social and learning to learn competence;
- Critical thinking;
- Problem solving;
- Literacy competence;
- Teamwork;
- Analytical;
- Literacy competence;
- Communication.

Methodology and methods:

- Short input / presentation;
- Speed dating activity;
- Group work: expectations, fears and contributions;
- Group-building activity: Crossing islands;
- Debriefing.

Session flow:**I. Introduction to the training course, team and participants (30 minutes)**

Trainers officially open the training course, welcome participants and briefly present themselves and the organising team. They provide an overview of the programme consisting of the main goal of the project, specific objectives of the training, key topics including disability awareness, inclusion, social entrepreneurship with YWDs. Then they briefly mention the working methods and introduce basic working rules that include confidentiality, punctuality and respect for different needs. Participants are invited to add more rules, if they want to, and the trainer writes them all in a flipchart paper that will be visible in the room in case more input will be added in the meantime. Then, some practical aspects are explained such as daily schedule, breaks, logistics and accessibility arrangements. Participants are then invited to briefly introduce themselves in plenary, sharing their name, organisation and role in youth work, and one short sentence about their interest in disability-inclusive social entrepreneurship.

II. Speed dating (30 minutes)

To start with a getting to know activity, participants are arranged in two concentric circles facing each other. The trainer explains that they will have a series of brief “speed conversations” with different partners. The trainer gives further instructions, where he/she emphasises that each round lasts about 2–3 minutes and is guided by a simple question. After each round, participants in the outer circle move one position to meet a new partner. The process continues until participants have met several different people. The questions used for this activity are:

- What motivated you to join this training?
- What kind of work do you do with young people?
- What is something that people should know about you?
- What is one hope you have for young people with disabilities in your community?

At the end, the trainer invites a few volunteers to share something interesting they discovered about someone else, hence, reinforcing mutual curiosity and respect.

III. Expectations, fears and contributions (50 minutes)

The trainer introduces the next activity by emphasising that the training is a shared learning space and that it is important to make visible what participants hope for, what concerns they may have and what they feel able to contribute. Each participant receives three sets of post-its in different colours. The post-its are designed in the following way: yellow for expectations, blue for fears and green for contributions. On three flipcharts placed around the room, the trainer writes the headings “Expectations”, “Fears” and “Contributions”.

Participants are given around 5–10 minutes per round to reflect individually and write down their thoughts: what they expect from the training (content, methods, learning), what they are worried about (e.g. time, language, complexity of topics) and what they can contribute (experiences, skills, perspectives). Then, they place their post-its on the corresponding flipcharts. When everyone is finished, the trainer facilitates a plenary discussion by reading clusters of post-its, asking for clarifications where needed and

commenting on which expectations can be met, which fears can be addressed and how contributions can be integrated into the programme. This helps to align the group around shared goals and to make potential challenges visible early on.

IV. Group-building activity: Crossing islands (50 minutes)

For the final part of the session, participants take part in the “Crossing islands” group-building activity, which requires cooperation, problem-solving and attention to everyone’s participation. The trainer prepares “islands” on the floor (for example, sheets of paper or pieces of tape) that represent safe spots in an imaginary “sea”. Participants are divided into small groups and receive a limited number of “stepping stones” (e.g. A4 papers) which they must use to move the whole group from a starting line to a “safe shore” without anyone touching the floor outside the stones. The rules include that no one is left behind, that stepping stones cannot be slid or thrown, and that if someone steps off, the group returns to the start or loses a stone (the trainer can adapt rules to the group accordingly). The groups have 30–40 minutes to complete the challenge, while the trainer observes how they organise themselves, communicate and support each other.

V. Debriefing (20 minutes)

After the activity, participants return to plenary for a debriefing. The trainer uses the following questions for this part:

- How did you organise yourselves as a group?
- What helped you move forward?
- What made it difficult?
- Did everyone feel included in the process?
- Were there moments when someone took a lot of space or very little space?
- What can we learn from this activity about how we want to work together during the rest of the training?

The trainer links the insights back to inclusive youth work practice and to the importance of cooperation, communication and shared responsibility when working on disability-inclusive social entrepreneurship.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector, prepared “Crossing islands” materials”.

Recommendations for future youth trainers multiplying this session:

- It is recommended to adapt “Crossing islands” to the physical abilities of the group. If needed, the trainer can switch to a seated group-building activity that keeps the same focus on cooperation and inclusion.
- It is important to leave enough time to discuss expectations and fears as this will help to fine-tune the rest of the training.
- If time allows, the session can close with a short check-out round, where each participant shares one word or sentence describing how they feel after the first session or one hope they have for the coming days.

Session 2: Introduction to disability awareness in youth work

Session title: Introduction to disability awareness in youth work

Duration: 180 minutes

Background:

Youth work often aims to be open and welcoming to all young people, but in practice young people with disabilities still face many barriers to participation. These can be physical, sensory, informational, attitudinal or organisational. Disability awareness in youth work means understanding disability from rights-based and social model perspective, recognising that it is the interaction between the person and the environment that creates disability, and not only individual impairments. It also means reflecting critically on how youth workspaces, methods and attitudes may unintentionally exclude or marginalise disabled youth. For many youth workers, disability remains an area where they feel unsure, afraid of “doing something wrong” or reproducing stereotypes. Starting a training course with a dedicated session on disability awareness helps to build a common understanding, clarify key concepts and open honest conversation about fears, biases and gaps in practice. This provides a foundation for all later sessions on inclusion, social entrepreneurship and support to YWDs.

Aim of the session:

To introduce key concepts of disability awareness and support youth workers to reflect on barriers and opportunities for inclusion in their own practice.

Objectives:

- To explore different understandings of disability such as medical vs social models and rights-based perspective;
- To identify common barriers and enablers that young people with disabilities face in youth work settings;
- To reflect on participants’ own experiences, attitudes and practices related to disability;
- To encourage participants to see disability awareness as an ongoing responsibility in their work.

Competences addressed:

- Personal, social and learning to learn competence;
- Self-reflection;
- Citizenship competence;
- Critical thinking;
- Analytical;
- Literacy competence;
- Communication and collaboration.

Methodology and methods:

- Theoretical input;
- Silent floor brainstorming;
- Small group work;
- Presentations;
- Plenary discussion and debriefing.

Session flow:

I. Theoretical input: What do we mean by disability? (30 minutes)

The trainer introduces the session by connecting it to the overall focus of the training and explaining why disability awareness is a foundation for inclusive social entrepreneurship with young people. He/she follows with a short input that covers key concepts in simple language: medical and social models of disability, rights-based approaches (e.g. CRPD), examples of different types of impairments and the idea of barriers in the environment (physical, communicational, attitudinal, institutional). The trainer emphasises that it is essential to better understand how to remove barriers and support participation. Participants are invited to ask clarifying questions and to share any immediate reflections or associations they have with the word “disability”.

II. Silent floor brainstorming on barriers and enablers (40 minutes)

To bring out participants’ perceptions and experiences, the trainer continues the session with a silent brainstorming activity. He/she prepares several large sheets of paper on the floor or walls with the following titles:

- Barriers faced by YWDs in youth work
- Things that help YWDs feel included
- Questions or doubts I have about disability in my work

Participants receive markers and are invited to walk around in silence, writing words, short phrases or drawing symbols in response to the titles. They can react to what others have written by circling, underlining or adding arrows, but they do not speak during this phase. After approximately 20 minutes, the trainer concludes the process and invites everyone to stand around the sheets. He/she asks them to share their reactions when seeing the given input by asking the following questions:

- What do you notice?
- What surprises you?
- What do you recognise from your own context?

The trainer clusters similar points together and briefly names patterns that are mostly common among participants.

III. Small group work on real situations (40 minutes)

Participants are divided into small groups of 3–5 members. Each group receives one or two short, realistic situations related to youth work and disability (these can be prepared in advance based on partners’ experience, or participants can propose situations from their own practice). Some examples might include:

- A young person with a mobility impairment wants to join a youth exchange in a venue with limited accessibility
- A deaf young person joins a local youth club that has never worked with sign language interpreters before
- A young person with a psychosocial disability is active in a project but frequently overwhelmed by group dynamics

After getting their case to work on, the trainer instructs all groups to read the case and then discuss by following these questions:

- What are the barriers in this situation (visible and invisible)?
- What could youth workers do to support reducing or removing these barriers?
- What kind of support, partnerships or resources would they need?

They are instructed to write their main points on flipchart paper and prepare to present it afterwards. The given time for the task is 30 minutes.

IV. Presentations (30 minutes)

After the discussion and preparation, each group is invited to present their situation and ideas in plenary in about 5 minutes per group. The trainer encourages other participants to add further suggestions or questions, while keeping the focus on practical, rights-based solutions rather than “fixing” the person.

V. Plenary reflection and key messages (40 minutes)

In the final part of the session, the trainer facilitates a plenary reflection that connects the input, the silent brainstorming and the group work. The following questions are used for this discussion:

- What did you learn or realise about barriers and enablers for YWDs?
- Did any of the situations feel very close to your own work?
- Where do you see your own organisation doing well, and where is there room for improvement?

Then, participants are invited to name one concrete change they would like to make in their practice after this session, such as reviewing accessibility of information, involving disabled youth in planning or adapting a specific method. The trainer summarises key messages on a flipchart, highlighting that disability awareness is an ongoing process, not a one-off session, and that it will be revisited throughout the curriculum in relation to social entrepreneurship, skills development and advocacy.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector, prepared scenario cards describing real situations.

Background documents and further reading:

- 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
- Youth Work for Inclusion of Young People with Disabilities, (n.d.), SALTO and partners – practical guide. <https://www.salto-youth.net/downloads/4-17-2775/YOUTH%20WORK%20FOR%20INCLUSION%20OF%20YPD.pdf> .
- Positive Youth Development. (2024). Disability Staff & Volunteer Tipsheet. <https://youthdevelopment.extension.wisc.edu/files/2024/01/Disability-Awareness-Tipsheet-1-8.pdf>
- CRPD, especially Articles 1, 2, 3 and 24. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

Recommendations for future youth trainers multiplying this session:

- The trainer should ask from youth workers to find examples of situations from their national/local context. In case there is none, the trainer finds situations from the topics mentioned above.

Session 3: Social entrepreneurship for youngsters with disabilities

Session title: Social entrepreneurship for youngsters with disabilities

Duration: 180 minutes

Background:

Social entrepreneurship offers young people with disabilities the possibility to turn their experience, skills and interests into initiatives that create social impact and sustainable livings. Many youth workers are familiar with general entrepreneurship concepts but are less confident in connecting them to disability inclusion and to the realities of YWDs in their communities. This session introduces basic ideas of social entrepreneurship in an accessible way and invites participants to link them with real problems and opportunities that YWDs face. The focus of the session is not only on starting formal enterprises, but also on developing an entrepreneurial mind-set that can support agency, creativity and participation. By working with concrete examples and participants' own contexts, the session prepares the ground for later work on skills development, planning and impact.

Aim of the session:

To introduce the concept of social entrepreneurship and explore how it can be meaningful and accessible for young people with disabilities.

Objectives:

- To clarify what social entrepreneurship is and how it differs from traditional business and from general social projects;
- To connect social entrepreneurship concepts with the lived realities and aspirations of YWDs;
- To identify social problems and needs that could be addressed through social entrepreneurial ideas;
- To encourage participants to see YWDs as potential social innovators and leaders, not only as beneficiaries.

Competences addressed:

- Personal, social and learning to learn competence;
- Critical thinking and problem solving;
- Creative thinking;
- Analytical;
- Literacy competence;
- Entrepreneurship competence;
- Citizenship competence;
- Communication and teamwork.

Methodology and methods:

- Interactive input with examples;
- Small group work;
- Presentations and discussion.

Session flow:

I. Interactive input: what is social entrepreneurship? (30 minutes)

The trainer opens the session by asking participants to share words or images they associate with “social entrepreneurship”. While they share these, the trainer writes them down on a flipchart. Based on this, the trainer gives a short and interactive input on the topic that introduces key elements:

- Using entrepreneurial approaches to address social or environmental problems
- Reinvesting surplus into the mission
- Combining social impact and financial sustainability
- Involving stakeholders (including people with lived experience) in the design of solutions

The trainer shares 1–2 concrete examples of social enterprises, preferably including at least one led by or involving people with disabilities, and highlights what makes them “social” and “entrepreneurial”. Participants are invited to ask questions and comment on what resonates with their own contexts.

II. Small group work: identifying social problems and needs (50 minutes)

Participants are divided into small groups of 3–5 mixed members of different countries and backgrounds. Each group is asked to think about the realities of YWDs in their communities and to list concrete problems, barriers or unmet needs they observe, for example, lack of accessible leisure activities, exclusion from mainstream training, inaccessible transport, negative attitudes from employers. They are instructed to work on their group for 30 minutes, by addressing the following questions:

- What is difficult or biased for YWDs in our context?
- Where do we see gaps in services or opportunities?

Groups are instructed to write their ideas on flipchart paper and cluster them into themes such as education, employment, mobility, social participation. After about 30 minutes, each group briefly presents their main points in plenary (3-5 minutes per group), while others can ask short clarifying questions. The trainer highlights common patterns and differences between contexts.

III. Small group work: from problems to social entrepreneurship ideas (60 minutes)

The trainer informs participants that for the next task they work again in small groups. They are advised to stay in the same mixed groups. Their new task is to choose one or two of the problems identified in the previous activity and discuss how social entrepreneurship could address them. The trainer introduces some questions that they should work on in their groups, which are:

- Who is affected and how?
- What could we offer that would make a positive difference?
- Who would benefit and who might pay or support?
- What makes our idea inclusive for YWDs?

Groups start to work creatively to sketch one early-stage idea by using paper, drawings or simple canvases. They have 60 minutes to work on this and prepare for a presentation. The trainer emphasises that the focus is on connecting the problem and the people involved with a possible value proposition, not on financial details. Trainers remain available for all group and try to guide them by asking questions that help groups consider the role of YWDs as co-creators or leaders in these ideas.

IV. Presentations and Discussion (40 minutes)

In the final part of the session, each group presents its social entrepreneurship idea to the rest of the participants. Each group is given 5 minutes to pitch their idea, and explain which problem they chose, who is involved, what they propose to do and how YWDs are part of the solution. After each presentation, there is a brief round for clarifying questions and appreciative feedback from others. Once all groups have presented, the trainer facilitates a short plenary discussion by asking participants the following questions:

- What did you notice about the ideas?
- How did thinking in a social entrepreneurship way change how we see the problems?
- Where do you see potential for YWDs to take leading roles?

The trainer summarises key insights and emphasises that social entrepreneurship can be one meaningful pathway for YWDs but should always be grounded in their rights, choices and access to support.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector and speakers (if using videos about social enterprises), printed case descriptions of social enterprises (including disabled-led if available), large paper or canvases for idea sketches.

Background documents and further reading:

- YOUTH FOR EXCHANGE AND UNDERSTANDING (2020), Steps towards social entrepreneurship. <https://yeu-international.org/wp-content/uploads/2020/11/Steps-towards-social-entrepreneurship.pdf>
- Romero, J. (2018). Social Entrepreneurship and Youth Employment (S4YE Knowledge Brief). <https://www.s4ye.org/sites/default/files/2018-09/Social-Entrepreneurship-and-youth%20employment-S4YE-KnowledgeBrief-Jose-Romero-Hana-Sahatqia-PUBLIC.pdf>

Recommendations for future youth trainers multiplying this session:

- During the interactive input, the trainer should use examples that reflect participants' realities (urban/rural, sector, country). The trainer should also keep the first introduction to social entrepreneurship simple and concrete while more technical aspects can come later.
- During the group work and idea initiation, the trainer should encourage groups to consider YWDs as co-creators or leaders in their ideas, not only as beneficiaries.

Session 4: Pedagogical approaches for inclusive education in youth work

Session title: Pedagogical approaches for inclusive education in youth work

Duration: 180 minutes

Background:

Inclusive youth work requires more than goodwill and individual accommodations. Inclusive youth work calls for conscious pedagogical choices that recognise different ways of learning, communicating and participating. Youth workers often rely on familiar non-formal methods but may not always consider how these methods affect young people with different impairments or support needs. This session offers space to assess the activities that are most commonly used through an inclusion lens and to explore practical ways to adapt them for mixed-ability groups. The session gives space for participants to build confidence to design educational processes where young people with disabilities can participate as equals and contribute actively by reflecting on their own practice and experimenting with adaptations.

Aim of the session:

To strengthen participants' understanding of inclusive pedagogical approaches in youth work and to develop concrete ideas for adapting methods to mixed-ability groups.

Objectives:

- To introduce key principles of inclusive pedagogy in non-formal youth work;
- To analyse frequently used youth work methods from the perspective of accessibility and participation of YWDs;
- To develop practical adaptations of selected methods for mixed-ability groups;
- To encourage participants to integrate inclusive thinking into their ongoing educational planning.

Competences addressed:

- Critical thinking;
- Creative thinking;
- Problem solving;
- Analytical;
- Literacy competence;
- Communication;
- Personal, social and learning to learn competence.

Methodology and methods:

- Theoretical input;
- Carousel / station work analysing methods;
- Small group work;
- Sharing in plenary and analysis.

Session flow:

- I. **Theoretical input: principles of inclusive pedagogy (30 minutes)**

The trainer starts the session by introducing the idea of inclusive pedagogy in youth work, hence, building on the disability awareness session. He/she has prepared a theoretical input on key principles such as planning for diversity from the start, offering multiple ways of engagement (visual, auditory, experiential), valuing different contributions, pacing and structuring activities clearly, and involving participants in shaping the process. The trainer links these principles to common non-formal education values such as participation, empowerment and experiential learning, and invites participants to briefly share examples of when a method worked well or poorly for young people with disabilities in their own practice.

II. Carousel: looking at familiar methods through an inclusion lens (50 minutes)

The trainer sets up several “method stations” around the room, each representing a commonly used youth work method: brainstorming, role play, world café, group discussion, outdoor task, simulation. At each station, there is a short description of the method and some guiding questions, such as:

- Who might find this method easy or difficult?
- What barriers could appear for YWDs?
- What could be adapted?

Participants are divided into small groups and instructed by the trainer that their task is to rotate through the stations, spend about 10–12 minutes at each one. Furthermore, the trainer emphasises that at every station they should write their observations on flipcharts or cards. The focus should be on noticing potential barriers, for example for blind participants, for people with anxiety, for those with mobility limitations and thinking about simple adjustments.

III. Small group work: adapting one method in depth (70 minutes)

After the carousel, each group chooses one method that feels particularly relevant to their context. The method can be either from the stations or another method they often use in their work. The task is to design an inclusive version of that method for a mixed-ability group including YWDs. The trainer provides the groups with guiding questions such as:

- How do we explain this method clearly?
- How can we vary communication channels?
- What physical or sensory adaptations are needed?
- How do we ensure everyone can participate meaningfully?

Groups are given 60-70 minutes to sketch out their adapted method on flipchart paper, noting step-by-step how they would run it, what they would change compared to the usual way, and what support (co-facilitation, materials, time) they need. After this, they prepare for presenting their ideas.

IV. Plenary sharing and analysis (30 minutes)

The trainer invites each group to present its adapted method to the plenary in 5–7 minutes, focusing on the key adaptations they propose and why they chose them. After each presentation, other participants can ask clarifying questions or suggest further ideas. The trainer listens for common patterns and, after all presentations, facilitates a short analysis by writing key idea on a flipchart. The trainer introduces the following questions to discuss together with participants:

- What makes a method “more inclusive”?
- What are simple quick wins?
- What requires more structural change.

Participants are invited to identify one concrete method they commit to adapt and test in their own work after the training. The trainer closes by emphasising that inclusive pedagogy is a continuous process of trying, observing, adjusting and learning with participants, and that later sessions on workshop planning and interactive activities will build further on this work.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

- Council of Europe. (2015). T-Kit 13: Sustainability and Youth Work (sections on methods and facilitation). <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-13-sustainability-and-youth-work>
- 8 Steps to Inclusive Youth Work 2nd Edition. National Youth Council of Ireland (ISBN: 978-1-900210-67-6). <https://www.youth.ie/wp-content/uploads/2016/09/8-Steps-to-Inclusive-Youth-Work-NYCI-2nd-Ed.pdf>

Recommendations for future youth trainers multiplying this session:

- For the group work and Carousel activity, the trainer can ask participants on the methods they use mostly in their daily work and then take 5 minutes to write them, or if already selecting methods based on her/his knowledge, the trainer can confirm with participants before continuing with the activity.
- The trainer should make sure the carousel is physically accessible, having in mind the station height, space, and readability of text.
- It is recommended to encourage honesty about methods that do not work well for some participants and normalise change and experimentation. The trainer should also document the adapted methods and share them with participants after the training.

Session 5: Practical workshop planning and step-by-step guidance

Session title: Practical workshop planning and step-by-step guidance

Duration: 180 minutes

Background:

Youth workers often use many different activities with young people, but they may not always plan workshops in a structured and intentional way, especially when working on complex topics such as disability inclusion and social entrepreneurship. This session supports participants in translating ideas and concepts from the curriculum into concrete and well-structured workshops they can implement in their own organisations. The session focuses on planning with clear objectives, a logical order of activities, realistic timing and attention to inclusion and accessibility. By the end of the session, participants will have the chance to draft at least one workshop plan they can further develop and test after the training.

Aim of the session:

To equip participants with practical skills and tools to design and plan inclusive workshops on social entrepreneurship with and for young people with disabilities.

Objectives:

- To guide participants in formulating clear aims and learning objectives linked to the curriculum topics;
- To support participants in designing a step-by-step flow of activities with realistic timing by providing with a simple structure and template;
- To encourage participants to integrate inclusion and accessibility considerations into their planning.

Competences addressed:

- Personal, social and learning to learn competence;
- Critical and creative thinking;
- Entrepreneurship competence;
- Citizenship competence;
- Analytical;
- Literacy competence;
- Communication and collaboration;

Methodology and methods:

- Input on planning steps and template;
- Small group work;
- Presentations;
- Peer feedback and refinement.

Session flow:

- I. **Introduction to workshop planning and template (30 minutes)**

The trainer starts the session by asking participants how they usually plan their workshops and what challenges they face. Then, he/she introduces the focus of the session, which is on practical workshop planning and step-by-step guidance. The trainer presents a simple planning structure that includes key elements such as the title, target group, duration, main aim, specific learning objectives, competences addressed, methods and methodologies, step-by-step flow of activities with timing, materials, and inclusion/adaptation considerations. The trainer briefly explains each element, using an example workshop linked to the topic and target group of YWDs. Participants receive a printed or digital planning template they will use in the next activities.

II. Small group work: drafting workshop plans (80 minutes)

Participants are divided into small groups of 3–5 people, ideally mixing organisations and countries. Each group chooses one topic/idea that they would like to turn into a workshop for youth workers or directly for YWDs. The trainer gives some examples (if needed) to help them such as disability awareness, entrepreneurial skills, reframing narratives, interactive activities. By using the provided template, groups are invited to work step-by-step in designing a workshop of a specific duration of 90-180 minutes, filling in the aim, objectives, competences, methods and the detailed activity flow with timings. They are given 80 minutes to complete their task and prepare for a presentation. The trainer encourages groups to explicitly think about inclusion by taking into consideration which adaptations are needed for participants with different impairments, what materials should be prepared and how to ensure participation of everyone. Trainers move between groups, answering questions and offering guidance where needed.

III. Presentations of workshop plans (40 minutes)

In this phase, each group is invited to present its workshop plan to the rest of the participants. Each group has around 7–8 minutes to present. They briefly explain the topic, aim, main activities and how they took inclusion into account. Other participants listen and are encouraged to note things they find inspiring or unclear. The trainer emphasises that the atmosphere should be supportive and constructive, focusing on learning rather than having perfect products. Depending on the size of the group, presentations can be done in plenary or in two parallel sub-groups.

IV. Peer feedback and refinement (30 minutes)

After the presentations, groups receive feedback through a simple peer-review process. The trainer explains that each group should exchange plans with another group and using a set of questions to be able giving constructive feedback. They have 10 minutes to do so. The questions used are:

- What is clear?
- What could be improved?
- Is timing realistic?
- Are inclusion aspects visible?

Then, groups have some time to revise or add to their workshop plans based on the feedback. The trainer closes the session by inviting participants to share one insight they gained about planning, and by encouraging them to further test and refine their workshops in their own organisations after the training. Participants are reminded that these plans can become part of the broader toolkit of resources developed within the project. The trainer collects and compiles their workshop plans into a shared resource.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, projector, printed workshop-planning templates, laptops/tablets (if available and useful for groups). quiet working spaces for small groups.

Background documents and further reading:

- European Training Strategy for Youth Work - European Training Strategy. (2023, July 21). <https://europeantrainingstrategy.eu/>
- Examples of existing inclusive workshop plans from own organisation or partners.

Recommendations for future youth trainers multiplying this session:

- The trainer should encourage and invite participants to plan workshops they really intend to implement after the training.
- It is important to monitor time carefully as groups often need more time for planning than expected.

Session 6: Challenges and reframing narratives around youth with disabilities in employment

Session title: Challenges and reframing narratives around youth with disabilities in employment

Duration: 180 minutes

Background:

Young people with disabilities are often surrounded by limiting narratives about what they can or cannot do, especially in relation to employment and entrepreneurship. These narratives come from families, institutions, employers, media and sometimes even from youth workers themselves. Phrases like “too vulnerable”, “too risky to employ” or “not realistic to start a business” can undermine confidence and close doors before opportunities are even explored for these youngsters. At the same time, YWDs and their allies are constantly creating counter-narratives that highlight strengths, creativity and rights. This session is designed to create a structured space for youth workers to surface the dominant “problem stories” about YWDs in employment and social entrepreneurship, critically examine where these stories come from, and practice reframing them into more empowering narratives. The goal of the session is not to ignore real barriers, but to shift the focus from limitations to possibilities and shared responsibility for changing environments, policies and support systems.

Aim of the session:

To help participants recognise limiting narratives around YWDs in employment and entrepreneurship and to practice reframing them into empowering, rights-based messages.

Objectives:

- To identify common stereotypes and “yeah, but...” statements related to YWDs and work/entrepreneurship;
- To analyse how existing narratives affect opportunities, expectations and decisions;
- To practice reframing problematic statements into more accurate and empowering ones;
- To encourage participants to consciously use empowering narratives in their youth work and advocacy.

Competences addressed:

- Personal, social and learning to learn competence;
- Critical thinking and analytical skills;
- Creative thinking;
- Analytical;
- Literacy competence;
- Communication;
- Entrepreneurship competence;
- Citizenship competence.

Methodology and methods:

- Individual reflection;
- Silent floor brainstorming;
- Small group work on reframing statements;

- Plenary discussion and debrief.

Session flow:

I. Surfacing the dominant narratives (30 minutes)

The trainer introduces the session by explaining that language and stories shape how society sees YWDs and their role in employment and entrepreneurship. Participants are invited to reflect individually about typical statements they have heard (or thought) about YWDs and work. The trainer mentions some examples such as “Employers are afraid to hire them”, “They cannot handle stress”, “It’s too complicated to adapt the workplace”, “They should focus on protected workshops” or “Social entrepreneurship is too risky for them”. Each participant receives several small cards or post-its and writes down one statement per card, without their name. They have 15-20 minutes to do this. Cards are collected and briefly shuffled.

II. Silent floor brainstorming: mapping “yeah, but...” statements (40 minutes)

The trainer places the collected statements on large sheets on the floor or wall, leaving space around them. Then, he/she announces that in this part they will do a silent brainstorming. Participants are invited to walk around in silence, reading the statements and adding new ones if they remember more. They can react by underlining, adding question marks, drawing small symbols or writing short comments such as “often from parents”, “heard from employers”, “I used to think this”. The trainer emphasises that the aim is to create a visual map of dominant narratives. After 15–20 minutes of silent observation and writing, the trainer invites participants to stand around the sheets and opens a first reaction round by asking the following questions:

- What do you see?
- Which statements appear often?
- Which ones feel most painful or familiar?

This short discussion helps participants realise patterns and emotional reactions.

III. Small group work: reframing into empowering narratives (60 minutes)

Participants are divided into small groups of 3–5 people. Each group receives a selection of 5–7 “yeah, but...” statements from the previous activity. The trainer instructs them that they have 60 minutes to do a task related to the given statements. Moreover, they should address the following:

- Analyse what the statement implies (about ability, responsibility, risk, value).
- Discuss who might typically say it (family, employers, institutions, youth workers, YWDs themselves).
- Reframe each statement into a more accurate and empowering message that reflects rights-based, practical and hopeful perspective (for example, transforming “YWDs are too vulnerable to run a business” into “YWDs have diverse strengths; with accessible support and fair opportunities, they can successfully lead social enterprises”).

Groups start with their work after getting all instructions. They write both the original and the reframed versions on flipchart paper. They are encouraged to use language they would feel comfortable using in their organisations or with partners for different purposes such as for posters, social media, conversations with parents or employers, and so on. Trainers move around all groups to support them to avoid unrealistic positivity and to keep a balance between acknowledging real barriers and emphasising action and shared responsibility.

IV. Plenary gallery and discussion: choosing the narratives we want to spread (50 minutes)

After the work, all groups are invited to display their flipcharts around the room and participants walk around in a “gallery walk”, reading the reframed statements. The trainer instructs that in the next 15-20 minutes, each participant uses stickers or markers to “vote” for the reframed messages they find particularly powerful or useful. After the walk, everyone returns to plenary. The trainer invites groups to briefly present one or two reframed statements they are proud of, explaining why they chose those formulations. Then, a facilitated discussion follows, using some guiding questions such as:

- How do these reframed narratives change how we see YWDs in employment and entrepreneurship?
- Where would it be most impactful to use them (with colleagues, in public communication, with decision-makers)?
- What makes it difficult to sustain these new narratives in everyday practice?

After the discussion, participants are invited to individually note one or two reframed statements they commit to integrate into their own work. In the end, the trainer summarises key insights and links this session to later work on community engagement, advocacy and social entrepreneurship examples, underlining that language and stories are powerful tools for change.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector, cards or post-its for “yeah, but...” statements.

Background documents and further reading:

- Brookes Publishing. (2022). Overcoming “Yeah, but...”: How to Reframe Barriers to Employment for Students with Disabilities (blog / article). <https://blog.brookespublishing.com/overcoming-yeah-but-how-to-reframe-barriers-to-employment-for-students-with-disabilities/>
- Existing Reports on employment of persons with disabilities in participants’ countries (e.g. from ministries, NGOs, EU).

Recommendations for future youth trainers multiplying this session:

- The trainer should pay attention to emotional safety as some statements may be painful or triggering. It is important to make explicit that participants are not being judged for having heard or used these narratives; the aim is to transform them.
- It is recommended to keep the focus on systemic and environmental change, not on “fixing” individuals.
- If possible, it is recommended to consider involving YWDs in co-creating or validating the reframed narratives.

Session 7: Entrepreneurial skills development for youth with disabilities

Session title: Entrepreneurial skills development for youth with disabilities

Duration: 180 minutes

Background:

Entrepreneurial skills are not only for people who want to start their own business. They are transversal competences that help young people navigate uncertainty, create opportunities and contribute to their communities. For young people with disabilities, these skills can be especially important in contexts where the labour market is not inclusive and where self-initiated projects or social enterprises may open doors that traditional employment keeps closed. At the same time, many youth workers feel unsure how to work on entrepreneurial competences in a way that is accessible, concrete and meaningful for YWDs, beyond abstract concepts or standard business trainings. This session supports participants to explore what “entrepreneurial skills” mean in practice, identify which of these skills are already present among YWDs, and think about how youth work can nurture them. The session focuses on practical examples, small steps and support strategies, not directly in the action of turning everyone into a start-up founder. It also encourages youth workers to recognise their own role as facilitators, mentors and connectors in the entrepreneurial journeys of young people with disabilities.

Aim of the session:

To deepen participants’ understanding of entrepreneurial skills and to explore how these competences can be supported and developed with young people with disabilities.

Objectives:

- To identify key entrepreneurial skills relevant for YWDs in social entrepreneurship;
- To connect entrepreneurial skills with real-life situations and challenges that YWDs may face;
- To explore youth work methods and strategies to support the development of entrepreneurial skills;
- To encourage participants to plan concrete next steps for integrating entrepreneurial skills into their work with YWDs.

Competences addressed:

- Entrepreneurship competence;
- Critical thinking;
- Creative thinking;
- Analytical and planning;
- Literacy competence;
- Communication and collaboration;
- Personal, social and learning to learn competence.

Methodology and methods:

- Brainstorming;
- Input;
- Small group work with scenarios / role play.
- Plenary mapping of support strategies.

- Individual reflection and planning.

Session flow:

I. Brainstorming entrepreneurial skills (20 minutes)

The trainer opens the session with a brainstorming activity. He/she starts by asking participants: “What comes to your mind when you hear the phrase ‘entrepreneurial skills’?” Participants are invited to first think individually for a few minutes and then share words or short phrases in plenary. The trainer writes all ideas on a flipchart and supports the group in clustering them into broader categories, for example personal skills, social/relational skills, practical/management skills, and so on. Then, the trainer continues with a short input that connects this list to existing frameworks (such as EntreComp introduced by European Commission) in simplified form and highlights that many of these skills are already present in everyday life of YWDs, even if they are not named as “entrepreneurial”.

II. Small group work: entrepreneurial skills in real situations (50 minutes)

Participants are divided into small groups of 3–5 people. Each group receives 2–3 short scenarios that illustrate typical situations where YWDs might show or need entrepreneurial skills. The scenarios are:

- A young wheelchair user wants to start a peer-led social media campaign about accessibility in their town.
- A young person with a psychosocial disability is interested in creating a small community garden project but faces family doubts.
- A deaf young person is exploring the idea of offering sign language workshops in local schools.

They are tasked to analyse these cases and discuss. The trainer emphasises that for these scenarios, the groups should discuss and answer the following questions:

- Which entrepreneurial skills are visible or needed in this situation?
- What barriers might the young person face (internal and external)?
- How could youth workers support them to strengthen these skills and move forward?

They have 40-50 minutes to do so. The trainer emphasises that groups should note their ideas on flipcharts. Optionally and if appropriate, they can briefly role play part of the scenario to make it more concrete.

III. Presentations (40 minutes)

After about 50 minutes of discussion and preparation, each group chooses one scenario to present in plenary. The trainer gives each group around 5–7 minutes to present or do the role play, focusing on the skills they identified and possible support strategies.

IV. Plenary mapping: how youth work can support entrepreneurial skills (40 minutes)

Based on the group presentations, the trainer facilitates a plenary discussion that focuses on the role of youth work in supporting entrepreneurial competences of YWDs. On a large flipchart, the trainer draws a simple matrix with two axes: “Entrepreneurial skills” and “Youth work support strategies/methods”. As participants are invited to share examples (from the scenarios or from their own practice), the trainer adds them to the matrix. Some examples can be: “creativity – using brainstorming and arts-based methods”, “planning – using workshop planning templates and step-by-step guidance”, “communication – practicing pitches in a safe environment”. This creates a visual overview of how different competences can be intentionally nurtured through youth work activities. The trainer encourages participants to think about inclusive adaptations such as using visual supports, peer-to-peer mentoring or assistive technologies that make these methods accessible for YWDs.

V. Individual reflection and next steps (30 minutes)

In the final part of the session, participants are invited to reflect individually on their own context. Each person receives a simple reflection sheet that contains the following questions:

- Which 2–3 entrepreneurial skills do YWDs in my organisation most need support with right now?
- Which methods or activities could I use to support them?
- Who else (colleagues, partners, mentors) could I involve?

Participants can write down one or two concrete ideas for activities or changes they want to try after the training. The trainer supports them with ideas, for example, a mini-project workshop, a regular reflection circle on problem-solving, or integrating pitch practice into existing programmes.

The session closes with a short round in which each participant shares one entrepreneurial skill they personally want to pay more attention to in their work with YWDs. The trainer links this session to upcoming work on inclusion principles in social entrepreneurship and on practical planning, emphasising that entrepreneurial skills are developed over time through ongoing practice and support, not in a single workshop.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector, printed scenario cards describing situations involving YWDs, reflection sheets for individual planning.

Background documents and further reading:

- Brookes Publishing. (2022). Overcoming “Yeah, but...”: How to Reframe Barriers to Employment for Students with Disabilities (blog / article). <https://blog.brookespublishing.com/overcoming-yeah-but-how-to-reframe-barriers-to-employment-for-students-with-disabilities/>
- European Commission. (2016). EntreComp: The Entrepreneurship Competence Framework. https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

Recommendations for future youth trainers multiplying this session:

- The trainer should scenarios that are culturally and contextually relevant for participants or ask them to do some research beforehand.
- When implementing this session in local context, the trainers can involve YWDs in identifying which competences they want to focus on.

Session 8: Inclusion principles in social entrepreneurship

Session title: Inclusion principles in social entrepreneurship

Duration: 180 minutes

Background:

Social enterprises that aim to empower young people with disabilities need to have inclusion in their everyday practice, not only in their mission statements. Inclusion principles in social entrepreneurship go beyond employing or targeting YWDs. Inclusion principles involve how ideas are developed, who is involved in decision-making, how services or products are designed and how value is shared with communities. Therefore, youth workers supporting YWDs in social entrepreneurship need to understand what inclusive practice looks like at different stages of an initiative and how to recognise tokenism, charity-based approaches or hidden barriers. This session invites participants to connect general inclusion principles with the concrete realities of social enterprises and projects. By analysing examples and co-creating criteria, they start to build a practical lens they can use when designing or supporting social entrepreneurship initiatives with and for YWDs.

Aim of the session:

To explore how inclusion principles can be integrated into the design, implementation and culture of social enterprises involving young people with disabilities.

Objectives:

- To recall and apply core inclusion principles to social entrepreneurship contexts;
- To analyse existing or hypothetical social enterprises from the perspective of disability inclusion;
- To co-create practical criteria/checklists for inclusive social entrepreneurship;
- To encourage participants to use these criteria when supporting YWD-led initiatives.

Competences addressed:

- Entrepreneurship competence;
- Citizenship competence;
- Critical thinking;
- Creative thinking;
- Analytical and planning;
- Literacy competence;
- Communication and collaboration;
- Personal, social and learning to learn competence.

Methodology and methods:

- Short theoretical/input recap.
- Small group work on case examples.
- Plenary presentations.
- Collective checklist creation.

Session flow:

I. Recap and link: from inclusion in youth work to inclusion in social enterprises (30 minutes)

The trainer briefly reconnects to earlier sessions/previous knowledge on disability awareness and inclusive pedagogy by asking participants to name key inclusion principles they remember. These are collected on a flipchart by the trainer. The trainer then introduces the idea of applying these principles to social enterprises and initiatives. They altogether discuss key points of what it means for different processes such as recruitment, governance, product/service design, communication or partnerships. Then, the trainer continues with a short input by providing a few concrete examples of inclusive practices in her/his own context, such as cases that demonstrate leadership roles for YWDs, accessible workplaces, co-creation with users or transparent feedback mechanisms.

II. Small group work: analysing case examples (70 minutes)

Participants are divided into small groups of 3–5 members. Each group receives one or two short case descriptions of social enterprises or community initiatives. These cases can be real or fictional, ideally reflecting different levels of inclusion. Cases should include basic information about the mission, activities, target group, staff, decision-making and accessibility aspects. The trainer instructs all groups to discuss their case(s) using guiding questions such as:

- Where do we see inclusion of YWDs in this initiative (if at all)?
- Who is involved in decisions and leadership?
- What barriers or risks of tokenism/exclusion can we identify?
- What changes would make this initiative more inclusive?

Groups should write their observations on flipcharts, highlighting both strengths and gaps. If there are time and energy, they can visually “rate” different aspects such as accessibility, participation or representation, on simple scales.

III. Presentations and discussion (40 minutes)

After finalising their discussion, each group presents its case analysis to the plenary in around 8–10 minutes, focusing on two parts: “Where is this initiative already inclusive?” and “What could be improved?”. Other participants can ask questions afterwards and offer additional suggestions. The trainer pays attention to repeated themes from all groups related to YWDs involvement only as beneficiaries or strong mission but weak accessibility and notes them clearly. Through this comparison, participants get a wider sense of what inclusion can look like in different organisational forms and contexts.

IV. Co-creating an inclusion checklist for social entrepreneurship (40 minutes)

In the final part of the session, the trainer invites participants to use the insights from the case work to co-create a simple and practical checklist or set of criteria for inclusion in social entrepreneurship with YWDs. They are instructed to work in pairs or in their small groups. The trainer explains that they should propose concrete statements that could be used when designing or evaluating an initiative (for example: “YWDs are meaningfully involved in decision-making”, “Information and communication are accessible”, “Work tasks and environments can be adapted”, “There are mechanisms for feedback and complaint”, “Partnerships reflect diversity”). They are given 20 minutes for this. When all groups/pairs are done, the statements are collected on cards or sticky notes and then sorted and clustered in plenary into 6–10 main points.

Then, the trainer facilitates a short discussion to refine the wording and ensure the list is realistic and not very long. The final checklist is documented on flipchart. Participants are encouraged to use it when supporting YWDs in developing their ideas or when assessing potential partner organisations. The session closes with a brief round where each participant names one inclusion criterion they personally want to pay more attention to in their work with social entrepreneurship.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector, case descriptions of social enterprises / initiatives (printed or digital).

Background documents and further reading:

- Outreach International. (2023). Disability Inclusion in Community-Led Development. <https://outreach-international.org/blog/disability-inclusion-in-community-led-development/>
- Brookes Publishing. (2022). Overcoming “Yeah, but...”: How to Reframe Barriers to Employment for Students with Disabilities (blog / article). <https://blog.brookespublishing.com/overcoming-yeah-but-how-to-reframe-barriers-to-employment-for-students-with-disabilities/>
- National or regional guidelines on inclusive employment and social enterprises.
- Articles on inclusive business / disability-inclusive development from recognised organisations (e.g. ILO, OECD, UN).

Recommendations for future youth trainers multiplying this session:

- It is recommended to include at least one real case from own country or region to ground the discussion.
- The trainer should encourage participants to revisit and update the checklist over time as they gain more experience.

Session 9: Best practices in inclusion and social entrepreneurship

Session title: Best practices in inclusion and social entrepreneurship

Duration: 180 minutes

Background:

Young people with disabilities are often seen mainly through the perspective of support and assistance. However, social entrepreneurship allows us to look at them also as creators, innovators, team members, leaders and active contributors to their communities. This session helps participants explore practical examples of inclusive social entrepreneurship and understand what makes such initiatives meaningful, empowering and sustainable.

The session follows the previous session on inclusion principles in social entrepreneurship. After discussing what inclusion should mean in theory and practice, participants now analyse concrete examples and identify what can be learned from them. Best practices are not presented as perfect models to copy, but as sources of learning and inspiration. Participants are invited to ask: What worked well? What was challenging? How were young people with disabilities involved? What could be adapted to our own local reality?

This session also prepares participants for the next session, which focuses on inclusion to enhance emotional intelligence. By analysing good practices, participants will explore not only business models and project ideas, but also empathy, dignity, trust, cooperation and respectful communication.

For youth workers, this topic is important because they often support young people at the beginning of their ideas. Youth workers do not need to be business experts, but they should be able to recognise good examples, support young people in learning from them, and help adapt inspiring practices to local youth work contexts.

Aim of the session:

To support participants in understanding and analysing best practices of inclusive social entrepreneurship and using them as inspiration for future youth work with young people with disabilities.

Objectives:

- To introduce participants to different examples of inclusive social entrepreneurship;
- To analyse what makes a practice inclusive, empowering and sustainable;
- To help participants distinguish between real inclusion, tokenism and charity-based approaches;
- To support participants in adapting good practice elements to their own local contexts;
- To encourage participants to develop initial ideas for inclusive social entrepreneurship activities with YWDs.

Competences addressed:

- Entrepreneurship competence;
- Critical and creative thinking;
- Communication and cooperation;
- Social and civic competence;
- Analytical and planning skills;
- Personal, social and learning to learn competence.

Methodology and methods:

- Short input;
- Brainstorming;
- Gallery walk;
- Case study analysis;
- Small group work;
- Peer learning;
- Reflection.

Session flow:**I. Welcome and introduction to the session's topic (30 minutes)**

The trainer welcomes participants and reminds them of the previous session on inclusion principles in social entrepreneurship. The trainer explains that this session moves from principles to practice. Participants will analyse examples of inclusive social entrepreneurship and identify what can be useful for their own youth work. The trainer can explain that today we will not look for perfect examples. We will look for examples that can teach us something. A good practice is not good only because it has a nice story. It is good when it creates real opportunities, respects dignity, removes barriers and gives people an active role.

Participants are then invited to think individually about one initiative, organisation, social enterprise or youth project that they consider a good example of inclusion. It does not have to be connected only with disability. They write on post-its:

- What is the example?
- Who was included?
- Why do they consider it a good practice?

Participants place the post-its on a flipchart titled **“Good practices we already know”**. The trainer reads some examples aloud and groups them into possible categories, such as employment, training, accessible services, community initiatives or peer support.

The trainer then presents and explains the criteria that will be used during the session to analyse good practices:

- Meaningful participation of YWDs;
- Accessibility;
- Real social impact;
- Sustainability;
- Respectful communication;
- Community cooperation;
- Possibility to adapt the practice to another context.

II. Gallery walk: exploring good practice examples (35 minutes)

Before the session, the trainer prepares 4–5 short real examples of inclusive social entrepreneurship from local communities, partner countries or international practice. If real examples are not available, realistic fictionalised learning cases can be used.

Each example should include:

- title of the initiative;
- short description;
- who is involved;

- how persons with disabilities participate;
- one success;
- one challenge.

Possible examples are:

- **Inclusive café** – young people with intellectual disabilities work in a small community café with mentors, visual instructions and flexible tasks.
- **Accessible digital design studio** – young people with hearing impairments create captioned videos and accessible visual content for NGOs and small businesses.
- **Upcycling initiative** – young people with and without disabilities create products from recycled materials and sell them at local events.
- **Peer educator team** – young people with disabilities deliver workshops on accessibility and inclusion in schools, youth centres or companies.

The examples are placed around the room. Participants walk around, read them and write comments on post-its under three questions:

- What is inspiring in this example?
- What makes it inclusive?
- What questions or doubts do we have?

After the gallery walk, the trainer gathers participants in plenary and briefly comments on repeated ideas. The trainer should highlight that good practices are usually made of many small thoughtful decisions: adapted tasks, mentoring, respectful communication, flexible roles, accessible space and real cooperation.

III. Case study analysis in small groups (45 minutes)

Participants are now divided into small groups. Each group chooses or receives one good practice example from the gallery walk. Their task is to analyse it more deeply using the following questions:

- What social problem does this initiative respond to?
- What is the role of young people with disabilities?
- Are they beneficiaries, participants, workers, co-creators or decision-makers?
- What barriers does the initiative reduce?
- What kind of support is provided?
- What makes this example socially entrepreneurial?
- What are the strongest inclusion elements?
- What could be improved?
- What could youth workers learn from it?

The trainer should encourage groups to be honest and critical. Even good examples can have weak points. For instance, an initiative can provide employment, but still not include YWDs in decision-making. A campaign can raise awareness, but still use pity-based messages. A social enterprise can work with persons with disabilities, but still have inaccessible communication.

The trainer supports groups by asking additional questions:

- Who has power in this initiative?
- Who makes decisions?
- Is disability presented through dignity or pity?
- What would make this example more inclusive?

Each group prepares a short presentation of maximum 5 minutes.

IV. Presentations and discussion: what do good practices have in common? (30 minutes)

Each group presents its analysis. The trainer reminds them to focus on learning points, not only on retelling the example.

After all presentations, the trainer facilitates a discussion: **“What do good inclusive social entrepreneurship practices have in common?”**

The trainer writes participants’ answers on a flipchart. Possible answers may include:

- YWDs have active roles;
- barriers are recognised and reduced;
- support is adapted to individual needs;
- there is cooperation with local community;
- the initiative responds to a real need;
- people learn through practice;
- communication is respectful;
- there is some plan for sustainability.

The trainer then briefly introduces three different approaches:

- **Charity approach:** “We help them because they cannot.”
- **Tokenistic approach:** “We include them so the project looks inclusive.”
- **Empowerment approach:** “We create conditions so they can participate, decide, contribute and grow.”

Participants are invited to connect these approaches with the examples they analysed. The trainer should explain that many organisations start with good intentions, but still need to learn how to move from charity or tokenism towards empowerment.

V. Adaptation lab: from inspiration to local action (30 minutes)

Participants continue working in groups. Their task is to choose one element from a good practice and adapt it to their own local youth work reality. The trainer explains that we should not copy good practices, but translate them into our context.

Groups answer the following questions:

- Which element of good practice do we want to adapt?
- Which group of YWDs could benefit from it?
- What local need would it respond to?
- What small first activity could we organise?
- Which partners would we need?
- What accessibility adaptations are necessary?
- What obstacle could appear?
- What could be our first step after the training?

The trainer encourages groups to think realistically. They do not need to create a full project proposal. The aim is to develop one small possible action. For example, instead of opening an inclusive café, a youth organisation can organise one monthly inclusive community breakfast.

Groups briefly share their ideas. The trainer gives short feedback and connects the ideas with the following curriculum topics: emotional intelligence, interactive activities, impact, community engagement and advocacy.

VI. Reflection and closing (10 minutes)

Participants sit in a circle. Each participant completes the sentence: “One thing I will take from today’s best practices into my youth work is...” They can say it aloud or write it on a post-it and place it on a flipchart titled **“Our learning from good practices”**.

The trainer closes the session by reminding participants that best practices are not recipes. They are learning tools. What matters is the ability to observe, ask good questions, adapt ideas and always keep young people with disabilities as active participants, not passive beneficiaries.

Materials needed: Flipchart papers and markers; Post-its; Printed good practice examples; Printed analysis questions; Printed adaptation questions; Pens; Tape or sticky tack; Laptop and projector, if digital examples or videos are used; Accessible digital versions of all printed materials.

Background documents and further reading:

- European Commission resources on social economy and inclusive entrepreneurship ([Employment, Social Affairs and Inclusion](#));
- OECD / European Commission – The Missing Entrepreneurs 2023: Policies for Inclusive Entrepreneurship and Self-Employment (https://www.oecd.org/en/publications/the-missing-entrepreneurs-2023_230efc78-en.html);
- OECD / European Commission – Entrepreneurship for people with disabilities (<https://op.europa.eu/en/publication-detail/-/publication/3f39231b-1aa1-43fb-b74e-fccb2d1b9c5e>);
- European Disability Forum – The new General Comment on employment of persons with disabilities (<https://www.edf-feph.org/the-new-general-comment-on-employment-of-persons-with-disabilities/>);
- UN Convention on the Rights of Persons with Disabilities – Article 27: Work and employment (<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-27-work-and-employment.html>);
- Local examples of social enterprises and inclusive employment initiatives.

Recommendations for future youth trainers multiplying this session:

- The trainers should prepare examples carefully. It is better to use fewer examples that are clear and realistic than many examples that participants cannot understand deeply. It is advised to include examples from participants' countries or local communities whenever possible. People usually learn more easily from contexts that feel close to their reality.
- When introducing the best practice examples, it is important to not present them as perfect stories. The trainers should mention also challenges, mistakes, lack of resources and learning processes.
- The trainers should pay attention to language. They should avoid pity-based expressions, but also avoid presenting persons with disabilities as “heroes” only because they participate in ordinary activities.
- If there are persons with disabilities as participants on the training course, the trainers should not expect them to represent all persons with disabilities. Their experience is important, but it is personal and should be respected as such.
- If possible, the organisers should invite a social entrepreneur with disability or a representative of an inclusive initiative for a short guest input. The trainers should prepare this respectfully and focus on practical learning, not only inspiration.
- In mixed-ability groups, the trainers should allow different ways of contribution: speaking, writing, drawing, choosing symbols or working in pairs.

Session 10: Inclusion as a tool to enhance emotional intelligence

Session title: Inclusion as a tool to enhance emotional intelligence

Duration: 180 minutes

Background:

Inclusion is much more than technical adaptation. Inclusion is also a learning process that helps young people and youth workers develop empathy, active listening, self-awareness, patience, respect for difference and stronger cooperation. In this way, inclusion can become a powerful tool for enhancing emotional intelligence.

In the context of social entrepreneurship with young people with disabilities, emotional intelligence is especially important. Social entrepreneurship is not only about having a good idea or creating a sustainable business model. It is also about understanding people's needs, building trust with the community, cooperating in diverse teams, managing conflicts, listening to feedback and responding to barriers in a respectful way. If youth workers want to support YWDs as future social entrepreneurs, they need to create learning spaces where participants can understand their own emotions, recognise emotions and needs of others, and communicate in a constructive and inclusive way.

This session follows the previous session on best practices in inclusion and social entrepreneurship. After analysing what makes inclusive initiatives successful, participants now explore the personal and relational competences that make inclusion possible in practice. The session also prepares participants for the next session on interactive activities and exercises for YWDs, because emotional intelligence is needed when selecting, facilitating and adapting activities for mixed-ability groups.

Aim of the session:

To support participants in understanding how inclusive youth work can strengthen emotional intelligence and how emotional intelligence can improve the quality of work with young people with disabilities in social entrepreneurship education.

Objectives:

- To explore the connection between inclusion and emotional intelligence in youth work;
- To support participants in recognising emotions, needs and barriers in mixed-ability groups;
- To practice active listening, empathy and perspective-taking in realistic youth work situations;
- To identify how emotional intelligence can support inclusive teamwork and social entrepreneurship with YWDs;
- To encourage participants to reflect on their own role as emotionally aware and inclusive youth workers.

Competences addressed:

- Personal, social and learning to learn competence;
- Communication and Teamwork;
- Empathy and active listening;
- Critical and creative thinking;
- Analytical competence;
- Citizenship and Entrepreneurship competence.

Methodology and methods:

- Short theoretical input;
- Individual reflection;
- Pair work;
- Role cards / perspective-taking exercise;
- Small group work with realistic situations;
- Plenary discussion;
- Reflection circle.

Session flow:

I. Welcome and introduction to the session's topic (30 minutes)

The trainer welcomes participants and explains that the session will focus on the connection between inclusion and emotional intelligence. The trainer reminds participants that in the previous session they analysed good practices in inclusive social entrepreneurship. He/she explains that many good practices are successful not only because they have good structures, but because people involved in them are able to listen, cooperate, understand needs, manage difficulties and communicate respectfully.

The trainer asks participants to think individually about the following question: **“When did I feel truly included in a group, training, workplace or community?”**

Participants receive post-its and write one or two words that describe what made them feel included. Examples can be: listened to, respected, useful, safe, understood, invited, trusted, supported. Afterwards, participants place their post-its on a flipchart titled **“Inclusion feels like...”**

The trainer reads some of the words aloud and connects them with emotional intelligence. The trainer can present this through five simple elements:

- Self-awareness – understanding what I feel and why;
- Self-management – managing my reactions in a constructive way;
- Social awareness – noticing emotions, needs and barriers of others;
- Relationship skills – communicating, listening and cooperating;
- Responsible decision-making – choosing actions that respect people and the group.

The trainer should not make this input too theoretical. It is enough to connect emotional intelligence with daily youth work situations.

II. Pair work: listening without fixing (35 minutes)

The trainer explains that active listening is one of the basic skills of emotionally intelligent and inclusive youth work. Very often, when someone shares a difficulty, youth workers or peers immediately try to give advice, solve the problem or reassure not to worry. Sometimes this is useful, but sometimes the person first needs to be heard and understood.

Participants are divided into pairs. In the first round, Person A speaks for 4 minutes about a situation in youth work when inclusion was difficult. It can be a real situation, but participants should avoid sharing very sensitive details or names. Person B only listens and is not allowed to interrupt, give advice or share their own example. After 4 minutes, Person B summarises what they heard using sentences such as:

- “What I heard is...”
- “It seems that the difficult part was...”
- “The need behind this situation could be...”

Then they switch roles.

After both rounds, the trainer invites participants back to plenary and asks:

- How was it to speak without being interrupted?
- How was it to listen without giving advice?
- What was difficult in this exercise?
- Why is this skill important when working with YWDs?

The trainer connects the discussion with inclusion. He/she explains that youth workers sometimes make assumptions about what young people with disabilities need, instead of first listening to them. Active listening helps to avoid this and supports more respectful and individualised support.

III. Perspective-taking exercise: “Step into another role” (45 minutes)

The trainer prepares role cards with different realistic perspectives connected to inclusive social entrepreneurship education. Each participant receives one role card. The roles can include, for example:

- A young person with a visual impairment who wants to join an entrepreneurship workshop but materials are mostly visual;
- A young deaf participant who is interested in social media entrepreneurship but the group discussions are not interpreted;
- A young person with psychosocial disability who has many ideas but becomes overwhelmed in noisy group work;
- A youth worker who wants to be inclusive but feels insecure and afraid of making mistakes;
- A parent who is worried that social entrepreneurship is too risky for their child;
- A social entrepreneur who wants to include YWDs but does not know how to adapt the workplace;
- A mainstream young participant who wants to help but sometimes takes over the tasks.

Participants read their role silently. The trainer then reads several statements, and participants position themselves in the room according to how much they think the statement is true for their role: one side of the room means “very true”, the other side means “not true”, and the middle means “partly true”.

Possible statements:

- I feel confident to participate in entrepreneurship activities.
- I feel that others understand my needs.
- I have enough support to express my ideas.
- I feel that I can make mistakes and still be respected.
- I feel included in decision-making.
- I know where to ask for help.
- I feel that people see my strengths, not only my difficulties.

After each statement, the trainer asks 2–3 participants to briefly explain from the perspective of their role why they chose that position. Participants should speak in first person from the role, for example: “As this young person, I feel partly included because...”

After the activity, participants step out of their roles. The trainer should clearly say: “Now we leave the roles and come back as ourselves.” This is especially important if some roles were emotionally difficult.

The debriefing questions are:

- Which roles had more power or more support?
- Which roles were more often unsure, excluded or dependent on others?
- What emotions appeared during the exercise?
- What can youth workers learn from this when planning inclusive activities?
- How can this kind of perspective-taking support social entrepreneurship with YWDs?

The trainer concludes that emotional intelligence helps youth workers to see beyond the surface. A participant who is silent may not be uninterested. A participant who reacts strongly may be overwhelmed. A participant who refuses an activity may not be unmotivated, but may not feel safe or supported enough.

IV. Small group work: emotionally intelligent responses to difficult situations (45 minutes)

Participants are divided into small groups of 4–5 people. Each group receives one realistic situation from youth work and social entrepreneurship education. Examples can be:

- **Situation 1:** During a workshop, a young person with disability shares an idea, but another participant says: “That sounds nice, but it is not realistic for someone with your condition.”
- **Situation 2:** A group is developing a social enterprise idea, but tasks are divided quickly and the young person with intellectual disability receives only a simple decorative task, although they wanted to contribute more.
- **Situation 3:** A young person with psychosocial disability leaves the room during a noisy group activity. Some participants say that this is disturbing the group work.
- **Situation 4:** A youth worker notices that young people without disabilities are constantly “helping” YWDs without asking if help is needed.
- **Situation 5:** A young deaf participant is present in the group, but many participants speak at the same time and forget to face them while speaking.

Each group discusses the situation using the following questions:

- What emotions may be present in this situation?
- Whose needs are visible and whose needs are hidden?
- What could be an emotionally unintelligent reaction?
- What could be an inclusive and emotionally intelligent response from the youth worker?
- What could be done immediately?
- What should be changed in future planning to avoid similar situations?

Groups prepare a short presentation with their recommended response. They are encouraged to be practical, for example: what exact sentence could the youth worker say, how could the group be redirected, what rule could be introduced, what adaptation could be made.

After group work, each group presents briefly. The trainer gives short feedback and highlights good examples of inclusive communication, such as:

- naming the problem without blaming;
- protecting dignity of the young person;
- inviting the group to reflect;
- asking the person what support they prefer;
- changing the method when it does not work;
- creating group agreements that prevent exclusion.

V. Personal reflection: my emotional intelligence as a youth worker (15 minutes)

The trainer gives participants a short individual reflection sheet. Participants answer quietly for themselves:

- What emotion is easy for me to recognise in groups?
- What emotion or behaviour is difficult for me to respond to?
- When do I become impatient or insecure as a youth worker?
- What do I need to practice in order to be more inclusive?
- What is one sentence I want to remember when working with YWDs?

Participants do not need to share their answers. The trainer explains that emotional intelligence also includes honest self-reflection. Youth workers do not need to be perfect, but they need to be aware of their reactions and ready to learn.

VI. Closing circle (10 minutes)

Participants sit in a circle. Each participant completes one sentence: “**For me, emotionally intelligent inclusion means...**” They can say the sentence aloud or write it on a post-it and place it on a flipchart. The trainer closes the session by connecting it with the next session on interactive activities and exercises for

YWDs. He/she explains that choosing an activity is not enough. The trainer also needs to observe emotions, participation, group dynamics and hidden barriers while the activity is happening.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector, printed role cards, printed realistic situation cards, printed individual reflection sheets, tape or sticky tack, accessible digital versions of all printed materials.

Background documents and further reading:

- CASEL. (n.d.). What Is the CASEL Framework? <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Youthpass. (n.d.). Which competence frameworks are relevant in the youth field? <https://www.youthpass.eu/en/help/fags/competence-frameworks/>
- Youthpass. (n.d.). Personal, social and learning to learn competence. <https://www.youthpass.eu/en/help/key-competences/learn-to-learn/>
- SALTO-YOUTH. (n.d.). ETS Competence Model for Trainers Working Internationally. <https://www.salto-youth.net/trainercompetences>
- Youth Partnership / Council of Europe and European Commission. (n.d.). T-Kit 4: Intercultural Learning. <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

Recommendations for future youth trainers multiplying this session:

- The trainer should create a calm and respectful atmosphere from the beginning, because the session can open personal experiences connected with exclusion, insecurity, fear or discrimination.
- It is recommended that the trainer avoids turning emotional intelligence into a psychological lecture. The focus should stay on practical youth work situations, group dynamics and inclusive communication.
- The trainer should pay attention that participants do not speak about YWDs only as “people with needs”. The discussion should also include strengths, ideas, leadership, creativity and contribution of young people with disabilities.
- During the perspective-taking activity, the trainer should be careful not to make disability into a simulation game. The purpose is not to “experience disability”, but to think about barriers, emotions, power relations and support needs from different positions.
- If persons with disabilities are participating in the session, the trainer should not ask them to explain disability or emotional experiences on behalf of others. They can contribute if they want, but this should never become an obligation.
- In mixed-ability groups, the trainer should allow different ways of participation, such as speaking, writing, drawing, working in pairs, using digital tools or contributing through a supporter.

Session 11: Interactive activities and exercises for youth with disabilities

Session title: Interactive activities and exercises for youth with disabilities

Duration: 180 minutes

Background:

Interactive activities are very often at the centre of youth work and NFE. However, when these activities are planned without thinking about accessibility and different abilities, they can easily exclude some young people. An activity that looks simple for one participant can be very difficult or impossible for another participant because of physical, sensory, communication, cognitive or emotional barriers.

When working with young people with disabilities, youth workers need to be able to choose and adapt interactive activities in a thoughtful way. The aim is not to remove all challenge from the learning process, but to make sure that the challenge is meaningful, safe and possible for everyone to engage with.

This session follows the previous session on inclusion as a tool to enhance emotional intelligence. After exploring empathy, active listening and emotional awareness, participants now focus on practical activities and exercises that can be used with YWDs in social entrepreneurship education. The session also prepares participants for the following session on measuring impact and sustainability, because well-designed activities should not only be enjoyable, but should also contribute to clear learning outcomes and visible change in participants' knowledge, skills and attitudes.

Aim of the session:

To support participants in selecting, adapting and facilitating interactive activities and exercises that are accessible, meaningful and empowering for young people with disabilities in social entrepreneurship education.

Objectives:

- To explore different types of interactive activities that can be used with YWDs;
- To analyse possible accessibility barriers in common NFE activities;
- To practice adapting activities for mixed-ability groups;
- To connect interactive exercises with social entrepreneurship learning outcomes;
- To encourage participants to design inclusive activities that support participation, creativity and cooperation of YWDs.

Competences addressed:

- Critical and creative thinking;
- Analytical competence;
- Communication and Teamwork;
- Facilitation skills;
- Entrepreneurship competence;
- Personal, social and learning to learn competence;
- Citizenship competence.

Methodology and methods:

- Short input;
- Activity testing;

- Barrier analysis;
- Small group work;
- Method adaptation lab;
- Peer feedback;
- Reflection.

Session flow:

I. Welcome and introduction to the session's topic (25 minutes)

The trainer welcomes participants and explains that the session will focus on interactive activities and exercises that youth workers can use with YWDs. He/she connects the session with the previous one by reminding participants that inclusive facilitation requires emotional awareness, active listening and the ability to notice hidden barriers in the group.

The trainer asks participants to think about one interactive activity they often use in youth work. It can be an energiser, a group task, a discussion method, a creative exercise, a simulation, a reflection activity or a planning tool. Participants are invited to write the name of the activity on a post-it and place it on a flipchart titled **"Activities we often use"**.

The trainer reads several examples aloud and asks:

- Which of these activities are usually easy to adapt?
- Which of these activities may create barriers for some participants?
- What do we usually think about when choosing an activity: fun, timing, topic, group size, accessibility, learning outcomes?

The trainer then explains that in this session participants will not only collect activities, but also look at them through an inclusion lens. The trainer introduces three guiding questions that will follow the whole session:

- What should participants learn or experience through this activity?
- Who might be excluded if we run it in the usual way?
- How can we adapt it without losing its educational purpose?

The trainer should stress that adaptation does not mean making the activity "less serious" or "less creative". It means creating different ways for participants to access the same learning process.

II. Activity testing: experiencing one interactive exercise (35 minutes)

The trainer introduces a short interactive exercise called **"Idea market"**, which relates to social entrepreneurship. Participants work individually for 5 minutes and write or draw one small social entrepreneurship idea that could improve inclusion of YWDs in their community. The idea can be very simple, such as accessible workshops, peer support, inclusive café events, upcycling activities, accessible digital services, mentoring groups or awareness campaigns.

After this, participants move around the room and meet others as if they are at a small "market". In each meeting, they have 2 minutes to present their idea and listen to the other person's idea. After each meeting, they can give one "support token" to the idea if they think it is useful, realistic or inspiring. Tokens can be small stickers, dots or drawn stars. Participants should meet at least four people.

After the activity, the trainer gathers participants in plenary and leads a short debriefing:

- How did you feel during the activity?
- What made it easy or difficult to participate?
- What skills did this activity support?
- How was it connected with social entrepreneurship?
- Who might be excluded if we organise this activity without adaptations?

The trainer writes participants' answers on flipchart. The trainer, then, asks participants to suggest possible adaptations. This part helps participants understand that even a simple activity can be rich and useful, but only if the trainer plans accessibility from the beginning.

III. Barrier analysis: what can go wrong in interactive activities? (35 minutes)

Participants are divided into small groups of 4–5 people. Each group receives one common type of youth work activity written on a card:

- energiser with movement;
- role play or theatre activity;
- brainstorming with post-its;
- group discussion;
- outdoor team challenge;
- creative production activity, such as poster, video or prototype;
- business idea pitch.

Each group analyses its activity type through the following questions:

- What is the educational purpose of this activity?
- What barriers could appear for participants with different disabilities?
- What emotional or social risks could appear?
- What should the trainer prepare before the activity?
- What instructions should be given clearly?
- What alternatives can be offered so that everyone can participate meaningfully?

Groups write their answers on flipchart paper. The trainer moves from group to group and supports them with additional questions.

After the group work, each group presents the main barriers and possible adaptations in 3–4 minutes. The trainer highlights that every activity has an educational purpose, and adaptation should protect that purpose.

IV. Method adaptation lab: redesigning activities for YWDs (55 minutes)

Participants continue working in small groups. Each group chooses one activity that they use in their youth work or receives one activity from the trainer. Their task is to redesign it so that it can be used with a mixed-ability group of YWDs and mainstream young people in the context of social entrepreneurship education.

The trainer gives each group a simple template titled “**Inclusive activity design**”:

- Name of the activity;
- Target group;
- Main learning objective;
- Duration;
- Step-by-step flow;
- Possible barriers;
- Adaptations for different abilities;
- Materials needed;
- Role of the youth worker;
- Debriefing questions;
- Connection with social entrepreneurship.

Groups should be encouraged to choose practical and realistic activities.

The trainer should remind participants that they do not need to create a completely new activity. Very often, inclusive youth work means taking a familiar method and adapting it with more care. Groups have around 35 minutes to redesign the activity and 20 minutes for sharing and feedback.

Each group presents its adapted activity in 4–5 minutes. After each presentation, other participants give feedback using three questions:

- What is clear and useful in this activity?
- Where do we see good inclusion elements?
- What could still be improved?

The trainer summarises common learning points, especially those related to clear instructions, flexible roles, accessible materials, time management, emotional safety and connection with learning objectives.

V. Creating a small “activity toolbox” (20 minutes)

In plenary, the trainer invites participants to create a common list of practical principles for interactive activities with YWDs. The flipchart can be titled **“Our toolbox for inclusive interactive activities”**.

Participants suggest short principles, and the trainer writes them down.

This toolbox can later be shared with participants after the training course and used by them when preparing workshops in their own organisations.

VI. Reflection and closing (10 minutes)

The trainer invites participants to stand or sit in a circle. Each participant completes one sentence:

“One thing I will change in the way I use interactive activities is...”

Participants can share orally or write their answer on a post-it. The trainer closes the session by connecting it with the next session on measuring impact and sustainability. He/she explains that interactive activities should not be used only because they are dynamic or interesting. They should help participants learn something, feel included, practice a skill and contribute to a wider change.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, stickers or small “support tokens”, tape or sticky tack, printed activity cards, printed barrier analysis questions, printed “Inclusive activity design” templates, laptop and projector if digital examples are used, accessible digital versions of all printed materials.

Background documents and further reading:

- SALTO-YOUTH Inclusion & Diversity. (2022). *Inclusion A to Z: A compass to inclusive international youth work*. <https://www.salto-youth.net/InclusionAtoZ>
- Council of Europe and European Commission Youth Partnership. (n.d.). *T-Kit 6: Training Essentials*. <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials>
- CAST. (n.d.). *Universal Design for Learning Guidelines*. <https://udlguidelines.cast.org/>
- UNICEF Latin America and the Caribbean. (2022). *Universal Design for Learning and Accessible Digital Textbooks*. <https://www.unicef.org/lac/en/universal-design-learning-and-accessible-digital-textbooks>
- SALTO Inclusion and Diversity. (n.d.). *Planning of Inclusive Events*. https://erasmusplusz.hu/inclusive-events_salto.pdf

Recommendations for future youth trainers multiplying this session:

- The trainer should prepare several examples of activities before the session, but should also invite participants to bring their own commonly used methods. This makes the session more realistic and more connected with their daily youth work.
- It is recommended that the trainer does not present any method as automatically inclusive. Even very popular NFE methods can create barriers if they are not adapted to the group.

- The trainer should remind participants that adaptation should always start from the learning objective. If the trainer knows what participants should learn, it is easier to change the method without losing its purpose.
- During the activity testing, the trainer should observe not only whether participants enjoy the exercise, but also who speaks, who moves easily, who stays silent, who takes leadership and who may need another way to contribute.
- The trainer should avoid activities that simulate disability in a superficial way, such as blindfolding participants to “understand blindness”. Such exercises can strengthen stereotypes if they are not carefully framed and facilitated. It is better to focus on barriers, accessibility and respectful participation.
- If persons with disabilities are present in the group, the trainer should not ask them to evaluate every activity only because they have disability experience. Their feedback can be invited, but it should not become an obligation or additional responsibility.
- In mixed-ability groups, the trainer should offer different meaningful roles during interactive activities, such as facilitator, note-taker, timekeeper, designer, presenter, observer, interviewer or feedback giver. This helps participants contribute according to their strengths and needs.

Session 12: Measuring impact and sustainability in inclusive social enterprises

Session title: Measuring impact and sustainability in inclusive social enterprises

Duration: 180 minutes

Background:

Social entrepreneurship is strongly connected with creating positive social change. However, good intentions are not enough to show that a social enterprise or a youth initiative really makes a difference. Youth workers and young people with disabilities need to understand how to look at impact in a simple, practical and realistic way. This does not mean that every small initiative should use complicated research methods. It means that every initiative should be able to answer basic questions: What change do we want to create? For whom? How will we know that something has changed? What do we need to continue the work after the first activity or project ends?

For young people with disabilities, impact measurement is especially important because many initiatives speak about inclusion, but do not always show whether YWDs have gained real opportunities, stronger competences, more confidence, better access to resources, or more active roles in the community. In inclusive social entrepreneurship, impact should not be measured only through numbers, such as how many people participated or how many products were sold. It should also include quality of participation, accessibility, empowerment, learning, community attitudes and the level of involvement of YWDs in decision-making.

This session follows the session on interactive activities and exercises for YWDs. After participants explored how to design inclusive and meaningful activities, they now look at how to understand the results of those activities. The session also prepares participants for the next session on community engagement, because sustainable impact is rarely created by one organisation alone. It usually depends on cooperation with local stakeholders, partners, supporters, families, institutions, businesses and the wider community.

Aim of the session:

To support participants in understanding how to measure impact and plan sustainability of inclusive social entrepreneurship initiatives with and for young people with disabilities.

Objectives:

- To introduce participants to the meaning of impact and sustainability in inclusive social entrepreneurship;
- To help participants distinguish between activities, outputs, outcomes and impact;
- To support participants in creating simple indicators for inclusive youth work and social entrepreneurship activities;
- To explore how YWDs can be involved in monitoring, evaluation and learning processes;
- To encourage participants to plan realistic sustainability measures for their future initiatives.

Competences addressed:

- Entrepreneurship competence;
- Analytical competence;
- Critical thinking;
- Planning and organisational skills;

- Communication and collaboration;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Problem solving;
- Literacy competence.

Methodology and methods:

- Short theoretical input;
- Practical examples;
- Small group work;
- Impact pathway exercise;
- Indicator development;
- Sustainability mapping;
- Presentations and peer feedback;
- Reflection.

Session flow:

I. Welcome and introduction to the session's topic (25 minutes)

The trainer welcomes participants and connects the session with the previous one on interactive activities and exercises for YWDs. He/she explains that activities are not organised only to “fill time” or to make the programme dynamic. Activities should support learning, participation and change. This session will help participants think about how to recognise and describe that change.

The trainer asks participants to think individually about one youth work activity or project they implemented in the past. Then he facilitates short discussion on following questions:

- What did we do?
- What changed because of it?
- How did we know that something changed?

The trainer closes the short discussion with explanation that youth workers often describe activities very well, but sometimes find it more difficult to describe results and impact.

Then, the trainer introduces the main idea of the session: impact measurement should be useful, simple and connected with learning. It should help organisations improve their work, not only write reports.

II. Short input: activities, outputs, outcomes and impact (30 minutes)

The trainer gives a short and practical input using one simple example. The example can be:

A youth organisation organises a 3-day workshop on social entrepreneurship for YWDs.

The trainer explains the difference between:

- **Activity:** What we do. (Example: organising a workshop on social entrepreneurship.)
- **Output:** What is directly produced or counted. (Example: 20 young people participated; 5 business ideas were developed.)
- **Outcome:** What changes for participants or stakeholders. (Example: participants understand better how to develop a social enterprise idea; they feel more confident to speak about their skills.)
- **Impact:** The broader or longer-term change we contribute to. (Example: YWDs have more opportunities to participate in economic and community life through social entrepreneurship.)

The trainer should emphasise that small organisations and youth workers cannot always prove long-term impact alone. However, they can show contribution to change. They can collect evidence, observe learning, ask participants for feedback, follow small progress and use this information to improve future activities.

The trainer also explains that in inclusive social entrepreneurship, impact should include both social entrepreneurship results and inclusion results. For example:

- Did YWDs gain new entrepreneurial competences?
- Were activities accessible?
- Did YWDs have active roles?
- Did the community change its perception?
- Were new partnerships created?
- Did the initiative become more likely to continue?

III. Impact pathway exercise (45 minutes)

Participants are divided into small groups of 4–5 people. Each group receives one example of an inclusive social entrepreneurship initiative. The trainer can prepare examples such as:

- An inclusive community market where YWDs sell products created in workshops;
- A peer-led campaign about accessibility in local businesses;
- A small digital service where young deaf participants create captioned videos for NGOs;
- An upcycling workshop that becomes a small social enterprise idea;
- A mentoring programme connecting YWDs with local entrepreneurs.

Each group receives a template titled “**Impact pathway**” with the following fields:

- What problem are we responding to?
- Who is affected by this problem?
- What activity or initiative do we organise?
- What are the direct outputs?
- What short-term outcomes do we expect for YWDs?
- What short-term outcomes do we expect for the community or stakeholders?
- What long-term impact do we want to contribute to?
- What assumptions are we making?
- What risks could reduce the impact?

The trainer explains that an assumption is something we believe will happen, but it is not guaranteed. For example, we may assume that local businesses will be interested to cooperate, or that young people will have time to continue after the training. A risk is something that can make the impact weaker, such as inaccessible transport, lack of mentors, low family support or lack of funding.

Groups work for around 30 minutes. Afterwards, each group briefly presents its impact pathway. The trainer supports the discussion by asking:

- Is the expected change realistic?
- Are YWDs active in the process or only beneficiaries?
- What would need to happen for the impact to continue?
- What could be measured easily?

The trainer should remind participants that a good impact pathway does not need to sound complicated. It needs to be clear and honest.

IV. Creating simple and inclusive indicators (40 minutes)

The trainer introduces the idea of indicators as signs that help us see whether change is happening. He/she explains that indicators can be quantitative or qualitative and gives some examples of each type.

Participants then continue working in the same groups from before. For their impact pathway, they develop:

- 2 output indicators;
- 2 outcome indicators;
- 1 inclusion indicator
- 1 sustainability indicator.

The trainer encourages groups to avoid indicators that are too ambitious or impossible to check. For example, “we will end discrimination” is not a useful indicator for one small initiative. A more useful indicator would be: “local business representatives identify at least three concrete adaptations they can make to include YWDs.”

Each group writes its indicators on flipchart paper. The trainer invites a short peer review: groups exchange flipcharts and comment on whether indicators are clear, realistic and inclusive.

V. Sustainability mapping: what helps the initiative continue? (30 minutes)

The trainer explains that sustainability does not mean that one activity must continue forever in the same form. Sustainability can mean that learning is used again, partnerships continue, young people remain engaged, materials are reused, new funding is found, or the idea is adapted by another organisation.

Participants stay in groups and create a **Sustainability Map** for their initiative. In the centre of the flipchart, they write the name of the initiative. Around it, they create five circles:

- **People:** Who should stay involved?
- **Knowledge:** What skills, tools or materials should remain?
- **Partners:** Who can support continuation?
- **Resources:** What money, space, equipment or time is needed?
- **Visibility:** How will people know about the initiative and its results?

Groups discuss and fill in each circle. The trainer encourages them to think realistically. Sustainability can start with small steps, such as one follow-up meeting, one mentor, one local partner, one reused workshop plan or one online resource folder.

Each group then chooses one sustainability priority and one first step they could take after the training.

VI. Reflection and closing (10 minutes)

Participants can share orally or write what for them measuring impact in inclusive youth work means. The trainer closes the session by connecting it with the next session on community engagement. He/she explains that impact and sustainability become stronger when the community understands, supports and shares responsibility for inclusion of YWDs.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, printed initiative examples, printed impact pathway templates, printed indicator development instructions, printed sustainability map template, laptop and projector if digital examples are used, accessible digital versions of all printed materials.

Background documents and further reading:

- OECD / European Commission. (2015). *Policy Brief on Social Impact Measurement for Social Enterprises*. <https://op.europa.eu/en/publication-detail/-/publication/19c3e101-f673-437f-a9fe-4a6dc7ff1f6e>
- OECD / European Union. (2024). *Measure, Manage and Maximise Your Impact: A Guide for the Social Economy*.

https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/04/measure-manage-and-maximise-your-impact_e7b1099d/2238c1f1-en.pdf

- European Commission, EU Social Economy Gateway. (n.d.). *Measuring social impact: a new era for the social economy?* https://social-economy-gateway.ec.europa.eu/topics-focus/measuring-social-impact-new-era-social-economy_en

Recommendations for future youth trainers multiplying this session:

- The trainer should keep the topic practical and simple. Many participants may feel that impact measurement is complicated or too technical. The trainer should use concrete examples from youth work and social entrepreneurship, instead of abstract terminology only.
- It is recommended that the trainer explains clearly the difference between activities, outputs, outcomes and impact, because this is often confusing for participants who are new to project planning and evaluation.
- The trainer should remind participants that impact measurement should not be done only for donors or reports. It should also help youth workers and YWDs understand what works, what does not work and what should be improved.
- If persons with disabilities are present in the session, the trainer should invite them to contribute to defining what meaningful change looks like for them, but without putting pressure on them to speak on behalf of all young people with disabilities.
- In mixed-ability groups, the trainer should allow different ways of contribution, such as speaking, writing, drawing, using symbols, using digital documents or working with a peer. The focus should be on understanding the logic of impact and sustainability, not on producing a perfect planning document.

Session 13: Community engagement

Session title: Community engagement

Duration: 90 minutes

Background:

Social entrepreneurship with young people with disabilities cannot develop only inside one youth organisation or training room. It needs connection with the wider community. Young people may have ideas, motivation and skills, but they also need people, organisations and institutions around them who understand, support and open space for their participation.

Community engagement means building meaningful relationships with local actors, such as families, youth centres, disability organisations, social enterprises, businesses, schools, municipalities, media, cultural institutions and informal community leaders. These actors can provide space, mentoring, visibility, funding, practical support, access to participants or opportunities for cooperation.

For YWDs, community engagement is especially important because many barriers they face are not only individual, but also social and structural. A young person may be ready to develop a social enterprise idea, but if the community does not believe in their abilities, if local actors are not accessible, or if there are no partners willing to cooperate, the idea can remain isolated.

This session follows the session on measuring impact and sustainability. After participants explored how to understand change and plan continuation of inclusive initiatives, they now focus on who should be involved from the community to make that change possible. The session also prepares participants for the next session on policy and advocacy, because advocacy becomes stronger when youth workers and YWDs already have allies, examples and community support.

Aim of the session:

To support participants in understanding the importance of community engagement for inclusive social entrepreneurship and to strengthen their capacity to identify and involve relevant local actors in supporting YWDs.

Objectives:

- To explore the meaning of community engagement in the context of social entrepreneurship of YWDs;
- To identify community actors that can support inclusive social entrepreneurship initiatives;
- To analyse possible contributions and concerns of different stakeholders;
- To plan one concrete first step for engaging community actors;
- To encourage participants to see community engagement as a relationship-building process.

Competences addressed:

- Citizenship competence;
- Entrepreneurship competence;
- Communication and collaboration;
- Critical thinking;
- Analytical competence;
- Planning and organisational skills;

- Networking and partnership-building skills;
- Personal, social and learning to learn competence.

Methodology and methods:

- Short input;
- Brainstorming;
- Community mapping;
- Stakeholder analysis;
- Short action planning;
- Reflection.

Session flow:

I. Introduction to the session and community engagement (15 minutes)

The trainer welcomes participants and connects the session with the previous one on impact and sustainability. He/she explains that sustainable inclusive social entrepreneurship initiatives cannot rely only on the motivation of one youth organisation or one group of young people. They need community support.

The trainer asks participants to think of one example where community support helped a youth initiative to succeed. Participants briefly share examples in plenary. The trainer writes on flipchart what the community contributed, such as space, mentoring, promotion, contacts, funding, trust, equipment or access to participants.

The trainer then explains that community engagement is not only asking others to help. It is about building relationships where different actors understand the purpose of the initiative, recognise the role of YWDs and see how they can contribute to shared community change.

The trainer gives a few short examples:

- A local café can provide space for an inclusive exhibition or market
- A municipality can help promote an initiative and connect the group with local services;
- A disability organisation can advise on accessibility;
- A local entrepreneur can mentor young people in pricing or promotion;
- Local media can present YWDs as active community contributors.

II. Community mapping: who is around us? (25 minutes)

Participants are divided into small groups, preferably by country or similar local context. Each group receives a flipchart paper. In the centre, they write: **“Inclusive social entrepreneurship of YWDs in our community”**

Around this centre, they map possible community actors. The trainer can suggest categories:

- YWDs and informal peer groups;
- families and caregivers;
- youth organisations and youth centres;
- disability organisations;
- social enterprises and local businesses;
- schools, universities and training centres;
- employment offices and career services;
- municipalities and local institutions;
- cultural centres, libraries and sport organisations;

- media and online community pages;
- donors, foundations and CSR programmes;
- volunteers, mentors and professionals.

The trainer encourages groups to be specific. Instead of writing only “businesses”, they should write concrete examples, such as “local printing shop”, “family-owned café”, “IT company”, “local craft cooperative” or “youth-friendly co-working space”.

After mapping, groups mark actors with three symbols:

- + actors who are already supportive or easy to approach;
- ? actors who could be useful, but the relationship is unclear;
- ! actors who have influence, but may be difficult, resistant or not informed enough.

The trainer supports groups with guiding questions:

- Who can provide practical support?
- Who can open doors for YWDs?
- Who can create barriers if they are not involved?
- Who has trust in the community?
- Where are YWDs positioned in this map?

Each group briefly presents 2–3 most important actors from their map.

III. Stakeholder analysis: contribution, concern and first message (25 minutes)

Each group chooses two actors from their community map:

- one actor who seems supportive or easy to approach;
- one actor who could be important, but may have concerns or resistance.

For each actor, groups answer the following questions:

- What could this actor contribute?
- What could this actor gain from supporting inclusive social entrepreneurship of YWDs?
- What concerns or doubts might this actor have?
- What message would be important for this actor to hear?
- How can YWDs be involved in communication with this actor?
- What is the first realistic step to approach this actor?

The trainer reminds participants that some stakeholders may not be against inclusion, but they may be unsure, afraid of costs, lacking information or not knowing how to start. Therefore, communication should be respectful, concrete and realistic.

Each group prepares one short example of how they would approach one selected actor. They should define what they would ask for, for example: space, mentoring, one meeting, promotion, technical support, participation in a local event or support in accessibility.

Groups briefly share their selected actor and first message in plenary.

IV. Mini action plan for community engagement (15 minutes)

Participants continue working in the same groups. They create a small action plan for engaging one community actor after the training course.

The template includes:

- Which actor do we want to engage first?
- Why is this actor important?
- What concrete support or cooperation will we ask for?
- What can we offer or bring to this actor?
- How will YWDs be involved in the process?
- What is the first step in the next two weeks?

The trainer encourages realistic planning. A good first step can be a short meeting, an invitation email, a phone call, a visit, inviting one entrepreneur to a workshop, asking a municipality representative for information, or contacting a local media page. Each group shares only their first step in plenary.

V. Reflection and closing (10 minutes)

Participants sit or stand in a circle and share how this session was inspiring for them.

The trainer closes the session by connecting it with the next session on policy and advocacy. He/she explains that community engagement is often the foundation for advocacy, because youth workers and YWDs can speak with stronger arguments when they have local examples, allies and support.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, printed community mapping instructions, printed stakeholder analysis questions, printed mini action plan template, tape or sticky tack, laptop and projector if digital examples are used, accessible digital versions of all printed materials.

Background documents and further reading:

- European Commission. (n.d.). *Social enterprises*. https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/social-economy-eu/social-enterprises_en
- Youth Partnership / Council of Europe and European Commission. (n.d.). *T-Kit 15: Participatory youth policy*. <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-15>

Recommendations for future youth trainers multiplying this session:

- The trainers should prepare several examples of local community actors before the session, especially if participants are less experienced or if they come from organisations with limited local networks.
- The trainers should pay attention that YWDs are not presented only as beneficiaries. They should be visible as speakers, co-creators, team members, entrepreneurs, peer educators or decision-makers.
- If persons with disabilities are present in the group, the trainers should invite their views on which community actors are relevant and how they prefer to be involved, but they should not expect them to speak for all young people with disabilities.
- In mixed-ability groups, the trainers should offer different meaningful roles during group work, such as mapper, speaker, writer, timekeeper, observer, accessibility checker or connector with local examples.

Session 14: Policy and advocacy

Session title: Policy and advocacy

Duration: 90 minutes

Background:

Inclusive social entrepreneurship of young people with disabilities depends not only on their motivation, skills and support from youth workers. It also depends on policies, funding systems, public services, accessibility standards and decision-making processes that either support or limit their participation. Even when YWDs have strong ideas and youth organisations are ready to support them, they may still face barriers such as inaccessible public information, lack of targeted funding, unclear legal frameworks for social enterprises, limited support services, low awareness among institutions or stereotypes among employers and decision-makers.

Policy and advocacy are therefore important parts of youth work for inclusive social entrepreneurship. Policy refers to rules, strategies, programmes, decisions and funding priorities that influence the lives of young people. Advocacy means organised action to influence these policies, practices or attitudes. In this curriculum, advocacy is understood as a practical and participatory process in which youth workers and YWDs identify barriers, collect evidence, formulate messages, build alliances and communicate with relevant decision-makers or stakeholders.

This session follows the session on community engagement. After participants explored how to identify and involve community actors, they now focus on how to influence decision-making and advocate for better support systems. The session also connects with previous sessions on impact and sustainability, because good advocacy is stronger when it is based on concrete examples, evidence, stories and community support.

Aim of the session:

To strengthen participants' understanding of policy and advocacy and support them in planning simple, realistic and inclusive advocacy actions for improving social entrepreneurship opportunities for young people with disabilities.

Objectives:

- To clarify the meaning of policy and advocacy in the context of youth work, disability inclusion and social entrepreneurship;
- To identify policy or practice barriers that limit participation of YWDs in social entrepreneurship;
- To support participants in formulating clear advocacy goals and messages;
- To explore how evidence, stories and partnerships can be used in advocacy;
- To encourage participants to plan small advocacy actions that involve YWDs meaningfully and respectfully.

Competences addressed:

- Citizenship competence;
- Communication and collaboration;
- Critical thinking;
- Analytical competence;
- Planning and organisational skills;

- Advocacy and campaigning skills;
- Entrepreneurship competence;
- Personal, social and learning to learn competence.

Methodology and methods:

- Short input;
- Brainstorming;
- Small group work;
- Problem and solution analysis;
- Advocacy message development;
- Mini action planning;
- Reflection.

Session flow:

I. Introduction to policy and advocacy (10 minutes)

The trainer welcomes participants and connects the session with the previous one on community engagement. He/she explains that community engagement helps youth workers and YWDs build relationships with local actors, while advocacy goes one step further: it tries to influence decisions, rules, practices or attitudes that create barriers or opportunities.

The trainer asks participants: **“When you hear the word advocacy, what comes to your mind?”**

Participants share short associations, and the trainer writes them on flipchart.

The trainer then gives a short explanation:

- **Policy** is a rule, strategy, programme, decision or funding priority that influences people’s lives.
- **Advocacy** is an organised effort to influence policy, practice or attitudes to create positive change.
- **Inclusive advocacy** means that people directly affected by the issue, in this case YWDs, are involved in shaping the message and action.

II. Identifying advocacy issues: from barrier to change (15 minutes)

Participants are divided into small groups. Each group receives a flipchart paper with three columns:

- Barrier / problem
- Why does it happen?
- What should change?

The trainer asks groups to identify barriers that YWDs face when trying to participate in social entrepreneurship. These can relate to funding, training, accessibility, information, public institutions, local businesses, attitudes, transport, legal frameworks or lack of support services.

Groups work for around 15 minutes and then briefly share one selected advocacy issue in plenary. The trainer supports them in making issues specific. Instead of saying “there is no inclusion”, groups should try to formulate a clear and concrete problem.

III. Advocacy goal and target group (20 minutes)

The trainer explains that an advocacy action needs a clear goal and a clear target. The target is not always the public. It can be a municipality office, employment service, school board, youth council, ministry department, business association, donor, media outlet or local institution.

Groups continue working on one selected issue and answer the following questions:

- What exactly do we want to change?

- Who has the power or influence to make this change?
- Who can support us as allies?
- How can YWDs be involved in defining this goal?
- What evidence or examples can we use?

The trainer gives a simple formula for an advocacy goal:

We want [specific decision-maker/stakeholder] to [specific action/change] so that [positive result for YWDs].

Groups write their advocacy goal on flipchart paper.

IV. Developing an advocacy message (20 minutes)

The trainer explains that an advocacy message should be short, clear and respectful. It should show the problem, explain why it matters and propose a realistic solution. It should avoid pity-based language and instead focus on rights, contribution, participation and community benefit.

Groups develop one advocacy message connected with their goal. The trainer gives a simple structure:

- o **Problem:** What is the barrier?
- o **Evidence or example:** How do we know this is a real issue?
- o **Solution:** What change do we ask for?
- o **Benefit:** Why is this good for YWDs and for the community?

Groups prepare their message and read it aloud in plenary. After each message, other participants give quick feedback using three questions:

- Is the problem clear?
- Is the request concrete?
- Is the language respectful and empowering?

V. Mini advocacy action plan (20 minutes)

Each group creates a short action plan for one small advocacy step they could realistically take after the training.

The template includes:

- What is our advocacy goal?
- Who do we want to reach first?
- What message will we use?
- How will YWDs be involved?
- What evidence, story or example will we prepare?
- What is the first step in the next two weeks?

The trainer encourages participants to plan small actions. A first step can be requesting a meeting, preparing a short email, inviting a stakeholder to a workshop, collecting stories from YWDs, checking whether public information is accessible, or contacting another organisation for cooperation.

VI. Reflection and closing (5 minutes)

Participants complete the sentence: **“One advocacy step I can imagine taking in my work is...”**

The trainer closes the session by reminding participants that advocacy does not always start with a big campaign. It often starts with one clear issue, one respectful message, one meeting, one alliance and one young person whose voice is taken seriously.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, printed problem-analysis template, printed advocacy goal template, printed advocacy message structure,

printed mini advocacy action plan, laptop and projector if digital examples are used, accessible digital versions of all printed materials.

Background documents and further reading:

- European Youth Forum. (n.d.). *Advocacy Handbook*. <https://www.youthforum.org/policy-library/advocacy-handbook>
- SALTO-YOUTH Participation & Information Resource Centre. (n.d.). *Youth Participation Toolkit*. <https://participationpool.eu/toolkit/>

Recommendations for future youth trainers multiplying this session:

- The trainer should keep advocacy practical and close to participants' realities. If the topic becomes too abstract, participants may feel that advocacy is only for experts, lawyers or large organisations. It is recommended that the trainer uses local examples of policy or practice barriers whenever possible, such as inaccessible public calls, lack of adapted entrepreneurship training, limited funding for accessibility costs or exclusion of YWDs from consultation processes.
- During the development of advocacy messages, the trainer should pay attention to language. Messages should avoid pity, fear or heroic stereotypes and should focus on rights, dignity, contribution and practical solutions.
- The trainer should remind participants that YWDs should be involved in advocacy from the beginning, not only invited to share personal stories at the end. Their role can include identifying the problem, shaping the message, speaking with stakeholders, creating campaign materials or evaluating the action.
- In mixed-ability groups, the trainer should offer different ways to contribute to advocacy planning, such as speaking, writing, drawing, checking language, giving examples, preparing messages or identifying stakeholders.

Session 15: Directory of resources for further learning and support

Session title: Directory of resources for further learning and support

Duration: 180 minutes

Background:

Youth workers supporting young people with disabilities in social entrepreneurship do not need to know everything by themselves. What they need is to know where to look, how to check whether a resource is useful and reliable, and how to connect YWDs with relevant people, organisations, tools and opportunities. In this sense, a good directory of resources can become a practical support tool for future work.

This session follows the sessions on community engagement and policy and advocacy. After participants have explored how to involve community actors and how to formulate advocacy actions, they now focus on collecting, organising and evaluating useful resources. The session also prepares participants for the final evaluation and closure, because it gives them something practical to take home: an initial resource directory that can be improved and used in their organisations.

For young people with disabilities, access to information is often one of the first barriers. Opportunities may exist, but information is sometimes scattered, too technical, inaccessible, outdated or available only through closed networks. Therefore, youth workers should be able to create resource lists that are clear, accessible, updated and relevant for YWDs. This session encourages participants to think not only about what resources exist, but also about how they should be presented so that young people can use them.

Aim of the session:

To support participants in identifying, assessing and organising useful resources for further learning and support in the field of inclusive social entrepreneurship with and for young people with disabilities.

Objectives:

- To explore different types of resources that can support youth workers and YWDs in inclusive social entrepreneurship;
- To strengthen participants' ability to assess whether a resource is relevant, reliable, accessible and practical;
- To create a draft resource directory that can be further developed after the training course;
- To identify gaps in existing resources and support systems;
- To encourage participants to continue sharing resources and learning opportunities within their organisations and networks.

Competences addressed:

- Digital competence;
- Literacy competence;
- Learning to learn competence;
- Analytical competence;
- Critical thinking;
- Communication and collaboration;
- Entrepreneurship competence;
- Citizenship competence;

- Networking and information management skills.

Methodology and methods:

- Short input;
- Resource brainstorming;
- Criteria development;
- Small group research and mapping;
- Resource quality check;
- Directory building;
- Presentations;
- Reflection.

Session flow:

I. Welcome and introduction to the session's topic (25 minutes)

The trainer welcomes participants and explains that this session is focused on resources for further learning and support. He/she connects the session with the previous work on community engagement and advocacy by explaining that youth workers need accessible and reliable resources when they support YWDs, communicate with stakeholders, prepare activities or advocate for change.

The trainer asks participants: "When you need support for a new topic in youth work, where do you usually look first?"

Participants answer briefly in plenary. The trainer writes the answers on a flipchart and then asks: "What makes a resource really useful?"

Participants share ideas, and the trainer collects them. The trainer can guide the group toward criteria such as:

- it is relevant to the topic;
- it is understandable;
- it is accessible;
- it is practical and not only theoretical
- it is reliable and from a trustworthy source;
- it is updated;
- it can be used in the local context;
- it respects dignity and rights of YWDs;
- it offers concrete examples, tools or contacts.

The trainer explains that the session will help participants move from "collecting links" to building a useful and organised resource directory.

II. What kind of resources do we need? (30 minutes)

The trainer introduces different categories of resources that may be useful for youth workers and YWDs in inclusive social entrepreneurship. These categories are written on flipchart papers placed around the room:

- Disability rights and accessibility;
- Inclusive youth work and non-formal education;
- Social entrepreneurship and social economy;
- Funding and support opportunities;
- Business development and mentoring;

- Digital tools and accessible learning;
- Local organisations and stakeholders;
- Good practices and inspiring examples;
- Policy and advocacy resources.

Participants walk around and add examples they already know under each category. They can write names of organisations, websites, publications, local institutions, online platforms, people, social enterprises or tools. If participants do not remember the exact link, they can still write the name or description.

After the brainstorming, the trainer reviews the flipcharts with the group and asks:

- Which categories are rich with resources?
- Which categories are almost empty?
- Which resources are international and which are local?
- Which resources are useful for youth workers and which are directly useful for YWDs?
- What is missing for our work?

The trainer highlights that gaps are also important. If a group cannot identify local accessible information about funding, this may become a future advocacy issue. If there are no examples of disabled-led social enterprises in a country, this may show the need for more visibility and research.

III. Resource quality check: is it useful? (30 minutes)

The trainer explains that not every resource found online is useful, accessible or respectful. Some resources may be outdated, too academic, too general, not accessible for screen readers, or written in a way that presents persons with disabilities through pity or stereotypes. Therefore, youth workers should know how to check resources before recommending them to YWDs or using them in trainings.

The trainer introduces a simple Resource Quality Check with the following questions:

- Who created this resource?
- Is the source reliable and transparent?
- Is the resource updated or still relevant?
- Is the language respectful and rights-based?
- Is the resource accessible or easy to adapt?
- Is it practical for youth work or social entrepreneurship?
- Can YWDs use it directly, or is it mainly for youth workers?
- Does it fit our local context, or does it need adaptation?
- Does it include concrete tools, examples, contacts or guidance?
- Would we recommend it to others? Why?

Participants are divided into pairs. Each pair receives one resource selected by the trainer or from the previous brainstorming. If internet access is available, they can open and check it online. If not, the trainer prepares printed short descriptions or screenshots of selected resources.

Pairs have around 15 minutes to assess the resource and then share one conclusion in plenary:

- “We would recommend this resource because...”
- “We would use this resource only with adaptation because...”
- “We would not recommend this resource because...”

The trainer should stress that the aim is not to criticise everything, but to become more careful and intentional when using resources.

IV. Small group work: building a draft resource directory (55 minutes)

Participants are divided into small groups. Each group receives one or two categories from the resource list. Their task is to build one section of a common resource directory.

Each group uses the following template:

- Name of resource / organisation / tool

- Type of resource – publication, website, organisation, funding programme, training platform, tool, network, example, legal information, etc.
- Main topic
- Who can use it? – youth workers, YWDs, organisations, trainers, social entrepreneurs, families, stakeholders.
- How can it support inclusive social entrepreneurship?
- Accessibility notes – available formats, language, readability, need for adaptation.
- Local relevance – is it useful locally, nationally, regionally or internationally?
- Link or contact
- Short comment / recommendation

The trainer encourages groups to include both international and local resources. International resources may support general knowledge, while local resources are often crucial for practical support, registration, funding, mentoring and cooperation.

Possible resources to include in the directory can be:

- European and international policy documents;
- SALTO and Youth Partnership manuals;
- Youthpass and competence frameworks;
- national agencies and Erasmus+ resources;
- local disability organisations;
- social enterprise networks;
- chambers of commerce or business support centres;
- municipality services;
- accessible digital tools;
- funding calls and grant programmes;
- examples of social enterprises led by or involving persons with disabilities;
- mentors and professionals willing to support YWDs.

If internet access is available, participants search online. If not, they work from prepared resource lists and their own knowledge. The trainer moves around the room and helps groups keep descriptions short, practical and clear.

At the end of the group work, each group prepares to present:

- 3 most useful resources they found;
- 1 gap or missing resource;
- 1 recommendation for keeping the directory updated.

V. Presentations and common resource board (25 minutes)

Each group presents its section of the directory. The trainer keeps presentations short and focused. Participants are encouraged to listen for resources they could use in their own organisation.

While groups present, the trainer creates a common resource board on flipchart or digital document with three columns:

- Useful now – resources that can be used immediately;
- Needs adaptation – resources that are useful but need translation, simplification or accessibility adjustment;
- Missing / to be developed – resources that do not exist yet or are hard to find.

After all presentations, the trainer asks the group:

- Which resources should every youth worker in this field know?
- Which resources should be made more accessible for YWDs?
- Which resources are missing in our countries or communities?
- Who could continue developing this directory after the training course?

The trainer explains that the directory should be understood as a living document. It should be updated regularly, checked for broken links, expanded with local contacts and improved with feedback from YWDs.

VI. Applying the directory: resource pathways for YWDs (30 minutes)

The trainer explains that a directory becomes useful only when youth workers know how to use it in real situations. Participants return to small groups and receive one short scenario.

Examples of scenarios:

- **Scenario 1:** A young person with physical disability wants to develop an accessible delivery service but needs information about funding and start-up support.
- **Scenario 2:** A young deaf participant wants to create social media content for NGOs but needs training, mentoring and accessible communication support.
- **Scenario 3:** A group of YWDs wants to organise an inclusive community market but needs partners, space and promotion.
- **Scenario 4:** A youth worker wants to organise a workshop on social entrepreneurship but needs inclusive methods and accessible materials.
- **Scenario 5:** A young person with intellectual disability has a creative product idea, but the youth organisation needs guidance on supported decision-making and simple business planning.

Each group uses the draft directory to create a resource pathway for the scenario. They answer:

- What does this person or group need first?
- Which resource or contact can help with this?
- What support would the youth worker provide?
- What should be adapted to make the resource accessible?
- What would be the next step after using the resource?

Groups briefly present their pathway. The trainer highlights that youth workers are not only “information providers”. They can also be interpreters of information, connectors, supporters and advocates who help young people access resources in a meaningful way.

VII. Reflection and closing (10 minutes)

Participants sit or stand in a circle. Each participant completes the sentence: “One resource or contact I want to explore further after this training course is...”

The trainer closes the session by connecting it with the final session of the curriculum. He/she explains that after many thematic sessions, the group has now created a bridge toward future practice. The resource directory can help participants continue learning, support YWDs more concretely and strengthen cooperation between organisations after the training course ends.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, printed resource categories, printed Resource Quality Check template, printed directory-building template, printed scenario cards, laptop and projector, internet access if possible, shared digital document for the directory, accessible digital versions of all printed materials.

Background documents and further reading:

- SALTO-YOUTH. (n.d.). *SALTO-YOUTH Resource Centres*. <https://www.salto-youth.net/>
- Council of Europe and European Commission Youth Partnership. (n.d.). *T-Kits*. <https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>
- EU Social Economy Gateway. (n.d.). *Studies & Reports*. https://social-economy-gateway.ec.europa.eu/useful-resources/studies-reports_en

Recommendations for future youth trainers multiplying this session:

- The trainer should prepare a small starting list of reliable resources before the session, especially if participants may not have strong internet access or previous experience in the topic.
- It is recommended that the trainer encourages participants to include both international resources and local/national resources. International resources are useful for learning, but local resources are often more practical for young people who need direct support.
- The trainer should remind participants that a resource directory is not useful if it is too long, confusing or outdated. It is better to have a smaller list with clear descriptions than a long list of links that nobody will use.
- During the resource quality check, the trainer should pay attention to language and representation. Resources that use pity-based or stereotypical language about persons with disabilities should be discussed critically before being recommended.
- The trainer should encourage participants to think about accessibility of the directory itself. The final document should be easy to read, structured, screen-reader friendly, available in digital format and, where possible, translated or adapted to local languages.
- It is recommended that YWDs are involved in checking whether the directory is understandable and useful. They can help identify what information is missing, what language is too complicated and what support they would need to use the resources.
- If persons with disabilities are present in the group, the trainer should invite them to add resources they already use or trust, but without expecting them to represent the needs of all young people with disabilities.
- In mixed-ability groups, the trainer should offer different meaningful roles, such as online researcher, local contact mapper, writer, accessibility checker, presenter, timekeeper or resource reviewer.

Session 16: Evaluation and closure

Session title: Evaluation and closure

Duration: 120 minutes

Background:

The final session of a training course is important because it gives participants the opportunity to look back at the whole learning process, recognise what they have learned and identify how they want to use it in their future work. In a training course focused on inclusion, disability and social entrepreneurship, closure should not be only a formal ending. It should help participants connect knowledge, emotions, practical tools and future steps.

This session closes the training course in a participatory and respectful way. It combines individual reflection, group sharing, written evaluation and symbolic closure. The trainer should create a calm atmosphere where participants can express both positive impressions and critical feedback. The aim is not to prove that everything was perfect, but to honestly understand the value of the training and support participants to continue using the learning after they return to their organisations.

Aim of the session:

To support participants in evaluating the training course, recognising their learning outcomes and defining concrete next steps for applying inclusive social entrepreneurship approaches in their youth work practice.

Objectives:

- To provide space for participants to reflect on their personal and professional learning during the training course;
- To evaluate the content, methods, facilitation, accessibility and group process of the training course;
- To identify concrete ways participants can apply the learning in their organisations and communities;
- To collect feedback that can help improve future training activities;
- To close the learning process in a respectful, appreciative and motivating way.

Competences addressed:

- Personal, social and learning to learn competence;
- Self-reflection;
- Communication;
- Critical thinking;
- Analytical competence;
- Planning and organisational skills;
- Citizenship competence;
- Entrepreneurship competence;
- Teamwork and cooperation.

Methodology and methods:

- Individual reflection;

- Learning journey review;
- Small group sharing;
- Evaluation target / evaluation corners;
- Written evaluation;
- Action planning;
- Closing circle.

Session flow:

I. Opening and reconnecting with the training journey (15 minutes)

The trainer welcomes participants to the final session and explains that the session will be dedicated to evaluation, reflection and closure. He/she reminds participants that evaluation is not only about judging the training course, but also about understanding learning and preparing for future action.

The trainer briefly presents the flow of the session and explains that participants will have time to reflect individually, share in groups, give feedback and define next steps.

The trainer then places the list of all sessions on a flipchart or slide. Participants are invited to silently look at the list and remember moments from the training course. The trainer can ask:

- Which session or activity stayed most strongly with me?
- Which moment made me think differently?
- Which tool or idea can I imagine using in my own work?

This short introduction helps participants reconnect with the whole process before moving into deeper evaluation.

II. Individual reflection: my learning journey (20 minutes)

Each participant receives a reflection sheet titled “My learning journey”. The trainer explains that this is an individual reflection and that participants do not need to share everything afterwards.

The reflection sheet includes the following questions:

- What are three most important things I learned during this training?
- What is one belief, assumption or attitude that changed for me?
- Which method or tool do I want to use in my work with young people?
- What do I understand better now about YWDs and social entrepreneurship?
- What was challenging for me during the training course?
- What support do I still need, in order to apply this learning?
- What is one concrete step I want to take in the next month?

Participants work individually and quietly. The trainer should give enough time and avoid rushing this part. Soft background music can be used if appropriate, but only if it does not disturb participants or create sensory discomfort.

After the reflection, participants are invited to underline one sentence or one learning point they feel comfortable sharing later.

III. Small group sharing: from learning to practice (25 minutes)

Participants form small groups of 4–5 people. The trainer explains that the purpose of this part is to help participants move from personal learning toward practical application.

In their groups, participants share:

- one important learning from the training course;
- one method or idea they want to use in their organisation;

- one possible obstacle they expect;
- one support or partnership they may need.

The trainer gives groups a simple task: after all members have shared, they should identify three common recommendations for youth workers who want to support inclusive social entrepreneurship of YWDs. Each group writes its three recommendations on flipchart paper and briefly presents them in plenary. The trainer can collect these recommendations and include them in the training report or shared follow-up materials.

IV. Evaluation target: feedback on the training course (25 minutes)

The trainer prepares a large evaluation target on flipchart paper or on the floor. The target has several circles, from the centre to the outside. The centre means “very satisfied / very useful”, while the outer circle means “not satisfied / not useful”.

Around the target, the trainer writes evaluation categories:

- o content and topics;
- o methods and activities;
- o facilitation and trainer support;
- o accessibility and inclusion;
- o group atmosphere;
- o practical usefulness for my work;
- o time management and programme rhythm.

Each participant receives stickers or markers and places one mark for each category. If the group includes participants who cannot easily access the target physically, the trainer can do the activity as a seated or digital version, or participants can say their mark to a supporter/trainer who places it for them.

After everyone has marked the target, the trainer facilitates a short discussion:

- What do we notice from the target?
- Which parts of the training were strongest?
- Where do we see space for improvement?
- Was the training accessible enough?
- What should be changed for future groups?

The trainer should create a safe atmosphere for honest feedback. Participants should be reminded that critical comments are welcome when they are expressed respectfully and constructively.

V. Written evaluation form (15 minutes)

Participants complete a written evaluation form. This can be on paper or digital, depending on accessibility needs. The trainer explains that the written evaluation gives participants more private space to share feedback and helps the organisers improve future activities.

The trainer should provide alternative ways to complete the evaluation, such as oral evaluation with a trainer, digital form, larger print version or simplified version, depending on participants’ needs.

VI. Personal action commitment (10 minutes)

The trainer gives each participant a small card titled “My next step”. Participants write one concrete action they commit to taking after the training course. The action should be realistic and specific. Participants can keep the card for themselves or place a copy on a common flipchart titled “Our next steps”. The trainer explains that small steps are important because they create continuity after the training course.

VII. Closing circle and appreciation (10 minutes)

Participants sit or stand in a circle. The trainer invites each participant to complete one sentence:

“I am leaving this training course with...” Participants can answer with one word, one sentence or one image. They can also pass if they do not want to speak.

After the sharing, the trainer thanks participants for their openness, cooperation and contribution. He/she reminds them that inclusive social entrepreneurship is a long-term learning process and that youth workers have an important role in creating spaces where YWDs can explore their ideas, develop competences and become active contributors in their communities.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, printed list of sessions, printed “My learning journey” reflection sheets, printed written evaluation forms, stickers or markers for evaluation target, small cards for personal action commitments, laptop and projector if slides are used, accessible digital versions of all printed materials.

Recommendations for future youth trainers multiplying this session:

- The trainer should not treat the final session only as a formality. The closing session is important for consolidating learning, recognising emotions and supporting transfer of learning into practice.
- It is recommended to include questions about accessibility and inclusion in the evaluation form. This helps organisers improve future training courses and shows participants that inclusion is taken seriously until the end of the process.
- The trainer should avoid forcing participants to share personal emotions or learning publicly. Sharing should always be voluntary, especially in final reflection circles.
- If persons with disabilities are present in the group, the trainer should make sure that evaluation methods are accessible and that feedback on accessibility is welcomed without defensiveness.
- In mixed-ability groups, the trainer should offer different ways to evaluate and close the process, such as speaking, writing, drawing, using symbols, completing a digital form or sharing through a peer/support person.

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