



NATIONAL EVALUATION REPORT

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Duration: 24 months



It starts with me

Key action: Partnership for cooperation and exchange of practices

Action Type: Cooperation partnership in youth

Project coordinator: Caprifolen voltigeklubb (Sweden)



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1. Introduction

This report presents the results of an online questionnaire designed to be interactive and accessible for disabled people. The questionnaire was carefully adapted in multiple ways to meet the diverse needs of our target group, with a particular focus on individuals with intellectual impairments. Our goal was to create a tool that is clear, concise, and easy to understand—avoiding unnecessary complexity and ensuring that participants could engage with it meaningfully.

To enhance accessibility, we incorporated visual elements such as images and allowed participants to complete the questionnaire with the help of a mentor or support person. We also made specific adaptations for blind and deaf users by developing video recordings in which each question was spoken aloud (for blind participants) and accompanied by sign language interpretation (for deaf participants).

The development of the questionnaire was a collaborative process. In each partner country, we held workshops with members of the target group to co-design and refine the questionnaire before its official launch. This participatory approach ensured that the final version was truly tailored to the needs and preferences of those it aimed to serve.

Altogether, we collected 300 responses across all participating countries. These responses form the basis of this report, which summarizes the findings and offers insights into how leadership among disabled people can be better understood and supported.



2. Work methodology (Questionnaire)

These guiding questions were followed by all participants during the national evaluation process. They served as a common framework to ensure consistency and depth across all partner contributions.

Summarise the national testing and validation results in the following template.

1. How did you find and contact participants? (Approx. 200 words)

Please describe:

- *How you reached out to and selected disabled people for the pilot.*
- *What methods you used (e.g. emails, phone calls, working with partner organisations, schools).*
- *Any challenges or successes in recruitment.*
- *Total number of answers.*

2. How did you carry out the activity (filling out the questionnaire)? (Approx. 200 words)

Please explain:

- *The format used (e.g. individual interviews, group sessions, face-to-face, online, etc.).*
- *Whether the activities were accessible (easy-to-read materials, sign language, support people, etc.).*
- *If you adapted the questionnaire or added explanations to help participants understand.*
- *How you supported participants who needed help (e.g. assistance filling the form).*
- *Any feedback about the process itself.*

3. Results: Participant's Feedback (Approx. 750 words)

Summarise the answers from participants who filled in the questionnaire. Translate any written comments into English and include a few short quotes if possible.

4. Conclusions (Approx. 500 words)

Reflect on the whole piloting process:

- *What did you learn from the participants?*
- *What worked well, and what could be improved?*
- *How do these results help us understand how to support leadership among disabled people?*
- *Do you have any ideas for next steps or recommendations?*



3. Reports

This report presents a consolidated overview of the national evaluation process carried out by partner organizations across six countries: Greece, Italy, Malta, Slovenia, Spain and Sweden. Each section synthesizes responses to key evaluation questions, highlighting shared practices, unique approaches, and critical insights. Rather than presenting country-by-country accounts, the summaries integrate findings into a cohesive narrative that reflects the collective experience of all participants. The aim is to provide a clear understanding of how the pilot activities were implemented, what challenges were encountered, and what lessons can inform future efforts to support leadership among disabled people.

3.1 Participant recruitment and outreach strategies

Recruitment across all six countries—Greece, Italy, Malta, Slovenia, Spain and Sweden –was guided by a shared commitment to inclusion, trust, and contextual sensitivity. Each partner adapted its outreach strategy to local realities, using existing networks and personalized communication to engage disabled people.

Use of trusted networks and partner organizations

A common thread across all six countries was the collaboration with organizations that already work closely with disabled people. These partnerships proved essential not only for identifying suitable participants but also for building trust and ensuring accessibility.

In Greece, outreach was supported by Be Visible Be You, IASIS Day Center, and Myrtillo Café – each offering access to diverse communities, including individuals engaged in psychosocial rehabilitation and inclusive employment. Italy relied on familiar associations and cohesive groups, which allowed for tailored activities and smoother facilitation. Slovenia partnered with Varstveno delovni center Zasavje, whose staff played a key role in bridging communication and supporting participants throughout the process.



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Spain activated its network of partner entities and community leaders, reaching out through both formal and informal channels. Malta worked through Aġenzija Sapport, engaging service users from the Sharing Lives department and Day Services. Their approach was deeply person-centered, with staff selecting participants based on interest and ability, and adapting communication styles to suit individual needs.

Sweden built on long-standing relationships with groups they had previously worked with. Participants were recruited from Daglig verksamhet (daily activity centres) in Laholm and Helsingborg, as well as from disabled individuals who are active members of the Caprifolen vaulting club. Several participants had already expressed interest in contributing to social change, and were invited to take part. Collaboration with staff at the day centres ensured that participants felt safe, informed, and valued throughout the process.

Outreach methods: from digital to personal

Outreach methods varied across countries but were consistently multi-channel and adaptive. Greece used social media posts, personal communication, and focus groups during mobilities. Italy and Spain relied on email, phone calls, and group-based activities, while Slovenia used direct collaboration and digital invitations.

Malta emphasized phone calls and in-person conversations, which proved effective in reaching individuals with intellectual impairments. Staff members were familiar with participants' communication styles and adjusted their approach accordingly, ensuring clarity and comfort.

Sweden began with telephone outreach to explain the project's purpose, followed by in-person meetings where the initiative was presented in an accessible way. These meetings allowed participants to ask questions and understand the value of their contribution. The Swedish team also made repeated visits to accommodate scheduling needs and ensure participants felt supported.



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Spain used WhatsApp to contact known community leaders, while Greece supplemented outreach with printed materials and face-to-face meetings. This diversity of methods reflects the need to tailor communication to the preferences and capacities of both participants and partner organizations.

Challenges in recruitment

Despite strong networks, several challenges were noted. Italy faced scheduling difficulties – once a date was missed, it was often impossible to re-engage the group. Spain struggled with outdated databases and limited resources in local organizations. Slovenia encountered initial confusion among participants, which was mitigated by mentor support. Greece found that snowball sampling did not yield the expected increase in participation.

Malta reported overall success in recruitment, though emphasized the importance of adapting communication to individual needs. Their experience highlighted how familiarity and trust between staff and participants can significantly enhance engagement.

Sweden also reported smooth recruitment, supported by the trusting relationships they had built over the years. The main challenge was scheduling around participants' availability and support needs, but this was overcome with careful planning and flexibility. Their final pool included over 50 completed questionnaires, representing a diverse group with varying impairments, interests, and levels of experience.

One shared insight across all countries was that participation worked best when framed as a shared activity or event, rather than simply asking individuals to fill out a form. The presence of mentors, educators, and facilitators was essential – not only for technical support, but also for emotional encouragement and confidence-building.



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3.2 Implementation of the questionnaire activity

The process of administering the questionnaire across Greece, Italy, Malta, Slovenia, Spain, and Sweden demonstrated a shared commitment to accessibility, flexibility, and participant support. Each country tailored the activity to its local context, using a mix of digital tools, group facilitation, and personalized assistance to ensure meaningful engagement.

Formats and facilitation settings

A variety of formats were used to accommodate different participant needs. In Greece, the questionnaire was distributed both online and in printed form, with participants engaging through small focus groups and in-person sessions. Italy introduced the questionnaire through a short theatre workshop, which helped participants warm up to the topic and engage in a group setting using their own or shared devices.

Slovenia opted for a digital format, allowing participants to complete the questionnaire independently or with mentor support. The setting was primarily individual, but mentors were present to guide and clarify. Spain organized group sessions where the questionnaire was projected on a TV screen, and participants advanced through it together, supported by volunteers and peers.

Malta used a hybrid approach. Participants completed the questionnaire either individually or in small groups, depending on their preferences and abilities. Staff from Aġenzija Support provided laptops and tablets, and were present to assist participants throughout the process. The questionnaire was available in both Maltese and English, allowing individuals to choose the language they felt most comfortable with.



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Sweden integrated the questionnaire into regular project meetings and workshops. Participants could work individually or in small groups, with support available as needed. The Swedish team also made several visits to day activity centres, combining short workshops with questionnaire completion. Participants had the option to respond on paper or digitally. For those who preferred one-on-one interaction, the team brought a computer and sat with them in quiet, familiar spaces such as the centre's coffee room. Importantly, members of the focus group—who themselves have impairments – joined these visits and helped present the project and guide others through the questions. This peer-led approach added authenticity and empowerment to the process.

Accessibility and adaptations

Accessibility was a central concern across all countries. The questionnaire was designed with clear and simple language, and in some cases, printed versions were offered for those who preferred paper-based formats. In Greece and Slovenia, mentors played a key role in explaining questions and offering examples. Italy used video alternatives for illiterate participants, while Spain incorporated sign language and spoken questions in video format to support blind and deaf users.

Malta placed strong emphasis on adapting communication styles to individual needs. Staff members used simplified language, visual cues, and repetition to ensure comprehension. The bilingual format and availability of assistive technology further enhanced accessibility.

In Sweden, the team offered flexible formats and personalized support. Some participants needed help reading or understanding the questions, while others simply needed assistance clicking buttons. The team responded to each need with patience and adaptability. The involvement of disabled focus group members as facilitators helped bridge communication gaps and foster a sense of inclusion.

While most partners did not significantly alter the questionnaire's content, verbal explanations and contextual support were frequently used to aid understanding without compromising the integrity of the questions.



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Support structures and participant engagement

Support from educators, mentors, social workers, and peers played a vital role in enabling participation. In Slovenia and Greece, mentors helped clarify questions and provided emotional encouragement. Italy relied on educators and peer support, especially for those facing difficulties with open-ended questions. Spain engaged volunteers and community leaders to guide participants through the process.

In Malta, staff from Aġenzija Sapport were deeply involved, offering one-on-one assistance and adapting their approach based on each participant's communication style. Their familiarity with the individuals helped create a safe and trusting environment, which was essential for meaningful engagement.

Sweden emphasized the importance of creating a calm and familiar setting. By conducting sessions in spaces like coffee rooms and involving peer facilitators, they fostered a sense of comfort and authenticity. Staff at the day centres expressed appreciation for the respectful pace and inclusive atmosphere, noting that the activity felt empowering and meaningful for participants.



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Feedback and reflections

Overall, feedback on the questionnaire process was positive. Participants appreciated the opportunity to share their views, especially when the format was interactive and supportive. In Malta, participants expressed that they felt heard and valued, and many enjoyed the process of reflecting on their own experiences.

Spain reported no complaints about the Spanish version, suggesting it was well-adapted and comprehensible. Italy noted some challenges during data analysis due to the lack of translation from English to Italian, highlighting the importance of linguistic accessibility not only during implementation but also in post-processing.

Sweden received enthusiastic feedback from both participants and staff. The peer-led facilitation and respectful approach were praised for making the process feel inclusive and empowering. The experience reinforced the idea that leadership development begins with participation and recognition.

The experience across all countries emphasized the value of adaptive communication, personalized guidance, and creative facilitation in inclusive research. It also reinforced the need for flexible tools and culturally sensitive approaches when working with diverse groups of disabled people.



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3.3 Results – participant's feedback

The feedback collected through the questionnaire across Greece, Italy, Malta, Slovenia, Spain, and Sweden reveals a rich and nuanced picture of how disabled people perceive leadership, their personal aspirations, and the barriers they face. While the responses vary widely, several recurring themes emerge – especially around confidence, opportunity, and the emotional landscape of leadership.

Perceptions of leadership and self-confidence

In Greece, two distinct profiles emerged: the Greek-speaking group showed low self-confidence and limited exposure to leadership roles, while the English-speaking group – many of whom were already involved in accessibility and leadership initiatives – demonstrated high confidence and active engagement. A pie chart from Greece showed that 72% of participants felt they had no leadership opportunities, while only 28% said yes.

Italy's responses were highly diverse, with participants ranging from those who felt overly confident to those who were unsure or afraid. Leadership was often linked to creative or social activities, such as theatre, cooking, or organizing events.

Slovenian participants revealed unexpected comfort with public speaking and group facilitation. Many had already taken on leadership roles in informal settings – leading workshops, teaching peers, or representing user groups – without necessarily identifying as leaders.

Spain reported that 70.6% of participants wanted to be leaders, and 58.8% were not afraid of leading. A pie chart titled “Recuento de SOLO” illustrated that only three participants did not want to show their activities to others, and the same number felt uncomfortable in front of an audience.



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Malta found that 35 out of 50 participants expressed a desire to be leaders, while 18 reported fear – mostly related to public speaking, responsibility, and lack of support. Interestingly, some participants associated leadership with everyday symbols of competence, such as using a laptop or speaking confidently.

Sweden's responses offered a similarly rich picture. Over 50 completed questionnaires revealed that around two-thirds of participants wanted to be leaders, while a smaller group expressed fear – typically related to “doing it wrong,” “being in the centre of attention,” or “not knowing what to do.” Most participants felt confident showing others what they do and were comfortable in front of others. Leadership was often seen as an extension of everyday actions, such as helping in training sessions, deciding group activities, or guiding peers.

Emotional responses and personal reflections

Participants across countries shared personal reflections that reveal how leadership is experienced emotionally and socially. In Italy and Slovenia, leadership was often described through creative and collaborative activities. In Spain, responses showed self-consciousness mixed with bravery, while Malta highlighted how perceptions of leadership are shaped by real-world observations and personal experiences.

In Sweden, leadership was described as relational and practical. Participants said they felt like leaders when they helped others, explained tasks, or contributed to group decisions. One participant wrote: “A leader should be kind and listen to everyone.” Another shared that they felt proud when they could support someone who was struggling. These reflections suggest that leadership is often experienced as a form of care, guidance, and mutual respect.



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Quotes from all countries illustrate the informal nature of leadership:

- *"I helped lead dance rehearsals" (Slovenia)*
- *"I felt like a facilitator when doing theatre" (Italy)*
- *"I applied to be a user representative" (Slovenia)*
- *"Quiero que me cojas otra vez a ser líder" – "I'd like to be picked as leader again" (Spain)*
- *"I feel like a leader when I help others with their tablet" (Malta)*
- *"I feel like a leader when I explain things to my friends" (Sweden)*

These reflections show that leadership is deeply personal and often expressed through everyday actions and relationships.

Leadership traits and support needs

Across all six countries, participants consistently emphasized that leadership is not defined by authority or control, but by relational qualities that foster trust and inclusion. When asked what makes a good leader, the most valued traits were kindness, the ability to listen, and a willingness to support others. These qualities were mentioned repeatedly, often accompanied by reflections on how leaders should treat people with respect and empathy.

In Spain, participants described ideal leaders as those who are kind, attentive, and confident – someone who listens and creates space for others. Malta echoed this sentiment, with participants highlighting the importance of being supportive, knowledgeable, and emotionally present. Italy and Slovenia added that leaders should be approachable and able to guide without dominating, while Greece emphasized politeness and active listening as essential traits.

Sweden reinforced these themes, with participants describing good leaders as kind, knowledgeable, and confident, but also capable of being firm when needed. One participant captured the collective sentiment by saying, "A leader should be kind and listen to everyone." The Swedish responses also reflected a balanced view – valuing both emotional intelligence and practical competence.



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When discussing what kind of support participants would need to take on leadership roles, several common themes emerged. Many expressed the importance of peer support and friendship – having someone to encourage and stand beside them. Training and practice were also frequently mentioned, especially in contexts where participants felt unsure or inexperienced.

Accessible environments played a key role in enabling participation. This included physical spaces that are easy to navigate, but also digital tools such as tablets or simplified interfaces that make engagement easier. In Malta and Sweden, participants noted that having access to interpreters or assistance when needed could make a significant difference. Others emphasized the need for emotional reassurance – someone to help them feel confident and capable.

While a few individuals across countries felt they could lead without additional support, the majority expressed that having the right structures in place – whether technical, social, or emotional – was essential. Barriers such as fear of public speaking, nervousness, or lack of knowledge were commonly cited, but participants also showed a strong willingness to overcome these challenges if supported appropriately.

Taken together, these insights suggest that leadership among disabled people flourishes in environments that are inclusive, empathetic, and responsive. The traits they admire in leaders are the very qualities they seek to embody – and with the right support, many are ready to step into those roles.



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3.4 Conclusions – reflections on the piloting process

The piloting phase across Greece, Italy, Malta, Slovenia, Spain, and Sweden offered a rich and layered understanding of how disabled people engage with leadership, facilitation, and self-expression. Each country brought its own context, challenges, and innovations, yet several shared themes emerged—especially around emotional safety, peer support, and the importance of redefining leadership in inclusive terms.

What we learned from participants

Participants across all six countries revealed a wide spectrum of attitudes toward leadership. In Greece, the diversity of responses highlighted how leadership is often tied to self-esteem and community connection. Italy emphasized the individuality of each participant's journey – some felt confident, others hesitant, and many were shaped by the environments they engage with.

Slovenia challenged assumptions about hesitancy, showing that many participants were comfortable with public speaking and had already taken on leadership roles informally. Spain brought a unique perspective, working primarily with people with intellectual impairments. Malta emphasized that real-world observations shape perceptions of leadership, and that kindness and courage are intuitive traits for many.



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Sweden confirmed that disabled people are eager to be involved in leadership, decision-making, and project development when given the right tools and support. Their participants associated leadership with kindness, listening, and confidence, and many already practiced informal leadership in their daily lives – helping others, guiding peers, or deciding group activities. The involvement of disabled focus group members as facilitators reinforced the idea that leadership is most powerful when it is modeled by those it seeks to empower.

Across all countries, participants demonstrated that leadership is not always about ambition or formal roles – it's often about initiative, collaboration, and being seen.

What worked well

Several strategies proved effective across the partner countries:

- *Co-creating the questionnaire (Spain, Malta, Sweden) helped ensure relevance and accessibility.*
- *Theatre-based workshops (Italy) provided a creative and engaging entry point.*
- *Mentor support and trusted environments (Slovenia, Greece) enabled deeper participation.*
- *Flexible formats and language options (Malta, Sweden) allowed individuals to engage in ways that suited their abilities and preferences.*
- *Peer-led facilitation and familiar settings (Sweden) created authentic and empowering experiences.*

Sweden highlighted the value of combining workshops with questionnaire completion, which made the activity feel meaningful rather than procedural. Providing examples and explanations helped participants understand the questions, and using trusted environments like day centres and clubs made them feel comfortable and respected.



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What could be improved

Challenges also surfaced during the piloting process:

- Clarifying leadership concepts (Spain, Malta, Sweden) was necessary, as some participants initially associated leadership with authority or command.
- Avoiding overly complex phrasing (Slovenia) helped ensure comprehension.
- Rethinking outreach strategies like snowball sampling (Greece) proved important for reaching more diverse groups.

Sweden suggested that future projects include short, practical leadership exercises to illustrate different roles. They also emphasized the importance of giving participants time to reflect and try out leadership in safe situations before answering questions.

All six countries agreed that one-size-fits-all formats are insufficient. Activities must be adapted to the cognitive, emotional, and social realities of each group, with flexibility and responsiveness built into every stage.

How these results inform leadership support

The piloting process revealed that supporting leadership among disabled people requires:

- Relational models of leadership, emphasizing empathy, listening, and shared responsibility
- Inclusive environments, where participants feel safe to express themselves and take initiative
- Flexible tools and formats, adapted to individual needs and contexts
- Peer networks and emotional support, which were consistently identified as essential



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Spain advocated for co-leading models, where leadership is shared among peers or within groups. Malta proposed a Leadership Skills Programme and peer mentoring, emphasizing structured growth and autonomy. Sweden reinforced the importance of person-centred approaches, noting that while some participants only need encouragement, others require structured training, communication support, and adapted environments.

Recommendations and next steps

The piloting process across Greece, Italy, Malta, Slovenia, Spain, and Sweden generated a range of thoughtful recommendations for how to support leadership development among disabled people in future phases of the project. While each country offered context-specific suggestions, several shared priorities emerged – particularly around co-creation, gradual skill-building, and the importance of emotional and social support.

One of the most consistent recommendations was to include examples of leadership on the platform itself. Greece emphasized that showcasing relatable models—especially those rooted in everyday experiences – could help participants envision themselves as leaders. Seeing others who have taken initiative in familiar contexts may spark curiosity and motivation, particularly among those who have never considered leadership as a personal possibility.

Italy proposed the development of structured but gradual pathways for leadership. These would allow individuals to take on facilitation roles in meaningful contexts, supported by tutors or experienced peers. The emphasis was on avoiding paternalistic approaches and instead creating opportunities where leadership can emerge naturally – through small moments of guidance, collaboration, and shared responsibility.

Slovenia recommended co-designed workshops that focus on participants' strengths and interests. Peer-led training sessions and mentorship programs were seen as valuable tools for building confidence and reducing hesitation. The Slovenian team also highlighted the need for easy-to-read materials, interpreters, and technological aids to ensure that communication does not become a barrier to participation.



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Spain brought forward the idea of collective leadership, suggesting that facilitation can be shared among peers or small groups. Their experience showed that co-leading – especially in workshop settings – can be empowering and inclusive. They expressed strong interest in a second phase of the project, specifically focused on leadership in workshop facilitation. For many of their participants, this was a life-changing experience, and they advocated for giving others the same opportunity.

Malta contributed a comprehensive vision for future development. They proposed the creation of a Leadership Skills Programme, tailored to the needs and abilities of people with intellectual impairments. This would include modules on communication, decision-making, and group facilitation, delivered in accessible formats. Additionally, Malta recommended establishing peer mentoring systems, where individuals who have already participated in leadership activities can support others in their journey. They also suggested forming user-led committees within service organizations, giving participants a formal space to express opinions, influence decisions, and take on representative roles.

Sweden emphasized the importance of regular leadership training, including practical exercises and peer mentoring. They advocated for continuing to work in participants' own environments to reduce barriers and build confidence. Their recommendations included developing easy-to-read materials, videos, and real-life examples to make leadership more tangible and accessible. Across all countries, there was a strong emphasis on continuity and sustainability. Leadership development should not be a one-time event, but an ongoing process supported by inclusive environments, trusted relationships, and adaptable tools. Participants need spaces where they can reflect on their potential, share experiences, and grow at their own pace.



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In summary, the next steps should focus on:

- Embedding leadership examples and stories into the platform
- Designing gradual, supported pathways for facilitation
- Co-creating workshops and training with participants
- Promoting peer-led and collective leadership models
- Developing structured programs and mentoring systems
- Ensuring accessibility in all formats – linguistic, technological, and emotional

These recommendations reflect a shared belief: that leadership begins not with authority, but with connection, encouragement, and the opportunity to be heard. By continuing to listen and adapt, we can build inclusive spaces where disabled people are empowered to lead in ways that are authentic, collaborative, and transformative.



4. Summary

This report presents the collective findings from the piloting of an interactive, accessible questionnaire designed to explore leadership potential among disabled people. Conducted across six partner countries – Greece, Italy, Slovenia, Spain, Malta, and Sweden – the evaluation process engaged over 300 participants and offered valuable insights into how leadership is perceived, experienced, and supported within diverse communities.

The recruitment phase highlighted the importance of trusted networks, personalized outreach, and familiarity with participants' communication styles. Partner organizations worked through associations, day centres, social enterprises, and disability service agencies to connect with individuals, using a mix of digital tools, phone calls, face-to-face meetings, and peer engagement. While logistical challenges such as scheduling, comprehension, and resource limitations arose, the presence of mentors, educators, and support staff proved essential in fostering participation and building confidence.

The implementation of the questionnaire underscored the need for flexible formats and adaptive communication. Countries employed group sessions, individual interviews, and digital platforms, often supported by facilitators or peers. Accessibility was prioritized through simplified language, visual aids, and inclusive media – such as videos with spoken questions and sign language interpretation. Malta and Sweden added bilingual options and peer-led facilitation, ensuring that participants could engage meaningfully regardless of their abilities or preferences.

Participant feedback revealed a broad and nuanced understanding of leadership. Many individuals had already taken on leadership roles informally – through organizing activities, teaching peers, or representing user groups – without necessarily identifying as leaders. Traits such as kindness, listening, and support were consistently valued over authority or strictness. While some participants expressed hesitation or fear – often related to public speaking or responsibility – most showed openness to leadership when supported by inclusive environments, peer networks, and emotional safety.

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The final reflections from each country emphasized the importance of co-creation, relational leadership, and context-sensitive facilitation. Leadership was seen not as a fixed role, but as a dynamic and collaborative experience. Recommendations included developing peer-led workshops, showcasing relatable leadership examples, and offering gradual pathways for leadership development. Spain advocated for collective leadership models and a second phase focused on workshop facilitation. Malta proposed structured leadership programs and user-led committees. Sweden emphasized regular training, peer mentoring, and working within familiar environments to reduce barriers and build confidence.

In conclusion, the national evaluation demonstrates that with the right tools, support systems, and inclusive practices, disabled people can and do assume leadership roles – often in powerful, creative, and community-driven ways. This report serves as both a reflection and a roadmap for future initiatives aimed at empowering individuals through connection, participation, and s



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