

I can LEARN I can WORK

Europe-wide awareness-raising
campaign 2020– 2021

Campaign toolkit

An initiative of:



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Introduction

A. Autism-Europe's long running awareness campaigns

Autism-Europe (AE) is an international association based in Brussels whose main objective is to advance the rights of autistic people and their families and to help them improve their quality of life.

It ensures effective liaison among almost 90-member autism organisations from 38 European countries, including 25 Member States of the European Union, governments and European and international institutions.

AE plays a key role in raising public awareness, and in influencing the European decision-makers on all issues relating to the rights of autistic people.

Around World Autism Awareness Day (April 2), AE works together with its member organisations to conduct long-running campaigns to raise awareness of autism and the rights of autistic people across Europe.

This campaign toolkit brings together materials, strategies and recommendations on how you too can contribute to build momentum by conducting a successful awareness raising campaign.

In September 2019, AE finalised its 1-year awareness campaign "A New Dynamic for Autism. I ∞ autism". That year, the campaign theme and visual were also closely linked to AE's 12th International Congress, taking place in Nice, France, in September 2019. Picture by Confederación Autismo España.



We hope that you will join us in spreading the word, and that together we foster positive change and inclusive actions related to the two axes of the campaign: education and employment of autistic people.

B. What is World Autism Awareness Day?



World Autism Awareness Day

On December 18, 2007, the United Nations General Assembly adopted resolution 62/139, which declares that every April 2 will mark World Autism Awareness Day (WAAD).

More information:

<https://www.un.org/en/events/autismday/>

Background and current context

A. General background

In the framework of its Strategy 2018-2021, AE is promoting access to quality inclusive education (including to university and vocational training) and access to employment.

To this end, in late 2018, AE launched an EU-wide online survey in eight different languages to assess the barriers to education faced by autistic people. Following the analysis of the results of the 2,200 answers describing the state of play in Europe, AE is formulating recommendations for policy-makers and key stakeholders, and will highlight examples of good practices. In 2020, a conference presenting AE's report based on its European-wide survey will be held in Brussels.

In early November 2019, the state of play of employment of people on the autism spectrum in Europe was discussed at the Committee on Employment and Social Affairs of the European Parliament. Around one-hour was dedicated to this issue, and AE was invited to make a presentation to share its expertise and make recommendations.

Thirteen members of the Committee from four different political groups and nine different countries expressed their willingness to promote actions at the EU-level to address the discrimination faced by autistic people in employment, but also in other areas of life, including awareness raising actions around World Autism Awareness Day.

In 2020 AE will launch a publication to promote access to employment and fight discrimination in the workplace. It will include an explanation of the legal framework regarding anti-discrimination in the field of employment, as well as examples of provision of reasonable accommodation for autism and good practices by featuring direct testimonies of people on the autism spectrum and employers.

AE is currently involved in eight different EU projects fostering inclusion on education and employment. AE is also advocating for the adoption of the EU Disability Strategy 2020-2030.

In that respect, in November 2019, AE issued a position paper to inform the European Commission and other stakeholders about the priorities of autistic people and their families, and make recommendations for the next period, including access to education and employment.

Enabling people on the autism spectrum to live long and fulfilling lives, as autonomously and independently as possible, requires a change of mind-set in society to support their active participation and inclusion. It also requires creating and maintaining necessary support services to foster accessibility for autism across all sectors.

B. The education theme

Access to education is a key factor for inclusion. The ratification of the UN Convention on the Rights of People (UNCRPD) with disabilities by the European Union and all the EU member states has marked a paradigm shift.

In relation to education, it provides that people with disabilities receive the support required, within the general education system, to facilitate their effective education; effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion (Art. 24 UNCRPD). In the UN's Sustainable Development Goals, SDG 4 calls for countries to 'ensure inclusive and equitable quality education, and to promote lifelong learning opportunities for all'.

In 2008, the Committee of Ministers of the Council of Europe also published the CM/Rec (2009)9 recommendation to member states on the education and social inclusion of children and young people with autism spectrum disorders that provides guidance for member states.



The European Pillar of Social Rights states that 'everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market'.

Therefore, over the past years, education systems across the European Union have undergone systemic changes, to move towards inclusive models. However, many autistic learners still struggle in inclusive education, as they experience a lack of understanding of their individual needs and what is adequate support. Despite changes in the legislation of many countries, people report a lack of change in mindsets. They are faced with a lack of flexibility of the education curriculum and infrastructure to use their strengths. Bullying is also experienced by many. If they access mainstream schools, autistic children tend to face a higher rate of exclusion compared to their non-autistic peers. This is often blamed on so-called "challenging behaviours" (often triggered by a lack of support and understanding).

In order to gain a better understanding of the lived experiences of autistic learners and their

families in the various Member States when it comes to including autistic people in the general school system, AE conducted a EU-wide survey in 2018-19.

C. The employment theme

Access to employment is a key factor for inclusion. However, the employment rate of autistic people is still very low. According to the European Labour Force Survey, 73.9% of the general population is employed across the EU. However, the figure drops to 48% in the case of people with disabilities. Besides, there is no official data available disaggregated by impairment types on employment rates.

A survey conducted in the United Kingdom by National Autistic Society indicates that 16% of autistic people are in full-time work (no change since 2007), and 16% in part-time work.

It is estimated that across the European Union less than 10% of people on the autism spectrum are employed mostly in low-paid jobs or in sheltered settings. Most autistic people with high support needs are neither in formal education nor in employment, in training nor counted in statistics as they live in institutions

or in unsupported families. Unemployment also disproportionately affects autistic people with an above-average level of general education as evidenced by research.

According to a 2018 United Kingdom survey by the National Autistic Society there is a lack of adequate support as 42% of autistic adults say they need employment support, but just 12% receive it, meaning that the majority who needs it, do not get it. Just 13% said the care and support they currently get helps them find – or stay in – work. Meanwhile, 37% said more support would help them find work. Only 4% of autistic adults said staff working to support job seekers have a good understanding of autism.

The UNCRPD article 27 on work and employment stipulates that persons with disabilities need to have the “opportunity to gain a living by work freely chosen or accepted in labour market and work environment that is open, inclusive and accessible”. The CRPD Committee concluding observations to the EU on Art. 27, in 2015, recommended to take effective actions to: measure the employment of persons with disabilities; increase their employment rate in the open labour market, especially for persons with intellectual and/or psychosocial disabilities; and provide training for member States on reasonable accommodation and accessibility in the context of employment.

The Sustainable Development Goals No. 8 wants to promote inclusive and sustainable economic growth, employment and decent work for all, No. 5 wants to achieve full and productive employment and decent work for all women and men, including for (...) persons with disabilities, No. 6 wants to substantially reduce the proportion of youth not in employment, education or training (NEET).

The European Union Employment Equality Directive 2000/78/EC prohibits discrimination on grounds of religion and belief, age, disability and sexual orientation, covers the fields of: employment and occupation, vocational training, membership of employer and employee organisations.

The principle 4 of the European Pillar of Social Rights is dedicated to active support to employment as everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects. This includes the right to receive support for job search, training and re-qualification. Everyone has the right to transfer social protection and training entitlements during professional transitions. Principle 17 provides that people with disabilities have the right to income support that ensures living in dignity, services that enable them to participate in the labour market and in society, and a work environment adapted to their needs.



It is estimated that across the European Union less than 10% people on the autism spectrum are employed mostly in low-paid jobs or in sheltered settings. Picture by Autism-Europe.

The campaign: I can LEARN. I can WORK



Campaign visual in its “mellow yellow” form. The visual can be displayed in five different colours (purist blue, neomint, mellow yellow, cantaloupe and cassis) in order to reflect the diversity on the spectrum.

A. The slogan “I can learn. I can work”

In the framework of its Strategy 2018-2021, Autism-Europe is promoting access to quality inclusive education (including to university and vocational training) and access to employment.

The slogan is versatile and can be adapted to different contexts across the EU. It can also be applied and modified to different situations to encourage positive change in these areas of life. It is therefore possible to use only one part of the slogan: “I can work” or “I can learn” depending on the context.

B. The campaign gesture

Everyone in society – whether they are autistic or not - has certain strengths that can be harnessed to progress in education and to access employment successfully. With our campaign, we want supporters to show the diversity of ability that society can nurture to be more inclusive. Everyone is different and will express their strengths in different ways.

The gesture “holding a tool” symbolises empowerment. Anyone can take part in the campaign, whether they are autistic or not, to show that no one should be excluded or discriminated against. People on the autism spectrum are not second-class citizens, but full members of society.

Autistic people should have equal opportunities to make the most out of their potential in education and the world of work thanks to accessible, supportive environments, and with reasonable accommodation.

Anyone at school, university, or in vocational training, apprenticeships, or work can make a difference to make society more open and inclusive of diversity.

The tool can be linked either to the field of education, or the field of work, depending on the tool and the skill to be promoted. Of course there are also multiple ways to recreate it in a creative and artistic manner!



C. Campaign aim

Autism-Europe’s 2020-2021 campaign “I can learn. I can work” has several goals and objectives:

Raise global awareness of autism in society and promote better understanding of how to include and support autistic people.

- Raise awareness of the specific needs of autistic people in relation to education and employment, in all their diversity, and how they can be addressed at various levels in society;
- Let stakeholders know what they can do to foster inclusive education and positive employment for autistic people.

Advocate for the rights of autistic people in relation to education and employment

- Share knowledge around how to best develop access to education and employment for people on the autism spectrum;
- Promote an holistic approach to autism as access to education and employment are linked;
- Support the implementation of the European Disability Strategy 2010-20;
- Advocate for a strong European Disability beyond 2020 that support access to employment and quality education;
- Support the implementation of the Work Life Balance directive at national level;
- Advocate for a EU legislation on reasonable accommodation.

Share know-how and expertise across Europe in relation to education and employment

- Inform autism organisations and supporters across the European Union about EU processes and policies that can have an impact on the quality of life of autistic people;
- Build capacity to promote the interest of autistic people at the EU-level, including by supporting important policy initiatives, such as the Work-life balance directive or the European Disability Strategy 2020- 2030.

D. Key messages

Once the objectives of the campaign are clear, a series of key messages in relation to education and employment will be relayed throughout the campaign. These are the core messages we want our target audience to hear, understand, and remember. They will be illustrated by different campaign tools, such as social media teasers, publications like the manifesto, pictures and videos:

“Everyone has potential; it’s about matching strengths with the right type of employment”

Currently, it is estimated that up to 90% of autistic people are not in employment.

“Developing understanding of autism is key to fight stereotypes and stigma”

There is a continued need to fight stigmatisation and prejudices in all parts of society.

“We need adapted support and reasonable accommodation to benefit from education and access to employment”

There is a lack of understanding of autistic people’s individual needs and what is adapted support and reasonable accommodation.

“Increasing the level of adequate support for autistic learners is key”

The level of support for autistic learners in inclusive education across all levels is limited, and if present often inadequate.

“We need to have access to vocational training and lifelong learning opportunities”

Having access to vocational training and lifelong learning helps provide equal opportunities to autistic people.

“Individualised support can tackle school exclusion and drop-out”

Ensure access to individualised and specialised support in education to tackle the issue of early school leavers.

“Fostering the strengths of autistic learners implies flexibility of curriculums and infrastructure”

Lack of flexibility of education curriculum and infrastructure.

“Employers should be informed about the potential of autistic workers in diverse domains”

Support awareness-raising of employers regarding the potential of autistic workers in a diverse fields.

“We need guidelines and concrete action to support the prevention of abuse and bullying against people on the autism spectrum.”

Preventing abuse and bullying against children and youngsters on the autism spectrum is key.

“Benefits trap must be tackled by EU member states”

Encourage EU member states to address the issue of benefits trap.

“National and regional governments should adopt binding legislation for reasonable accommodation in employment addressing the needs of autistic workers”

The adoption of binding legislation harmonising obligations for employers and national/regional governments throughout the EU regarding the provision of reasonable accommodation for workers with disabilities, and in particular on the autism spectrum, can help promote more inclusive work places.

“We need harmonised disability recognition to allow autistic people to enjoy their right to work abroad”

Harmonisation of disability assessment and recognition to allow persons with disabilities to enjoy freedom of movement and to work abroad on an equal footing with others.

E. Logotype identity standards and corporate type face

The campaign visual represents the range of different skills and capabilities of people on the autism spectrum in the field of education and work and call for the development of the conditions and accommodation to reach their objectives. The skills are symbolised through a range of tools.

We want to remain coherent in all our communications. Using the "I can learn. I can work" logo provides credibility and coherence to the campaign, so to assist you we have established a few simple guidelines to be followed in all communications work.



Official use of the campaign visuals

Autism-Europe members and other interested parties are invited to include the "I can learn. I can work" logo on their websites, newsletters, letterheads, signatures, annual reports, and other informative materials to show their participation in the campaign. Appropriate text should be included when using the logo.

The "I can learn. I can work" visual can also be used for awareness-raising and advocacy activities, events, fundraising activities, etc. The campaign materials may not be used for activities that would not be in line with Autism-Europe's aims and objectives.

Colour family and typography

The official logo of the campaign can be displayed in five different colours (purist blue, neomint, mellow yellow, cantaloupe and cassis) in order to reflect the diversity on the spectrum¹.

"Goldplay" and "Tahoma" are the font- families of choice. The "Goldplay" family is the preferred one for the slogan and titles, and the "Tahoma" one for the text body. As general rule thought, the heavier weights of Goldplay should have decreased tracking as well as decreasing leading.

Goldplay

Tahoma

¹ Autism is a stereotypically male condition, and blue is often associated with this gender. For some time, there has been a widely accepted belief that there are five times as many males on the autism spectrum than females. However, recent research suggests that there are many more girls and women on the autism spectrum than previously thought.

For this reason, many AE members prefer the use of multicolored logos that can represent the diversity of the autism spectrum.

PURIST BLUE

#85cad0
R: G: B:
133 202 208
C: M: Y: K:
46% 3% 18% 0%

NEO-MINT

#a1dca8
R: G: B:
161 220 168
C: M: Y: K:
37% 0% 44% 0%

MELLOW YELLOW

#eeac2a
R: G: B:
238 172 42
C: M: Y: K:
6% 35% 96% 0%

CANTALOUPE

#fca574
R: G: B:
252 165 116
C: M: Y: K:
0% 42% 57% 0%

CASSIS

#85cad0
R: G: B:
181 106 116
C: M: Y: K:
28% 68% 39% 3%

F. Acceptable language



Autism-Europe operates on the principle of respect for diversity. We feel that it is important to use language that people are comfortable with. However, there are some terms that are likely to cause offense and that it is advisable to avoid using.

In 2016 the National Autistic Society (NAS), the Royal College of GPs and the UCL Institute of Education conducted a survey within the UK of people connected to autism, to enquire about preferences regarding the use of language. Amongst British autistic adults, the term 'autistic person/people' was the most commonly preferred term. The most preferred term amongst autistic adults, families and professionals was 'people on the autism spectrum'.

Within AE itself, to reflect this feedback from the UK, cater for a preference among native speakers of other European languages towards the term 'person with autism' and in order to keep in line with the United Nations Convention on the Rights of Persons with Disabilities that utilises person-first language throughout, all three of the above terms are used interchangeably within our communications.

Some people refer to themselves and one another as an autist / autie / aspie. Whilst we accept that people may wish to refer to themselves and each other in this way, it is often less acceptable when used by a 'neurotypical' person.

Autism-Europe urges all who are considering using the campaign materials to think about what language is acceptable and appropriate to use within their own context and geographical area, particularly from the perspective of people with autism, and to adapt the materials accordingly.

Terms or expressions that are likely to cause offence

1- Suffers from or is a victim of autism.

Consider using the following terms instead:

- is autistic
- is on the autism spectrum
- has autism / an autism spectrum disorder (ASD) / an autism spectrum condition (ASC)

*Note: The term ASD is widely used by many professionals, you may prefer to use the term 'autism spectrum condition' or 'on the autism spectrum' because it avoids the negative connotations of 'disorder'.

2- Kanner's autism.

3- "Asperger's syndrome is a rare/ mild form of autism"

4- "Autism is a disease/ illness".

Consider using the following instead:

- autism is a disability
- autism is a condition

5- Retarded/ mentally handicapped/ backward.

These terms are considered to be derogatory and offensive. Consider using the following terms instead (where it is appropriate to do so):

- people with a learning disability
- people with a developmental disability
- people with an intellectual disability

6- Normally developing children/adults.

Consider using the following terms instead:

- neurotypical
Note: This term is only used within the autism community so may not be applicable in, for example, the popular press.
- typically developing children/adults

G. Key actions and dates for your diary

PHASE 1: PREPARATION AND LAUNCH OF THE CAMPAIGN AT THE EUROPEAN LEVEL

Preparation date: November 2019 – February 2020

Implementation date: March 2020

Objectives:

- Prepare campaign materials, translate them, and adapt them into different contexts
- Collect testimonies and good practices in the field of education and employment
- Raise awareness among EU national, regional, and local policy makers about our key political demands for autistic people in Europe;

Target public:

AE members and network, DPOs, policy-makers.

Offline tools: Face-to-face meetings, campaign toolkit.

Online tools: AE's surveys, AE's online competition, AE's communications and newsletters.

Supporters' engagement:

- Share and take part in our online competition "I can work", in order to support us to collect testimonies and good practices of employment of autistic people across Europe;
- Translate the resources, if necessary (Contact AE if you need support to modify the graphic files in your language);
- Inform your members and partners of the upcoming campaign and give them the information they need to get involved in the launch (April 2);
- Plan a campaign event or include reference to the campaign in your pre-planned activities and let us know so that we can promote it on the campaign calendar;
- You will receive the Press Release on 18 March. You can translate it and adapt it to your national /local context or include reference to the campaign in your own media releases, events and advocacy activities. Send it on March 31 to the press;
- Identify a wide range of stakeholders and public figures as well as people from different fields to be a campaign ambassador and ask them to support the campaign.

PHASE 2: AROUND WAAD 2020- LAUNCH AND IMPLEMENTATION OF THE CAMPAIGN AT LOCAL, REGIONAL AND NATIONAL LEVEL

Preparation date: November 2019 – February 2020

Implementation date: From mid March 2020 – April 2020

Objectives:

- Raise awareness about autism using a holistic approach;
- Let people know what they can do to promote access to quality inclusive education (including to university and vocational training) and access to employment;
- Ask people to share testimonials, actions and initiatives in relation to education and employment of autistic people.

Target public:

General public, media, autistic people and their families, professionals, educational centers, companies, local/national governments, associations, organisations, institutions, academics, local/regional policy makers, etc.

Offline tools: events, demonstrations, campaign gesture

Online tools: social media campaign materials, press release, manifesto

Supporters' engagement:

- AE calls on its members to support the campaign as much as they can by focusing on their areas of interest and adapting the campaign materials to support their objectives in their local languages.
- Encourage the general public to get involved in posting pictures and information on your social media channel.
- Post regularly, monitor and share the social media activity.

PHASE 3: AUDIENCE ENGAGEMENT

Preparation date: From May 2020

Implementation date: April 2020- January 2021

Objectives:

- Keep the campaign beyond WAAD;
- Share testimonies and best practices in the field of education and employment.

Target public:

Autistic people and their families, policy-makers, professionals, educational centers, companies, general public

Offline tools: events, meetings, publications

Online tools: social media campaign

Supporters' engagement:

- Members to support campaign activities in their own countries and regions. They can express their support on social media even if they are from non-EU countries;
- Members to implement the campaign in the context of their regional and/or national elections.

PHASE 5: AROUND WAAD 2021 AND BEYOND- THE FINAL PUSH

Preparation date: From January 2021

Implementation date: From mid March 2021 until the end of 2021

Objectives:

- Around WAAD, give the campaign a new push by recalling the campaign aims and objectives and asking supporters to show the diversity of ability that society can nurture to be more inclusive;
- Take stock of the campaign achievements and how to go forward.

Target public:

General public, media, autistic people and their families, professionals, educational centers, companies, local/national governments, associations, organisations, institutions, academics, local/regional policy makers.

Offline tools: Publications, events, demonstrations, new press release, campaign gesture.

Online tools: Campaign materials, social media campaign materials, reports, analytics.

Supporters' engagement:

- Support the campaign as much as they can by focusing on their areas of interest and adapting the campaign materials to support their objectives in their local languages;
- Encourage the general public to get involved in posting pictures and information on your social media channel;
- Post regularly, monitor and share the social media activity.

Engaging with the campaign offline

Online activity will need to be supplemented by offline events/initiatives to give the campaign momentum. Some flagship events will be organised by Autism-Europe, but much will depend on the engagement of organisations at the national and local level.

A. Engaging with policy makers across the EU

To raise awareness why not reach out to politicians? Politicians are familiar with public speaking and love publicity. In many countries it is surprisingly easy to organise an information day/event at your national or federal parliament.

Once again you can involve a range of autism stakeholders – and combine this with a photo opportunity where national policy-makers would be photographed supporting the campaign. Our team is happy to talk to you and send guidelines to help. Photos could then be sent to the traditional media outlets (such as newspapers in your country or region). Similarly, this approach could be taken with well-known public figures taking the message offline.

B. Campaign manifesto and press release

Autism-Europe has created a manifesto outlining the 2020- 2021 campaign's concrete aims. The document outlines the key policy aspects and requests of the campaign. Additionally, AE has put together a sample press-release that can be adapted for your organisation's needs and shared with local media at the time of the campaign's launch, or simply when organising a campaign-related event.

Both documents can be downloaded from the "resources" page of this document".

C. Promotional events and fundraising ideas

- Events on autism awareness attended by local authorities, service providers and/or business representatives;
- Art exhibitions on the topic of education and/or employment, autism and inclusion;
- Sponsored sport or cultural events/marathons;
- Stands with material to spread the word about autism and autistic needs.



Professionals and representatives of autism association holding different colour versions of the campaign visual in Greek, English, French, and Spanish in front of the EU Parliament in Brussels. Picture by Autism-Europe.

Engaging with the campaign online

For the campaign we will be asking the autism community (followed by the general public, including high-profile figures) to do one or more of the following things:



- Find a tool that represents one of your skills;
- Make a video/ GIF of yourself holding the tool (and maybe using it);
- *- OR take a picture of yourself holding the tool (and maybe using it);
- Share it on social media using the **#AutismDay2020** hashtag.

*Alternatively, you can just take a picture of yourself holding the visual of the campaign.

**The hashtag is the same for all platforms:
#AutismDay2020**

We would encourage you and your national colleagues to have a version of the tag in your own language, but please also always include the English tag on any post and ensure your followers do the same. This way we will be able to locate your posts.

You are invited to promote the campaign alongside your own areas of interest with messages such as:

On #AutismDay2020, we must remember that everyone in society – whether they are autistic or not – has certain strengths that can be harnessed to progress in education and to access employment successfully.
@AutismEurope

A. The online competition "I can work"

As part of the campaign, AE has launched the online competition "I can work" to celebrate and share positive initiatives for the employment of people on the autism spectrum. Actions or stories can be uploaded and voted on until 30 March 2020 (23:59 GMT +2).

Individuals, families, employers or any other interested stakeholders, are invited to participate in the competition by sharing their stories on how autistic people have used their strengths and passion to gain successful employment in diverse fields; or the types of reasonable accommodation they may need.

When they register their story/action, they get a free dedicated page for their project to spread their message. The story or action with the most number of online votes will be the winner of the competition. Projects entering the competition may be of a different nature and concern, they must involve persons on the autism spectrum and have a demonstrable positive impact on autistic people's lives.

Share positive initiatives for the employment of autistic people!



**Visit the competition's website:
<https://act.autismeurope.org/>**

B. The social media strategy

In order to spread effectively the campaign message on social media, Autism-Europe makes available a serie of teasers to be used on Facebook, LinkedIn, Twitter and Instagram with the key messages of the campaign (see pages 10 and 11 of this document).

Teasers are sorted by topic, as they refer both to education and employment. They can also be translated and adapted into your national/regional context.



Twitter:
Keeping it concise

Twitter is a simple way to communicate with your community and allows users to share their thoughts, news or information in 280 characters or less. This may not seem like much, but it can really help to focus your organisation's message. You can also include links to external sites such as your website or other social media platforms in your tweets.

This enables the reader to access all of the message details or a full story. If people are interested in what you have to say, they will "follow" you on Twitter. While this does not necessarily mean they will engage and respond to your posts, it does mean that they will see all your posts and updates.

Start by following the @AutismEurope Twitter account and searching for #AutismDay2020 to view campaign activity so far.



Facebook:
A chance to reach millions

Facebook is an online social networking service where, after registering to use the site, users can create a user profile, add other users as "friends", exchange messages, post status updates and photos, share videos and stories, use various apps and receive notifications when others update their profiles.

Facebook Pages are used to share their stories and connect with people. It is possible to customise Pages by publishing stories, hosting events, adding apps and more. People who like your Page and their friends can get updates via the News Feed. It is possible to create and manage a Page from a personal account.

The campaign is also available on Autism-Europe's Facebook page.

Facebook will function as a campaign hub where organisations can share details of upcoming events, images and stories. The page will allow people to post (audiovisual) content, respond to comments and share updates.

Members of the public are also invited to post their photos and brief messages of support for the campaign, tagged with the #AutismDay2020 hashtag.

We would ask that member organisations add posts to their own Facebook pages as well as sharing them with the campaign page, for maximum exposure.



Instagram:
Visual sharing to inspire

Instagram is a free photo and video sharing app. People can upload photos, videos and stories, and share them with their followers or with a select group of friends. They can also view, comment and like posts shared by their friends on Instagram. Similar to Facebook or Twitter, everyone who creates an Instagram account has a profile and a news feed.

AE is using this platform for the first time to engage with a wider range of audiences by taking advantage of this network as a truly visual medium.

Follow the @AutismEurope account on Instagram and post of your photos, videos, stories and brief messages of support for the campaign, tagged with the #AutismDay2020 hashtag.

Downloadable resources



Click on the box to download this toolkit in Easy to Read version



Visual identity

Official visuals, fonts, banner in A4, support images, acceptable language.

Marketing tools

Web ads, flyers, posters, infographics, email signature.

Promotional tools

Business card, roll-up banner, table-tent, A4 document template.

Social Media tools

Teasers and resources for Facebook- LinkedIn, Twitter, and Instagram.

Press & Advocacy tools

Press release and manifesto

Campaign checklist

Now that you have read the Toolkit, we hope you are ready to launch and promote this initiative with us and make this campaign a great success over the coming months! Here's a summary of the next steps you should take:

- ☐ I have translated the resources (including the visuals)
- ☐ I have participated on the online competition "I can work", or I have sent my testimony to: communciation@autismeurope.org
- ☐ I have contacted policy-makers about our key political demands: how to address the needs of autistic people to access education and employment
- ☐ I have taken pictures doing the "holding a tool" gesture, or with the campaign visual
- ☐ I am sharing them on social media using the hashtag #AutismDay2020
- ☐ I have informed my friends, members and partners about the campaign and invited them to join
- ☐ I have mobilised ambassadors to join the campaign and help spread the message
- ☐ I have organised events in line with the campaign
- ☐ I have translated or adapted the press-release and the manifesto for my local context

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