



# Volunteers with disabilities within the new European Solidarity Corps (ESC)

## Guide for sending organisations

**EU Aid Volunteers**  
We Care, We Act



This document reflects only the authors view. The agency and the EU Commission are not responsible for any use that may be made of the information that contains

This document reflects only the author's view. The Agency and the EU Commission are not responsible for any use that may be made of the information that contains.



**ASPEM**  
ASSOCIATION OF SPECTRUM PARENTS EUROPE



# Table of Contents

Table of Contents .....	2
Acronyms .....	3
Definitions .....	3
Introduction .....	6
European Solidarity Corps .....	7
Humanitarian Aid Volunteering .....	8
How to obtain the Quality Label .....	8
Recommendations for sending organisations .....	10
1. Inclusion and Disability Awareness .....	10
2. Inclusive Language .....	11
3. Target your message .....	13
4. Selection procedures .....	16
5. Supporting, and/or training volunteers before departure	18
6. Mentoring and Supervision .....	19
7. Debriefing .....	21
8. Budget .....	21
Additional resources .....	23
Bibliography .....	24

## Acronyms

**OPDs:** Organisation of Persons with Disabilities

**CRPD:** Convention on the Rights of Persons with Disabilities

**HR:** Human Resources

**PFL:** People First Language

**EU:** European Union

**ESC:** European Solidarity Corps

**NA:** National Agency

**VIVID-T:** Project Technical Assistance in Humanitarian Response, Ensuring Valuable International Volunteering and Inclusion of persons with Disabilities

## Definitions

**Ableism** is a form of discrimination based on the value system that considers certain body and mind characteristics essential to living a fulfilling life and assumes that the quality of life of people with disabilities must be very low.

**Accessibility** means taking appropriate measures to ensure access to persons with disabilities, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.

**European solidarity Corps** is the EU Volunteering Programme that aims to promote solidarity as a value, mainly through volunteering, to enhance the engagement of young people and organisations in accessible and high-quality solidarity activities. European Solidarity Corps support volunteering, solidarity projects.

**Easy to read** information are designed specifically for people with intellectual disabilities as a group with particular literacy needs. It may include plain language and pictures.

**Host role** covers the full range of activities related to hosting a Solidarity Corps participant, including the development of a programme of the young person's activities and providing guidance and support to the participant during all the phases as appropriate.

**National Agency:** The EU works with National Agencies to bring the Erasmus+ programme as close as possible to the participants. The National Agencies are based in Programme Countries and their role involves: providing information on Erasmus+, selecting projects to be funded, monitoring and evaluating Erasmus+, supporting applicants and participants, working with other National Agencies and the EU.

**Non-formal learning** is a voluntary learning which takes place through learning activities where some form of learning support is present.

**Organisations of Persons with Disabilities (OPDs)** are organizations that are led, directed and governed by persons with disabilities. A clear majority of their membership is recruited among persons with disabilities themselves. They are rooted, committed to and fully respect the principles and rights recognized in the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

**People-first language** emphasizes the individuality, equality and dignity of people with disabilities. Rather than defining people primarily by their disability.

**Quality Label** is the process that ensures that the organisations wishing to receive funding under an Action of the European Solidarity Corps respect a set of qualitative standards or prerequisites defined by the European Commission for that given Action. The Quality Label for Humanitarian Aid Volunteering certifies that an organisation is able to carry out high quality solidarity activities in compliance with the principles, objectives and requirements of the action 'European Voluntary Humanitarian Aid Corps'.

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

**Support role** entitles the organisation to submit project applications and coordinate partnerships for Humanitarian Aid Volunteering projects

### **UN Convention on the Rights of Persons with Disabilities**

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) is the first international, legally binding instrument setting minimum standards for rights of people with disabilities. The purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

**Volunteering** in the context of the European Solidarity Corps is full time unpaid activity that has a duration of up to 12 months and contributes to the achievement of the common good. This type of solidarity activity is undertaken through participating organisations that offer young people aged 18 to 30. For participants in humanitarian aid related solidarity activities, the upper age limit at the start of the activity is 35 years old.

# Introduction

The guidelines have been created as part of [VIVID-T](#), which is a project funded by the European Union (EU) that looks at technical assistance in humanitarian response, with a specific lens on volunteering and inclusion of persons with disabilities in these responses. The project's aim is built on the growing evidence of the need to adapt current existing programmes to be more inclusive of persons with disabilities.

The VIVID-T consortium is made up of organisations based in Ireland, Finland, Belgium, and Italy that are a mix of volunteer sending organisations, Organisations of Persons with Disabilities (OPDs) as well as national and international non-governmental organisations.

This guide is based on the new ["Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy"](#) and [the European Solidarity Corps Guide 2022](#) and contains a set of recommendations and guidelines on inclusion of persons with disabilities in volunteering programmes as well as an overview about the new accreditation process of awarding **Quality Label for Humanitarian Aid Volunteering organisations**.

These guidelines will be adopted by all consortium members and shared widely to organisations, including support and host role, that plan to deploy volunteers with disabilities within the European Solidarity Corp programme.

The aim is to:

- Guide the organisations in the process of the accreditation scheme for ESC - Quality Label for Humanitarian Aid Volunteering.
- Support organisations to ensure the selection, interviews, trainings and supervision procedures are fully accessible to all volunteers with disabilities including staff, field staff and stakeholders.
- Get from organisations a clear intention to translate the recommendations into policy and recruit people who might otherwise be excluded or marginalised because their disability.

# ESC- European Solidarity Corps

[The European Solidarity Corps](#) is an EU funding programme that creates opportunities for young people to volunteer or work in projects that benefit communities and people around Europe.

The European Solidarity Corps aims to promote social inclusion, tolerance, human rights and the value of differences and diversity of all kinds and to provide all young people equal access to opportunities offered under its actions. The European Solidarity Corps implements four Actions structured into two strands:

## **1. Participation of young people in solidarity activities**

- Volunteering Projects.
- Volunteering Teams in High Priority Areas.
- Solidarity Projects.

## **2. Participation of young people in humanitarian aid related**

**solidarity activities** (Volunteering under the European Voluntary Humanitarian Aid Corps):

- Humanitarian Aid Volunteering projects

The activities of the ESC support the objectives of [the EU Youth Strategy for 2019-2027](#) which encourages young people to become active citizens, agents of solidarity and positive change for communities across Europe, inspired by EU values and a European identity. The conditions of access to the Corps therefore relate to these two actors:

- the "participants" (young people participating in the Corps)
- the "organisations".

Young people express their willingness to participate in the European Solidarity Corps by registering on the [European Solidarity Corps Portal](#). The registration at the European Solidarity Corps Portal is possible as of 17 years of age but participants must have reached 18 and must not be older than 30 at the start date of the activity. For participants in humanitarian aid related solidarity activities, the upper age limit at the start of the activity is 35 years

# Humanitarian Aid Volunteering

## Which actions are supported?

The activities under this strand aim at contributing to providing needs-based humanitarian aid aimed at preserving life, preventing and alleviating human suffering and maintaining human dignity and to strengthening the capacity and resilience of vulnerable or disaster-affected communities.

**Humanitarian Aid Volunteering** projects funded under this strand will offer the opportunity to young people aged 18 to 35 years old to participate in volunteering activities, aiming at supporting humanitarian aid operations. Such activities will provide young people with the opportunity to carry out tasks needed to support the activities undertaken by their host organisation.

## How to obtain the Quality Label

Essentially the **Quality Label for Humanitarian Aid Volunteering** certifies that an organisation is able to carry out solidarity activities in compliance with the principles, objectives and requirements of the European Voluntary Humanitarian Aid Corps and each organisation must obtain the Quality Label for participation in volunteering activities which support humanitarian aid operations.

The call to submit funding proposals to seek funding for actual ESC Humanitarian Aid Volunteering projects is open.

Organisations interested in participating in the European Voluntary Humanitarian Aid Corps volunteering activities from 2022 onwards must apply for Quality Label certification. The Quality Label Humanitarian Aid Volunteering is the only way to access the Humanitarian Aid Volunteering action.

Once awarded the Quality Label for Humanitarian Aid Volunteering, the certification is valid for the entire duration of the programming period 2021-**2027**.

## Types of applications

There are two pathways to apply for Quality Label certification.

**Light Procedure:** This is for organisations who already hold EU AID Volunteering Initiative Certification.

**Full Procedure:** This is for organisations who do not hold EU AID Volunteering Initiative Certification.

The application procedure takes the form of an Open Call in the [EU Funding & Tenders Portal](#). Open Calls are [accessed directly on this page](#).

## Summary of steps

When applying for a Quality Label for Humanitarian Aid Volunteering, applicant organisations can choose one of the following roles:

- **Support role** - entails supporting, preparing and/or training participants before departure, mediation between them and their host organisations and/or providing support to participants upon return from their activity. The support role also entitles the organisation to submit project applications and coordinate partnerships for Humanitarian Aid Volunteering projects;
- **Host role** - covers the full range of activities related to hosting a Solidarity Corps participant, including the development of a programme of the young person's activities and providing guidance and support to the participant during all the phases as appropriate.

You can [download a detailed step by step application process](#) from the European Education and Culture Executive Agency's half-day training session on how to make an application.

# Recommendations for sending organisations

According to [The European Solidarity Corps Guide](#), the organisations should design accessible and inclusive activities, taking into account the views and needs of participants with fewer opportunities, including people with disabilities in order to promote equal opportunities and access, inclusion and fairness to all volunteers. The following recommendations will guide organisations to include people with disabilities in the ESC programme in seven different actions.

## 1. Inclusion and Disability Awareness

Preparing an inclusive attitudinal environment is a starting point for all organisations to change the mindset and the internal culture where everyone is included. Inclusion of people of disabilities should be a core consideration at every stage and areas: policy, recruiting, deployment, communications and activities.

Several simple things can be done to raise awareness, such as:

- **Providing trainings on Disability and Inclusion**

In order to raise awareness within the organisation and challenge unconscious bias is important to provide Disability and Inclusion training to paid staff, volunteers and new volunteers.

**Concrete action:** ask OPDS in Europe and the [SALTO-YOUTH Resource Centres](#) for an Inclusive and Disability training, workshop.

- **Show your commitment**

Make a statement and regularly repeat that people with disabilities and people with all races, ages, sexual identities, gender orientations, belief and other backgrounds are welcomed in your organisation.

**Concrete action:** add into your website, social channels, campaigns, job advertising “We are an equal opportunity organisation, and we welcome volunteers with disabilities”.

- **Proactive approach**

Staff members should be particularly encouraged to attend events, conference on Inclusion and disability.

**Concrete action:** remain update and subscribe to OPDS’s newsletter.

## 2. Disability-Inclusive language

Words matter and the language that we use to refer to persons with disabilities has an impact. Inappropriate language can make people feel excluded or offended and can be a barrier to full and meaningful participation. In terms of language and terminology, the UN CRPD- Convention on the Rights of Persons with Disabilities sets the standard that every organisation can follow:

### Use a Human Rights based approach

Rights based approach emphasises the dignity and worth of persons with disabilities, their rights to access all life opportunities on an equal basis with others, and their role as active participants in their own development.

### Use a People-first language

- **Emphasises the person not the disability.**

This means that when referring to persons with disabilities, we are recognizing the person first, before acknowledging the disability:

“students with dyslexia”, “women with intellectual disabilities”, “a blind and partially sighted man”, “persons with disabilities”. If you are not sure how to interact with people with disabilities, ask them.

- **Avoid euphemism** such as “differently abled”, “people of all abilities”, “disAbility”, you can simply say “people with disabilities”.

- **Disability is not an illness** or a problem. Avoid expressions such as “suffers from”, “afflicted with” or “stricken with”.

### Avoid Ableism

- Do not assume that everyone can see, hear and talk.
- Do not accusing someone of being mentally ill because they’re wrong about something or acting unbelievable (crazy, stupid, insane, moron, etc.) “That guy is crazy”, “You’re acting so bi-polar today”, “She’s such a psycho, “Can I pray for you?”.

## See the person first, not the disability

People first language	Language to avoid
People with disabilities Person with disabilities	The disabled, handicapped, clipped
People/person without disabilities	Normal person, healthy person
People/person who is deaf	Deaf and dumb, mute
A person who is hard of hearing People with hearing impairments	The hard of hearing
People/person with autism He/she has autism	Autistic person,
People/person with intellectual disabilities He/she has cognitive impairments	Mentally retarded, mentally challenged
People/person who is blind Person with low vision Person with a visual impairment	The blind
People/person with dyslexia	Dyslexic person
A person with a mental health condition	Insane, lunatic, mentally sick, mentally imbalanced, mad person, mentally ill person, psycho, crazy people
People/person with physical disabilities	A crippled, physically challenged, infirm
Person who uses a wheelchair Wheelchair user	Confined, or restricted to a wheelchair, wheelchair bound

## 3. Target your message

In order to make your selection process more inclusive the following recommendations could help your organisation to **target your message to people with disabilities** and better engage them to volunteer.

HR and people should challenge unconscious bias and assume volunteers with disabilities can be employed.

### 1. Step – Make your activities description accessible

The project description should be clear and concise, not need too much written information. Include a brief overview of your organisation, the essential function of the activities, and the essential requirements. Use the [Accessible Word documents Toolkit](#) and publishing both Word and PDF formats on the website.

**Provide contact details:** it's useful for all volunteers to contact your organisation for further information about the role and accommodations.

### 2. Step – Accessible application form

- Make the application form accessible, use Word format.
- Avoid detailed and complicated application form it could prove a barrier to people with an intellectual disability, preventing them from applying.
- You might ask them just the CV and motivation letter

### 3. Step – Make volunteers aware of reasonable accommodations

All volunteers should be made aware of their rights to request accommodations during the selection process. Including this in the application form: "Persons with disabilities who need accommodations for any part of the application process may contact (email or phone)".

**4. Step - Provide the volunteer with information about the hosting placement** on order to receive assistance if this is needed. **For example** is a volunteer with physical accessibility requirements need assistance to get in and out of the bad someone will provide it. Should the assistance

not be available free of charge the Supporting Organisation or the Applying organisation for funding should include this cost in the budget.

#### **5. Step – Promoting the volunteering opportunities**

For promoting the volunteering opportunities may use alternative material, video and publications in relevant languages, including sign language, and appropriate formats such as large print, **“Easy to read”** format.

## Easy to read format

'Easy to read' refers to the presentation of text in an accessible, easy to understand format. Easy-to-read information is important for people with intellectual disabilities.

### How the document looks like



#### What is EDF?



The European Disability Forum (EDF):  
the voice of disabled people in Europe.



There are a lot of people with disabilities in Europe.  
Over 100 million.

### Make sure your document is Easy to read

- Consider Arial for the text and 14 size or bigger
- The text should be aligned left and images should be next to the text
- The title should be clear and bold
- The sentences should be 1 or 2 lines long
- The pages should be numbered
- The front cover does not need a number, but all the other pages should be numbered.
- The number should be on the bottom right of each page.

Follow this [rules how to make easy-to-read](#).

## 4. Selection procedures

When you have selected the potential volunteers, through the [European Solidarity portal](#) (register with corps) you must consider making reasonable accommodations for people with disabilities.

- The duty to make reasonable accommodations applies throughout the selection procedures, the application process; interviews and assessments; and shortlisting and selection decisions.

### Reasonable accommodations

#### Physical access

If the interview is in presence you have to consider if your office is physically accessible to the candidate (e.g., stair free access, lift, accessible toilets, doors with push buttons).

- If the space is not accessible (ex: no lift, appropriate office layout) be prepared to conduct the interview at an alternate accessible location/office/room.
- Find the interview location based on the candidates' accessibility requirements.
- The interview room should be light and have reasonable space. Ideally it should be quiet so that people can concentrate. A noisy interview setting may introduce barriers to hearing and/or focusing for the candidate.

#### Interview timing

- Extending interview time may be a reasonable accommodation for some volunteers with disabilities.
- For people with an intellectual disability send the interview questions before the interview. Some people will need time to think about and prepare their answers.
- Time should be given for the volunteer to answer the questions, as some people might need more time to think about what has been asked.

## **Communication**

- For candidates who are deaf or hard of hearing is good to ask the method of communication and provide accommodations for the interview (Sign Language Interpreter, real time captioner).
- Sign Language Interpreter: some candidates may request the presence of an interpreter during the interview.
- Some people will also need support at their interview. Most people would prefer someone they know already to support them such as job coach, support worker.

## **During interviews**

- For candidates with intellectual disabilities the interview questions should be simple, clear and not generic. Allow adequate time for actions (reading, writing, speaking).
- It's important to maintain eye contact and speak directly to people with disabilities when a sign language interpreter is present.
- Speak expressively - the person may be relying on your facial expressions, gestures, and body movements to better understand you.
- When greeting a person with a vision impairment, always identify yourself and introduce anyone else who is present.
- Listen patiently to a person who has difficulty speaking; do not try to finish their thoughts for them.
- Provide alternative ways of communicating the message (demonstrate, write).
- Be patient, flexible and supportive.

## 5. Supporting, preparing and/or training participants before departure

In order to promote inclusion, participation in volunteering activities should respect the principles set out in **Article 9 of the UN CRPD** ensuring to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. Different forms of support, such as inclusive training sessions, peer learning experiences and job shadowing opportunities, a non-formal learning process before, during and after their period of activity, can be arranged for volunteers with disabilities.

- **Accompanying person**

This person accompanies participants with fewer opportunities (particularly participants with disabilities) in an activity, in order to ensure protection, provide support and extra assistance as well as assist in their effective learning during the experience.

In some cases it can be a personal assistant who helps in daily life persons with physical disabilities.

- **Inclusive training session**

Use people first language, accessible PowerPoint presentation, including captioning for online training session and consider Sign Language Interpreter.

- **Diversify your methods of content delivery**

For people with intellectual disability, you can use:

1. Objects to support communication
2. Photographs to communicate what you want to explain
3. Drawing what you are trying to say or ask the person if they can draw.

- **Peer learning** experience where peers or volunteers support each other in learning processes, but also simply sharing their volunteering experience abroad.
- **Preparatory Visit.** The Programme allows to organise a preparatory visit By the Hosting organisation. Travel and accommodation are covered for the volunteer and someone from the sending organisation, you may request funding for personal assistant as well, use this opportunity to give the volunteer the possibility to meet your organisation and prepare his or her arrival. Organise this visit one month before the project so that you give yourselves time to arrange the things you decided during this meeting. Take the opportunity to discuss the tasks assigned, daily life to ensure an inclusive environment upon arrival.

## 6. Mentoring and supervision

All volunteers should have the right support and supervision during the activities based on their requirements.

### **Mentoring in volunteering activities**

Personal support through mentoring should be provided to all participants in volunteering activities. Mentoring consists of regular meetings between the mentor appointed by the host or support organisation and the participant, within as well as outside the place where the activity takes place. Possible topics of mentoring meetings: personal wellbeing, wellbeing in the team, satisfaction with the tasks, practicalities, etc.

### **Reinforced Mentorship**

It is an intensified mentoring process that might be necessary to support young people with fewer opportunities including people with disabilities. Reinforced Mentorship involves closer contact, more frequent meetings and more time allocated to the implementation of tasks.

Consider the following flexible working activities accommodations:

- **Flexible Working hours regular breaks**

Some volunteers with disabilities may benefit from an extra break or flexibility in working hours.

- **Change the tasks**

It consists of eliminating a particular task or tasks from the volunteering activities. Do not assume that someone cannot do a task, instead consider how it could be modified so that someone can do it. The support person within the organisation may identify another tasks or tasks that the person does well and could possibly substitute more of this into their daily volunteering activities.

- **Providing special equipment**

- Seating and positioning equipment
- Screen reading software for people with visual impairments who need to use a computer/ bigger screen.
- Modifying the layout of a workspace

- **Foresee an accommodation period upon arrival**

Certain people need some accommodation period upon arrival. For example, the first two weeks volunteers with visual impairment will need to take intensive mobility sessions to learn to go from their accommodation place to the volunteering place to the shop etc. During that period the volunteer when learning the way to the volunteering placement can stay and observe. Only after that period this one will start properly his or her project. Make sure that during this period if the volunteer wishes can already do certain things but put the focus on getting accommodated with the environment.

## 7. Debriefing

**Debriefing** is an important part of managing volunteers, it will help to identify what worked well, reinforce the volunteers' valued role and they can contribute to improve the programme by providing feedback. Debriefing is a useful opportunity to gather information on:

- Conditions on the ground and the volunteers' experience
- The types of work undertaken on the day
- If the equipment provided was suitable and accessible for the activities
- If communications systems and equipment were accessible and effective

**Evaluation:** The National Agencies implementing the European Solidarity Corps are organising moments of evaluation during the project. These in person for volunteers in Europe and online for volunteers deployed outside Europe. There is an evaluation moment foreseen at mid-term and one at the end.

National Agencies organise also once per year in each EU Member State a moment with all volunteers who came home the ongoing year they organise this one or several day sessions. All volunteers, the ones with fewer opportunities have the opportunity to share experiences and make suggestions to improve the programme

**Reporting:** All volunteers participating in the European Solidarity Corps are requested to report about their ongoing project. This happens via the Mobility Tool, a platform of the European Commission. The hosting Organisation includes all the details of the project in this tool and the volunteer will receive an invitation to proceed to the evaluation:

Both Sending and Hosting Organisation must ensure:

- The volunteer has support to fill in anonymously the report, the mentor could help or someone else not directly involved in the project
- Ensure the volunteer understands the reporting process and the questions
- Inform the volunteer from the start of the project about this process with timings and remind him when this time approach.

**Follow-up:** When the volunteer returns it is important the sending organisation debriefs too. During this debriefing think how can you benefit within your organisation of the volunteers skills. Ask the volunteer if he or she would be willing to volunteer in your organisation or if you can help him or her in another way for his her career, a recommendation letter or in any other way.

## 8. Budget

The budget for projects including volunteers with disability is important. Make sure that the sending organisation or the supporting organisation, the one requesting the funds from the ESC Programme has the costs you will occur for your volunteer.

### **Funding covering disability related costs**

The ESC provides funds specifically covering disability related costs. These funds can cover the Preparatory Visit, a personal assistant an accompanying person who will be for the whole duration of the project, or a person in the hosting country who provides this assistance. It can also cover the rental or purchase of assistive technologies or other small aids for the person. Sign language Interpretation language classes in the local language in the host country, mobility session for blind and partially sighted to learn the way from their house to the volunteering place etc. In fact any costs occurred due to the disability. You can also request additional funding for accommodation, because an accessible accommodation is often more expensive and the funding available for the accommodation and food of the volunteer may not cover it. Include such costs here as well.

### **Evaluate the accessibility requirements:**

When you selected your volunteer, organise another meeting to discuss his or her accessibility requirements to be able to fulfil his or her tasks or place but also to ensure that he or she can independently go to and from his work, access his or her accommodation etc. Make a list of all your volunteer may need. Discuss also with the hosting organisation to see what they can provide and if this is free of charge if not then you must include it in your budget. Be aware that what you have not included in your budget you will not have it. The National Agency is evaluating your request and will approve sometimes all costs sometimes not.

You need to justify and motivate them adequately. Should the costs not be all covered make sure that you have other possibilities to cover these.

## Additional resources

**SALTO YOUTH** resource centres offer support and develop trainings, tools and resources for the European Solidarity Corps. Their work, directly linked to the Corps, supports the inclusion dimension of the Corps and the implementation of the “Inclusion and Diversity Strategy”.

More information available at: [www.salto-youth.net](http://www.salto-youth.net).

### **European Solidarity Resource Centres**

The European Solidarity Corps Resource Centre aims to assist the implementing bodies, the participating organisations and the young people taking part in the European Solidarity Corps in raising the quality of implementation of solidarity activities and actions.

More information available at: [www.salto-youth.net/EU-Solidarity-Corps](http://www.salto-youth.net/EU-Solidarity-Corps)

### **Eurodesk Network**

The Eurodesk network is supported through the Erasmus Programme and offers information services to young people and those who work with them on European opportunities in the education, training and youth fields.

More information available at: [www.eurodesk.eu](http://www.eurodesk.eu)

**Inclusion Europe** made rules “**how to make easy-to-read**” together with other organisations. The rules are available in many languages.

More information available at: [www.inclusion-europe.eu/easy-to-read/](http://www.inclusion-europe.eu/easy-to-read/)

### **EACEA - European Education and Culture Executive Agency**

EACEA organised an online information session on the application process for the call Quality Label for Humanitarian Aid Volunteering.

[Download or watch the presentation from the session](#)

## **EDF's Members**

EDF brings together organisations of persons with disabilities from across EU.

More information available at: [www.edf-feph.org/our-members](http://www.edf-feph.org/our-members)

## **Organisations of Persons with Disabilities sending and hosting volunteers**

- [The European Network on Independent Living \(ENIL\)](#)
- [Visually Impaireds Education and Work Support \(VIEWS\) International](#)
- [CBM-Global Disability Inclusion](#)

## **Bibliography**

[Ableism: What it is, what it looks like, and what we can do to fix it](#), Access Living

[Accommodating Candidates with Disabilities During Interviews](#), Mc Gill University

[Accessibility NOW! A guide to action for delivering accessibility commitments](#),

CBM and World Blind Union

[What is ableism?](#) video by United Nations Human Rights

[CBM Policy on Accessibility](#), CBM

[Inclusion of persons with disabilities in humanitarian action](#), CBM International, Humanity & Inclusion (HI) and the International Disability Alliance (IDA)

[CRPD - Convention on the Rights of Persons with Disabilities](#), United Nations

[Disability – Inclusive language Guidelines](#), United Nations

[Disability Inclusive Development Toolkit](#), CBM

[European Solidarity Corps Guide 2021](#), European Commission

[European Solidarity Corps Guide 2022](#), European Commission

[Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy](#),

European Commission

[Fact Sheet interview accommodation for candidates with Disabilities](#), Work Without Limits

[Volunteer Handbook 2020](#), Viatores Christi

Roberta Lulli

Digital Accessibility Trainer

[Roberta.lulli@edf-feph.org](mailto:Roberta.lulli@edf-feph.org)



Loredana Dicsi - Membership, Internal Communication and Youth Officer

[loredana.dicsi@edf-feph.org](mailto:loredana.dicsi@edf-feph.org)

Colette Rooney - Viatores Christi

[colette@viatoreschristi.com](mailto:colette@viatoreschristi.com)

