Pay it Forward
base
International

SOCIAL INCLUSION AND DIVERSITY
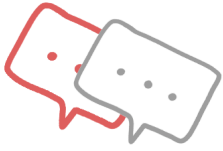## TRAINING PACKAGE

Erasmus+   innola   AWESOME PEOPLE   Un strop de fericire

SOCIAL INCLUSION AND DIVERSITY TRAINING PACKAGE

2020

This training package was produced as an Intellectual Output (IO3) of the Strategic Partnership project **"Pay it Forward Be A Social Entrepreneur International" (PiFbase International)**.

The project was implemented by Awesome People (Sweden) in collaboration with Un strop de fericire (Romania) and Muuramen Innola Ry (Finland) with the support of the Swedish National Agency MUCF.

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INTRODUCTION

THE PROJECT

PiFbase International is a 3 year strategic partnership between three youth organisations in Sweden, Romania and Finland. This long-term collaboration took place between March 2018- February 2021.

Our main goal is to improve the quality of youth work through an innovative method called PiFbase – Pay it Forward Be a Social Entrepreneur.

We use coaching as the central tool and we strongly believe in social inclusion and celebration of diversity.

In the strategic partnership PiFbase International we focus on four themes:

▶ **Professionalization of Youth workers**
▶ **Learning and reflection in Youth work**
▶ **Social Inclusion and managing diversity in Youth work**
▶ **Quality in Youth Work**

In this strategic partnership we focused on six objectives:

- **Objective 1:** Professionalize youth workers by setting quality standards and ethical and professional codes related to the coaching role, and develop high quality skills and competences, particularly in their work with inclusion and diversity.

- **Objective 2:** Create a space for youth workers to share experiences and know-how regarding reaching out to marginalized young people.

- **Objective 3:** Create a set of intellectual outputs to support youth workers in their personal and professional development.

- **Objective 4:** Improve capacity building, management and collaboration skills within the three organizations.

- **Objective 5:** Increase the organizations' ability to work with young people with fewer opportunities through promotion of social entrepreneurship.

- **Objective 6:** Improve strategies and methods on how to conduct qualitative youth work including collaboration with local communities and initiate cross-sectoral cooperation.

FUNDING BODIES

"Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad."

Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, it has opportunities for a wide variety of individuals and organisations.

Detailed information on these opportunities, including eligibility criteria, is available in the Erasmus+ Programme Guide. Erasmus+ has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries. Erasmus+ has opportunities for a wide range of organisations, including universities, education and training providers, think tanks, research organisations, and private businesses.

More information: **https://ec.europa.eu/programmes/erasmus-plus/about_en**

To bring Erasmus+ as close as possible to the participants and make sure it works well across different countries, the EU works with National Agencies to manage the program.

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; promoting Erasmus+; sharing success stories and best practices.

More information: **https://www.mucf.se/erasmus-plus**

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"Minds are like parachutes, they work best when they are open.

—

JAMES DEWAR

1
ABOUT THE
TRAINING PACKAGE

The social inclusion training package was developed as part of the "Pay it Forward - be a social entrepreneur International" project (PiFbase International), https://pifbaseinternational.com. The main goal of the training package is to provide youth organizations with a structured framework to focus on the social inclusion aspect of their youth work and to have a hands-on way to work on their inclusion strategy with specific actions to be taken.

The information provided and the different workshop scenarios are based on the partnership's expertise and research done by the leading partner Awesome People on social inclusion and inspired by different resources on social inclusion. Parts of the training package have been tested during the Learning-Teaching-and Training activities (LTTs) in the strategic partnership and separately, in the participating organizations.

The specifics of the training package were designed to keep the main challenges with social inclusion the partner organizations face in their daily work. We wanted to make an interactive training package relevant for youth workers and youth organizations and help them make concrete plans for their inclusion work.

The training package is inspired by Design Thinking Theory, non-formal learning, and the framework of the Erasmus+ Inclusion and Diversity strategy in the field of youth. This training package is a tool that can be used by youth organizations to train their youth workers on:

- What inclusion means and how they can work toward being a more inclusive organization;
- How to make an inclusion strategy and action plan;
- What different aspects are important when working with inclusion and young people.

The package can be used as Stage 2 of the Coach it forward training, with adaptions.

2
HOW TO USE THIS TRAINING PACKAGE

The training package allows organizations and youth workers who are not necessarily very familiar with the topic of social inclusion to get a ground foundation and, in the end, the space to create a concrete action plan on specific measures that can be implemented. The training is designed for 1.5-2 days. Simple, step-by-step instructions are provided, with information on the time and materials required for each exercise. The exercises require reflection and active involvement of all participants.

The training package consists of five main blocks:

1.FIRST BLOCK

Introduction to the topic of social inclusion and diversity and setting the ground for the rest of the training. Basic definitions and the concept of intersectionality (i.e., analytical perspective) are discussed.

2.SECOND BLOCK

The learning loop for each organization/participant to look at what has been done in the past and what their current needs are to improve the organizations' inclusion work and which specific target groups they want to reach.

3.THIRD BLOCK

Space to get inspiration and generate ideas on how to improve organizational work with inclusion in general and how to reach specific (underrepresented) target group(s). Here we have included **The Social Inclusion game** developed in the strategic partnership as a source for inspiration to gather best practices to use for including different target groups. The game-based learning element is a nice way to add variety to the training and gives participants an innovative and immersive tool to work with the topic of social inclusion.

4.FORTH BLOCK

Moving forward with the organization's inclusion work by creating its inclusion strategy and action plan to implement the ideas that came up in the previous session.

5.FIFTH BLOCK

Evaluation.

*Feel free to adjust the training so it suits your organization's and youth workers' needs.

**We have included different quotes related to inclusion. These can be printed out and put on the walls in the training room to frame the space with the theme of inclusion.

SOCIAL INCLUSION

"*Where inclusion of everyone ensures that all young people can take part, the focus on diversity ensures that everybody can take part on their own terms, recognizing the value of differences in norms, beliefs, attitudes and life experience.*" Erasmus+ Inclusion and Diversity strategy in the field of youth, 2014, European Commission

As the European Commission points out, social inclusion and diversity go hand in hand. As youth organizations we need to put inclusion and diversity on the agenda to reach the aim of our work defined by the European Commission: "Youth work helps young people to reach their full potential. It encourages personal development, autonomy, initiative, and participation in society."
(https://ec.europa.eu/youth/policy/implementation/work_en)

It means we need to include ALL young people and this means we also need to be able to manage the diversity which follows and helps young people reach their full potential. We believe the first step though is to become aware of the current situation in the organization when it comes to inclusion and start where we are, in order to then actively include different target groups. The European Commission focuses on the inclusion of young people who are at a disadvantage compared to their peers – situation of fewer opportunities – and names different situations that often prevent young people from taking part in different activities that would benefit their personal development and participating in society at large. In the training package, we look at these situations in the introduction part.

In the strategic partnership PiFbase International where we developed this training package, we have used the term underrepresented groups of young people to focus not only on inclusion but also on diversity. We believe it is good when different people meet and connect in youth activities therefore it is not enough to have included for example a group of migrants in your organization, what you should aim for is to also include the underrepresented group which in this case could be the native youth who not necessarily needs to be in a situation of fewer opportunities.

For more thoughts and perspectives on social inclusion, we refer to the resource list in the end and also the article on Social Inclusion and managing Diversity in Youth work and the Podcast with the same theme which was produced in the Strategic Partnership PiFbase International.
You find these on www.pifbaseinternational.com

3
PREPARATION

TO DO

- Logistics: Arrange the training space with chairs in a circle;
- Prepare all needed materials;
- Prepare snacks and lunch, coffee and tea;
- Put up the quotes of inclusion on the walls.

COMPLETE LIST OF MATERIALS

- Flipchart/whiteboard
- Prepared flipchart with training flow
- Prepared flipchart with a dream bubble
- Cut out definitions and words
- Ball of yarn
- Pens and papers
- Printed animal profiles
- Printed role cards
- Statement list
- Prepared flipchart or handout with the list of situations that can lead to fewer opportunities
- Prepared flipchart with "Past successes and failures"
- Personal template
- Game for social inclusion + rules
- Inclusion strategy canvas template
- Action plan template
- Prepared flipchart with a gift box and the title "I got…"

4 SUGGESTED SCHEDULE

GENERAL AIM OF THE TRAINING
To introduce participants to the topic of inclusion
To offer participants specific examples of practices to implement for more inclusive work
To create the space for participants to design their personalized inclusion strategy and action plan

DAY 1

ABC OF INCLUSION AND DIVERSITY

Block 1

Session 1
- Introduction
- Exploring identity: Ball of Yarn
- Exploring diversity: Clubhouse design

Coffee break

Session 2
- Exploring equality: One step forward
- Exploring belonging: Power Flower

Lunch break

Block 2

Session 1
- Needs analysis
- Target group

Coffee break

Block 3

Session 1
- Social inclusion game
- World Café

Closure

DAY 2

INCLUSION STRATEGY

Block 4

Session 1
- Check-in & summary of the previous day
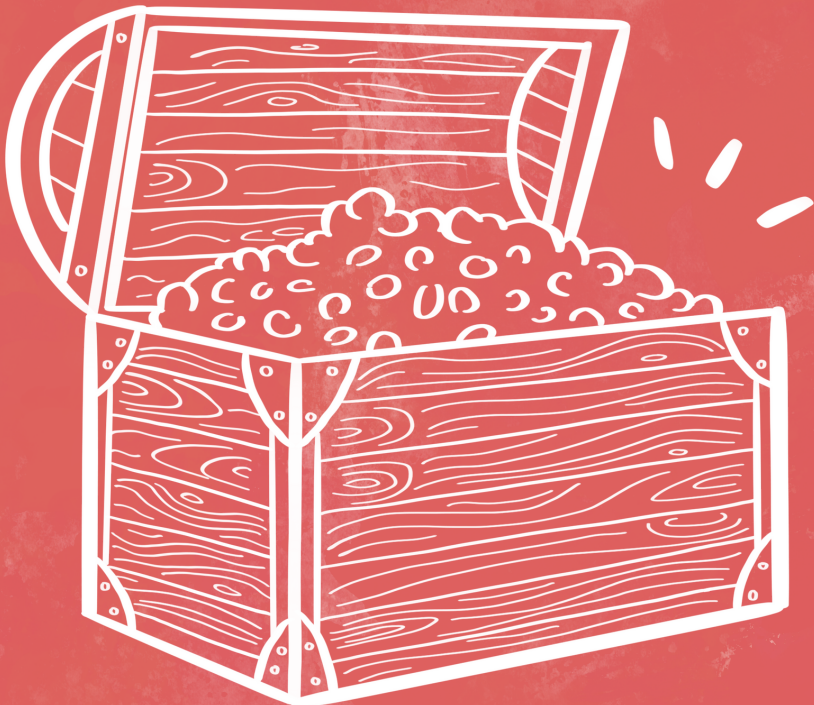- Inclusion strategy

Coffee break

Session 2
- Action plan

Block 5

Session 1
- Evaluation

INTRODUCTION

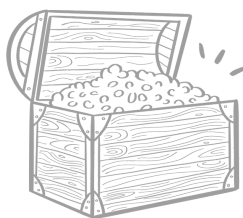"I believe in a passion for inclusion."

— LADY GAGA

TIME
30 min

NEEDED MATERIALS
Prepared flipchart of the training flow
Prepared flipchart of a dream bubble
Cut out definitions and words

LEARNING GOAL
Aim and flow of the training is clear for the participants and they have expressed their expectations.

DESCRIPTION

Start the training by going through the different blocks. Preferably write the schedule on a flipchart and put it on the wall so participants can see them during the whole training.

- **BLOCK 1**

Introduction to the topic of young people with fewer opportunities, social inclusion, and diversity.

- **BLOCK 2**

Learning loop for own organization (Needs analysis, Target Group).

- **BLOCK 3**

Ideation (Best practices, new ideas).

- **BLOCK 4**

Moving forward (Inclusion strategy, Action plan)

- **BLOCK 5**

Evaluation

Expectations/wishes

Prepare a flipchart with a big, dream bubble. Give all participants post-it notes and ask them:

"What are your expectations and wishes for the training?"

The participants write on post-it notes and stick them on the flipchart. When everyone is done, take a circuit where each person can verbalize their expectations/wishes.

Definitions

Divide participants into smaller groups and give each group a word (Inclusion, diversity, discrimination) and their different definitions (look up definitions in different dictionaries). Ask each group to agree on their own definition of the word. They write their definition on a paper and then present their definitions to the whole group. All groups give comments on the different definitions and discuss if these will be their final definitions or if they want to change something. When they have agreed they put the final definitions on the wall which will be visible throughout the rest of the training.
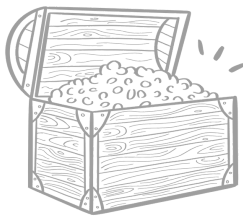
DEBRIEFING

- Was it difficult to come up with a definition?
- Are you happy with the definitions you have agreed on?
- Why is it important to have a common definition of these words?

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."

AUDRE LORDE

TIME
15 min

NEEDED MATERIALS
A ball of yarn
Whiteboard/flipchart

LEARNING GOAL
Participants should know each other a little more than before and have an idea of the complexity of an identity

DESCRIPTION

Participants sit or stand in a circle. One person in the circle gets a ball of yarn and holds the end of the yarn and then throws the ball of yarn to another person in the circle, when one does this, one should say something about their identity (woman, dad, Muslim...). The next person who receives the ball of yarn does the same thing. The ball of yarn can come back to a person more than once, but one has to say something new each time one throws the yarn.

The exercise continues until the ball of yarn is finished and the participants are sitting/standing with a spider web. In this exercise, the participants get to know a little more about each other and as the yarn creates a net, it is visualizing that we all have different identities both between us but also within ourselves which can be quite complex.

DEBRIEFING

Our different identities have different needs and like an onion, our identity contains different layers. You can draw an onion on a whiteboard/flipchart to visualize. It is important to have in mind during the training that although we talk about different groups of people to include in our organization, many of them belong to many groups at the same time and may not even identify themselves within a special category.

- Do you have any category in your identity that you seldom or never identify yourself with but others do?
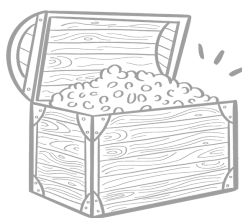
Workshop scenario
CLUBHOUSE DESIGN
Block 1: Introduction | Session 3

TIME
45 min

NEEDED MATERIALS
Pens and paper
Printed copies of profiles (one animal profile per participant/team)

LEARNING GOAL
Make participants aware of people's different needs and the challenges with inclusion

INSTRUCTIONS

Explain to the group that they are now citizens of Roarville. To celebrate their community, they have been asked to design a clubhouse for the citizens of Roarville. Each participant is given a profile of one animal. They should not be aware of the other animal profiles at this stage. They need to consider the needs of their character when designing their clubhouse.

Participants have 10 minutes to individually (or in groups of the same animal character for larger groups) design a clubhouse suitable for their character's needs. Provide pens and paper so that the participants can draw their clubhouse. They can be as creative as they like.

Ask participants to create groups of 4 to 6 members with other participants. There must be at least two types of animals per group. Ask participants to compare their clubhouses to reflect on the different aspects of each design that are suitable for their profile and those which are not. Then see whether they can agree on a joint design that works for everyone in their new group. Allow 10 minutes for this step.

Bring all the participants back together. Each small group then presents their revised clubhouse, including details about its features. When sharing their designs with each other, ask participants to think about whether their character would be able to use each clubhouse presented. After each clubhouse has been presented, ask participants to indicate for each design whether they could use it, with a simple "Yes" or "no" reply.

DEBRIEFING

- How did you find designing a clubhouse?
- What happened when you had to join another group?
- Did you have to make compromises?
- Were you able to design a clubhouse that worked for everyone?
- How did you decide which needs were met?
- Was there anything that was easy or difficult to decide?
- What changed in your clubhouse design when you worked in a bigger group and why?
- What would happen in real life if there was something that made a building inaccessible to you
(for example stairs or noise)?
- Like the animals in this activity, every human being has access needs, but most access needs are not visible. What can we do to make sure people's needs are met?
- What do you think happens when people's access needs are not met?
- Why do you think some people's needs are not met?
- What can we do to make sure everyone who wants to take part can do so?
- There is no one right way of working towards inclusion – no standard recipe and no "one-size-fits-all" solution. To be successful, the inclusion process needs to be personalized to suit the needs of the individual.

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity."

MARTIN LUTHER KING JR
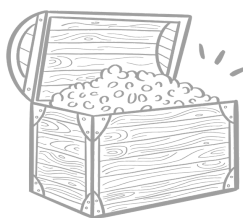
TIME
45 min

NEEDED MATERIALS
Role cards
Statement list

LEARNING GOAL
Make participants be aware of the privileges and disadvantages people and groups can get based on how they are categorized and gets different conditions in life

DESCRIPTION

Distribute the role cards to the participants and ask everyone to read silently what is on their cards. Point out to the participants that they are not allowed to show or tell each other their cards. Ask everyone to think for a moment about their role: How do they live? What is their role's background? What do they do during the day? In the evenings? What are they dreaming about? Then ask the group to quietly place themselves in a line in the room next to each other.

Tell participants that you will read out a number of statements. When a statement can be valid for the role they received, they must move forward one step, otherwise, they must remain in their place. Slowly read out the statements one at a time with a break in between. When all statements have been read out, it is important for participants to stay in the place they have ended up. Ask them to tell each other about their roles. Let them discuss with the person who ended up closest to them – they can explore why might have ended up in a similar position.

In a group, it is then important to let the participants reflect on how they related to the role. The role cards contain only a small part of each person's identity. If it is not stated what the person's ethnicity, sexual orientation, functional ability, or gender are, what interpretations are we including? How was the statement interpreted when the information on the card was not sufficient? What made one give their role those qualities?

DEBRIEFING

- Was any statement unclear or difficult to comment on? Why?
- How did it feel to take a step forward? How did it feel NOT to take a step forward? What happens when you end up far behind or far ahead? What do you see?
- What does it mean in a person's everyday life to be someone who ends up far ahead? What are the benefits? How does it affect society that some people have advantages over others?
- How can you move on when you have gained knowledge about the advantages and disadvantages you get from society? What can be done to counteract these injustices?

A lot of different flowers make a bouquet.

—

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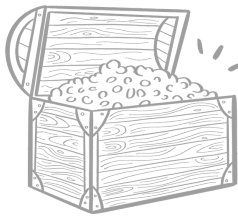
Workshop scenario
POWER FLOWER
Block 1: Introduction | Session 5

TIME
60 min

NEEDED MATERIALS
White papers and pens
Whiteboard/flipchart
Prepared flipchart or handout with
the list of situations which can lead to
fewer opportunities

LEARNING GOAL
Make participants reflect on their
identity and the concept of
intersectionality and how different
roles are related to power and
opportunities.

DESCRIPTION

Participants receive paper and pens. First, they have to draw a pyramid and write down the groups they belong to, the larger groups being towards the bottom of the pyramid and the smaller groups towards the top. Try not to give them guidance about what these groups can be, to allow them the freedom to write what is important for them. Do not give examples at this stage and try to clarify any question by just stating: groups you feel you belong to, related to anything to do with your self-identity.) Part of the purpose of this exercise is the diversity in the different groups, participants will identify themselves with (some might include gender, some not, some might include their nationality and others might not).

Then, let participants discuss in pairs what they wrote. And only after that, debrief with the group:
"Is there any central theme of the groups?" "Has everyone written similar things?" "Which of these groups did you choose? And which of these groups chose you?" "Which groups are important for defining who you are?" "Do you see any relations between the groups?"

The second exercise will ask participants to draw a circle in the middle and 7 circles around it as a flower, show an example on a whiteboard/flipchart. The middle circle represents them as an individual and the outer circles the different social groups which they are part of. These groups now have to include: **gender**, **ethnicity**, **sexual orientation**, **religion**, **diverse ability**, **class**, **age**. Participants are then asked to either write on the paper or only think about their own belonging in each circle.

DEBRIEFING

Is it a privilege or a disadvantage to belong to these groups (ex. men/women) and why?
- Are the different groups given more or fewer opportunities in your country/society?
- Intersectionality is an analytical perspective that enlightens how relations of superiority and subordination are created and sustained in the interaction between i.a. race/ethnicity, gender, class, age, sexuality, religion, etc. How did this exercise make visible how different power structures interact?

Then continue the discussion by including the following things:
- Your/your family's financial income
- The quality of your home
- The level of your education
- Your self-confidence
- Your physical and mental health
- Your future prospects
- Your support network
- Your general feeling of happiness
- In what ways (if any) would you say your "position in life" is stronger compared to that of your peers? In what ways (if any) would you say your position is weaker?
- If you or your peers face specific barriers, obstacles, or setbacks, would you say these are rare incidents or something that must be dealt with every day?
- On balance, would you say this qualifies you (or them) to be considered to have "fewer opportunities" in some way? Why or why not?
- Present the European Commission's situations of fewer opportunities either on a flipchart, handout, or as cut-out definitions and situations for the participants to match. Go through the different situations so the participants have these in mind for the next part.
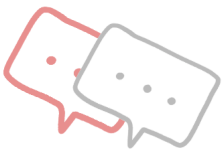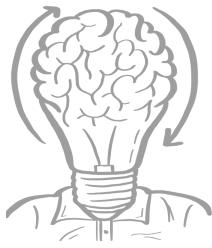
LEARNING LOOP

TIME
30 min

NEEDED MATERIALS
Prepared flipchart with
"Past successes and failures"
Post-its

LEARNING GOAL
For the participants to learn about the situation now in the organization when it comes to including different target groups

DESCRIPTION
Prepare a flipchart with the headings: "Past successes and failures" and divide the flipchart into two columns: one for successes and one for failures. Let the participants think of past successes and failures, what has been inclusive and what has been exclusive in past activities. Invite them to write down on post-its and stick them on the flipchart. Summarize the different points that have been stated on the post-its

Mapping
Divide participants into two groups, ask the first group to map out the different groups of young people included in the organization activities, and in what percentage each group is represented. Ask the second group to look at the statistical numbers of different groups in the city/community. Give the group 20 minutes for the mapping. Gather both groups of participants and let them compare the percentages to see which groups in the community they are not including at the moment.

DEBRIEFING
- Is our organization making a conscious effort to appeal and reach out to different target groups? How? Why not?
- What do we do to get young people with fewer opportunities onboard?
- Is our organization reducing obstacles for diverse target groups to participate? How? Why not?
- In what way do we respond to the needs of different young people?
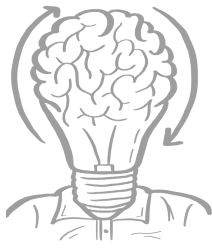- Are extra efforts needed to ensure equal opportunities for all?

"We need to give each other the space to grow, to be ourselves, to exercise our diversity.
We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion."

MAX DE PREE

Workshop scenario
TARGET GROUP
Block 2: Learning Loop | Session 2

TIME
30 min

NEEDED MATERIALS
Flipchart
Persona Template

LEARNING GOAL
For the participants to have a clear view of
the target group and their needs

DESCRIPTION

Based on the needs analysis, participants should focus on one target group they want to include more in the organization. They should define the target group by answering the following questions:
- What do you call this group?
- Can you draw them? Or stick a picture that represents them?
- What are their needs?
- What are you offering them?
- How many are there?
- How many of those will you reach?
- How frequently will you interact?
- What do you get in return?
- How can your relationship grow?

When the target group is defined present the prepared persona template on A3 or flipchart and ask the participants to fill in the persona in order to have a person think of when they go to the next part.

DEBRIEFING
- What are your thoughts about this exercise?
- In what ways do you think you have presented an accurate persona of the target group? In what ways have you not?
- What else is important to know about the target group and persona?
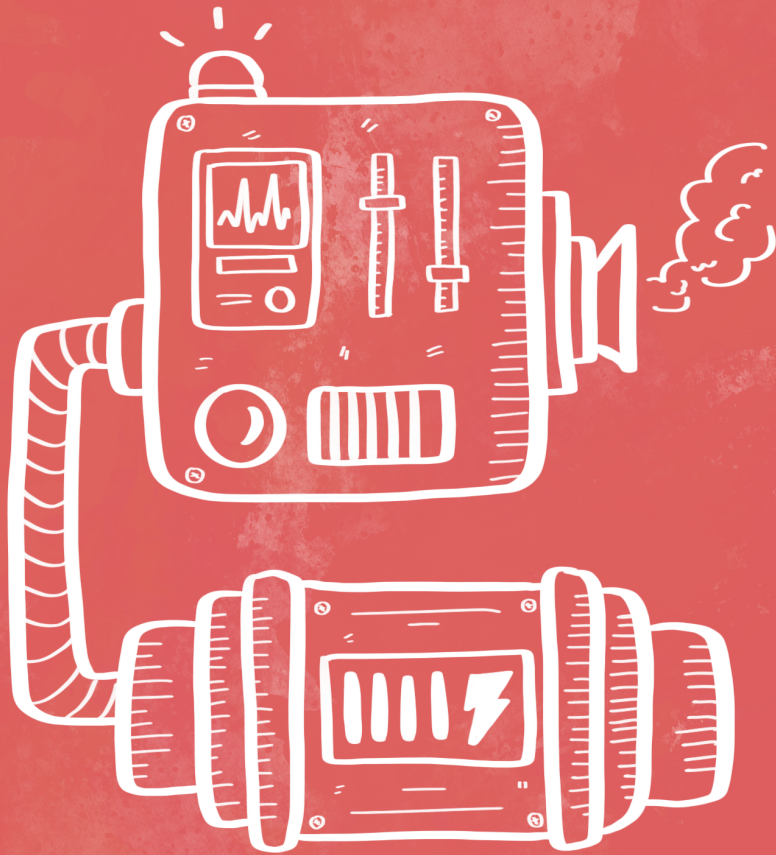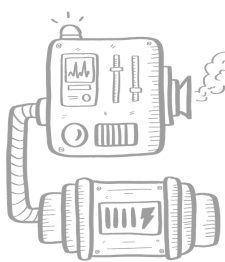
IDEATION

TIME
60 min

NEEDED MATERIALS
The Game for Social Inclusion
Game rules
Flipchart

LEARNING GOAL
Make participants aware of best practices
for social inclusion and set a foundation
for the ideation phase

DESCRIPTION

Participants either play individually or in teams depending on the number of participants. For bigger groups, more games can be set up. Read the rules of the game for participants and after playing gather the whole group and ask which good practices they are already doing and which they could start with – write down on a flipchart to use in the next part of the training.

DEBRIEFING

- How did you like the game?
- What best practices did you learn about for working with the inclusion of different target groups?
- Which top three best practices would you like to implement in your organization?
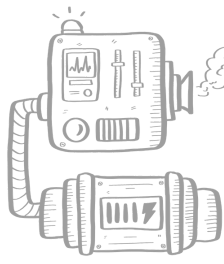
TIME
45 min

NEEDED MATERIALS
Flipcharts
Pens/markers

LEARNING GOAL
To have different ideas on how to improve inclusion in the organisation

DESCRIPTION

Put flipcharts on different tables/walls with "How might we..." questions such as:

- How might we engage (persona) in our activities?
- How might we build a trustful relationship with (persona)?
- How might we reach out to (persona)?
- How might we promote active participation?
- How might we be more inclusive?
- How might we improve the information?
- How might we improve accessibility?
- How might we contribute to inclusion?

Tell participants to go around at their own pace and write down their ideas and discuss with the people on the same flipchart. When the time is out, divide participants so that each flipchart has a person or group designated to it and ask participants to summarize the ideas on flipcharts and briefly present them to the group.

DEBRIEFING

- What insights did you get by doing this exercise?

"The process of fostering inclusion is incremental. It requires time and unwavering commitment."

—

JIM YONG KIM

MOVING FORWARD

Km 2,899

TIME
1h 30 min

NEEDED MATERIALS
Inclusion strategy canva template

LEARNING GOAL
To have a completed inclusion
strategy for the organisation

DESCRIPTION
A strategy should answer the questions: Where am I now? Where do I want to go? How will I get there? For the organization to answer these questions when it comes to the Social inclusion strategy we have created a simple tool to use: The social inclusion strategy canvas. Based on previous exercises such as target group, persona, and world café you can already fill in a lot of things in the canvas. The important thing with a strategy is to have a common understanding and commitment when it comes to social inclusion. To be even more specific than the template you can also add different actions in different directions such as:

- Contact new profiles
- Improve accessibility
- Improve information
- Increase visibility
- Promote active participation
- Diversify staff and/or volunteer base
- Advocate or lobby
- Be more inclusive
- Contribute to inclusion

It can be good to include in the strategy of how to work with the four phases of a strategy:
1. The analysis phase
2. The planning phase
3. The implementation phase
4. The evaluation phase

In a future evaluation session, you can go again into the analysis and planning phase in order to further improve in the next implementation phase.

DEBRIEFING
- How was it to fill in the inclusion strategy canvas? What was easy and what was difficult?
- How can you use the inclusion strategy canvas in the organization?
- Does everyone agree and committ to the strategy?
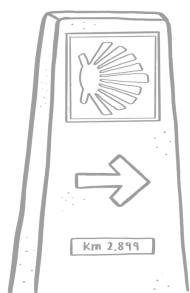
ACTION PLAN
Block 4: Moving forward | Session 2

TIME
45 min

NEEDED MATERIALS
Whiteboard/flipchart
Action plan template
Pens

LEARNING GOAL
To learn what needs to be done in order to fulfil the inclusion strategy and have a clear plan to do it.

DESCRIPTION
Look at the strategy for inclusion you have created in the previous exercise and identify potential action areas, prioritize what needs to be done, define SMART objectives, and desired results.

Write on a whiteboard/flipchart all the specific tasks that need to be done in order to achieve the strategy. Fill in the Action plan template and for each task, ask the group in what way the task should be realized, what resources are needed, who needs to be contacted, and when the task has to be finished (deadline). Then assign who will be responsible for the task.

Schedule a follow-up meeting where you will monitor the progress of the different tasks. After the implementation of the inclusion strategy, it is important to evaluate how it went so make sure to have the baseline clear with where you are now and then compare it when you have implemented the action steps for the strategy, in order to set new goals and develop a new action plan.

DEBRIEFING
- How satisfied are you with the action plan?
- Have you scheduled a follow-up meeting and does everyone know what to do until then?

"You have a responsibility to make inclusion a daily thought, so we can get rid of the word 'inclusion'."

— THEODORE MELFI
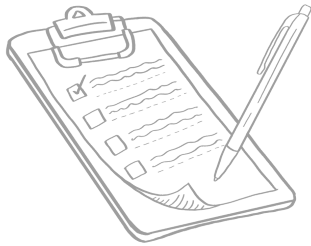
EVALUATION

TIME
15 min

NEEDED MATERIALS
Flipchart with expectations and wishes Prepared flipchart with a giftbox and the title "I got…"

LEARNING GOAL
To learn what was successful with the training and what can still be improved

DESCRIPTION

Put up the flipchart with the dream bubble with expectations and wishes from the beginning of the training. Next to it, you put up another flipchart with a gift box on it and the title "I got…".

Ask participants to look at their post-its in the first flipchart and if they feel their expectations were met or their wishes were fulfilled they take the post-it and place it on the other flipchart with the gift box. If they feel their expectations or wished were not fulfilled, they can just leave the post-it where it is. After everyone is done, present the post-its that are still in the dream bubble and ask the group for each post-it what could have been done in order for the post-it to be fulfilled?

Have someone to document the answers as they are ideas to improve the training for next time. Then present the post-its that were fulfilled on the other flipchart. End the evaluation with a circuit in the circle where everyone gets the opportunity to verbalize their thoughts about the training. To have some more concrete data, an evaluation paper or online form can also be included.

DEBRIEFING
- As a facilitator of the training - say some final words on how you have experienced the training, the discussions, and the results.

10
RESOURCES

1. *Development Impact & You - Practical tools to trigger & support social innovation*, Nesta, retrieved from https://diytoolkit.org/tools/

2. E*rasmus+ Inclusion and Diversity Strategy– in the field of Youth*, European Commission, 2014 retrieved from https://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf

3. *ID Booklet*, Salto Youth Resource center, retrieved from https://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf

4. *Inclusion A to Z*, Salto Youth Resource center, retrieved from https://www.salto-youth.net/downloads/4-17-3141/InclusionAtoZ.pdf

5. *Inclusion by design*, Salto Youth Resource center, retrieved from https://www.salto-youth.net/downloads/4-17-1674/InclusionByDesign.pdf

6. *Social Inclusion T-Kit*, Council of Europe, retrieved from https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion

7. *Opening the Doors*, YAPA and the Access Project Reference Group for the Nepean Better Futures Strategy, retrieved from https://d3n8a8pro7vhmx.cloudfront.net/youthaction/pages/190/attachments/original/1449108844/opening_doors.pdf?1449108844

APPENDICES

Giraffe

- Loves places with high ceilings and windows
- Loves daylight
- Needs to stay in warm places
- Cannot hear animals that talk below them
- Cannot swim

Leopard

- Loves climbing and stairs
- Loves lots of space to move around in
- Loves darkness
- Needs space to be alone
- Cannot deal with change

Owl

- Loves high spaces
- Loves the dark
- Loves to make noise
- Needs places to sit/rest
- Cannot swim

Penguin

- Loves daylight
- Loves to swim and be in water
- Needs to be in cold places
- Needs to be with others
- Cannot use stairs

Mole

- Loves small spaces
- Loves warmth
- Loves the quiet
- Needs spaces that are easy to find
- Can find their way around (navigate)
- Cannot see

Octopus

- Can swim
- Loves the dark
- Needs quiet places
- Needs places to sit/rest
- Cannot be out of water

You are a Jewish guy. You are in a secret relationship with a guy in your class.	You are a guy who has fled with your family from Iraq. You go in ninth grade and dream of becoming a doctor.
You are a 16-year old girl and your father has a seat at the municipal council. You have dyslexia. You have three siblings and your family has a nanny.	You have one single parent and live in the city center. You volunteer at the Red Cross.
You're a guy who lives in a big city suburb. Your mother works as a cleaner, your dad is unemployed.	You are a twenty-one-year-old indigenous girl. You work in an office and sit in a wheelchair.
You live as a hidden refugee. You live with your family in a room in an apartment	You are the chairman of a political youth organization. Your parents emigrated from Chile in the 70s.
You are a 25-year old woman. You study at the university and have lived in this country for five years.	You were born in a girl's body but have known since kindergarten that you are really a guy. Your parents are teachers.
You are a Muslim girl. You live with your parents who are deeply religious. You study the social science program in upper secondary school.	You are a heterosexual guy who dances ballet in your free time. You grew up in a small community in your country.
You are a seventeen-year-old girl who has not finished primary school. You work in a fast food restaurant.	You are seventeen years old, you attend the community program in high school, and have recently become a parent.
You are a fifteen-year-old girl. You live at home with your parents in a village in the countryside. You are adopted.	You are the daughter of a US ambassador. You are a Christian and go to a school for the visually impaired
You are the daughter of an assistant nurse and study economics. You play floorball in your spare time.	You are an immigrant from Kenya, your parents are divorced.

ONE STEP FORWARD
Statements

- My holidays have a red number in the calendar.

- No one has aggressively asked me if I was a boy or a girl.

- No one has explained my mood by saying that I am menstruating.

- I'm not afraid of being stopped by the police.

- I can buy skin-colored patches that are similar to my skin color.

- I have never been called something patronizing which refers to my skin color or what part of the world I come from.

- I entered this building and the room without thinking about thresholds and stairs.

- I can go hand in hand in town with someone I am dating without getting weird looks.

- Every day I can read in the magazine about successful people with the same ethnical background as I have.

- I do not have to look for discounts when I shop for food.

- I live in an area with relatively low unemployment.

- I have never had to worry about coming out with my sexual orientation.

- I'm not on my guard when I walk past a group of men late at night.

- I travel wherever I want without having to find out in advance if there are any ability obstacles on the flight, train, or bus.

- I do not have to worry about being sexually harassed in school

POWER FLOWER
Situations of fewer opportunities

- **Disability:** (i.e. participants with special needs): young people with mental (intellectual, cognitive, learning), physical, sensory, or other disabilities, etc.

- **Health problems:** young people with chronic health problems, severe illnesses or psychiatric conditions, etc.

- **Educational difficulties:** young people with learning difficulties, early school leavers, lower qualified persons, young people with poor school performance, etc.

- **Cultural differences:** immigrants, refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion difficulties, etc.

- **Economic obstacles:** young people with a low standard of living, low income, dependence on the social welfare system, young people in long-term unemployment or poverty, young people who are homeless, in debt or with financial problems, etc.

- **Social obstacles:** young people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability... Young people with limited social skills, anti-social or high-risk behaviors, young people in a precarious situation, (ex-)offenders, (ex-)drug or alcohol abusers, young and or/single parents, orphans, etc.

- **Geographical obstacles:** young people from remote or rural areas, young people living on small islands or in peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities), etc.

(European Commission)

TARGET GROUP
Persona template

Draw a picture of the person

NAME:

AGE:

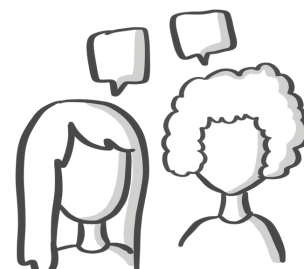**GENDER:**

FAMILY:

LIVING CONTEXT:

WORK/SCHOOL:

INTERESTS:

WHO AM I CONNECTED TO? (PEOPLE, ORGANISATIONS)

Dreams

Personality

Skills

**3 REASONS
FOR ME TO ENGAGE
WITH YOU**

**3 REASONS
FOR ME NOT TO
ENGAGE WITH YOU**

BEST PRACTICES FOR SOCIAL INCLUSION
CHECKLIST

CULTURAL SITUATIONS

☐ Our organization uses an interpreter.

☐ All our material is available in the different languages most commonly used in our community.

☐ We use clear and simple language to describe our programs and activities.

☐ Our staff and volunteers address racist comments and behaviors and use inclusive language.

☐ Our organization has a written commitment to anti-racism, equality, inclusion, and interculturalism.

☐ Our staff and volunteers receive training on interculturalism, cultural awareness, tackling racism, and about the issues young people from ethnic minority backgrounds face.

☐ We have knowledge about and actively communicate with organizations that have a good understanding of the needs and issues of ethnic minority groups.

☐ We consult with young people (including those who are not part of our organization) and their parents about the specific needs and issues for young people of ethnic minorities in relation to accessing and participating in youth work.

☐ We compare facts about the ethnic profile of our community to the people we focus our work towards.

☐ Our program is responsive to the specific needs, issues, and experiences of young people from ethnic minority backgrounds.

☐ We promote a message of safety and respect towards people from all ethnic and cultural backgrounds.

☐ Our program is considerate of different religious needs.

☐ Examples in our exercises feature names and cultural phenomena from different cultures.

☐ We use visual imagery in our publications and in our venue that reflects the ethnic diversity of our community and proactively invites people from all ethnic groups in the area to join.

☐ We have staff members and volunteers who come from different ethnic backgrounds.

BEST PRACTICES FOR SOCIAL INCLUSION
CHECKLIST

LGBTQI+ SITUATIONS

☐ We have an equality policy that specifically names young LGBTQI+ people.

☐ Our promotional materials state that LGBTQI+ people are welcome in our organization.

☐ We have policies and procedures in place to deal with homophobic/transphobic bullying and harassment.

☐ We have a referral list of services for young LGBTQI+ people and their families.

☐ We display information about LGBTQI+ youth support services.

☐ We display LGBTQI+ awareness posters.

☐ We consult with young LGBTQI+ people and actively involve them in decision-making and in the development of our organization.

☐ We consult with young LGBTQI+ people, parents, and organizations about the specific needs and issues for young LGBTQI+ people in relation to accessing and participating in youth work.

☐ We collaborate with LGBTQI+ organizations to assure high quality in our work.

☐ Our staff and volunteers actively challenge anti-LGBTQI+ attitudes & comments.

☐ Our staff and volunteers respond to a young person who is considering "coming out" in an inclusive and respectful way.

☐ Our staff and volunteers use inclusive language when speaking to youngsters about relationships and sexuality.

☐ We educate our staff and volunteers about issues for young LGBTQI+ people.

☐ We provide informal education to young people about LGBTQI+ issues.

☐ Our staff and volunteers receive training in working with young LGBTQI+ people.

BEST PRACTICES FOR SOCIAL INCLUSION
CHECKLIST

MENTAL HEALTH SITUATIONS

☐ Our staff and volunteers verbally promote positive messages about seeking help for mental health problems.

☐ Our staff and volunteers speak openly about mental health topics and problems.

☐ We have promotional material for good mental health available and on display in our organization.

☐ We educate our staff and volunteers about the early warning signs of mental illness.

☐ We train our staff and volunteers in mental health promotion.

☐ Our staff and volunteers receive support and supervision (e.g. team meetings, one-to-one formal supervision, etc).

☐ We educate ourselves about and are flexible to accommodate, the needs of young people with mental health issues. We do this to make sure that our work is appreciated by the target group.

☐ We consult with young people about how mental health issues can affect their engagement with youth services and how youth services can support young people with mental health issues. This can provide us with ways to make our work better.

☐ We seek tips and advice from external actors that have good knowledge and experience of working with mental health problems, to make sure our work is as good as possible.

☐ We have a routine for when we advise youngsters to seek professional help.

☐ We have developed an understanding of the referral process into statutory service.

☐ We have identified local mental health services and established a relationship with them.

☐ We state that we have an official mental health promotion program in our promotional material and when communicating with schools, etc.

☐ We have an official mental health promotion program in place.

☐ We have an official mental health promotion policy.

BEST PRACTICES FOR SOCIAL INCLUSION
CHECKLIST

SOCIO ECONOMIC SITUATIONS

☐ We cooperate with other organizations, for the benefit of people with low socioeconomic status. For example, we could pair up with another organization, so members get access to both services if they pay for membership in one of them.

☐ We cooperate with commercial actors to better our service for people with low income. For example, we could cooperate with a cinema to have a free movie night or loan sporting goods for our activities so our participants don't have to buy supplies themselves.

☐ We get commercial sponsors so that we can have free things for our participants. For example, a supermarket might sponsor us with free coffee and cookies.

☐ We focus our efforts towards areas of low socioeconomic status, to make it easier for them to find our organization.

☐ We learn which areas are of low socioeconomic status, so we know where to find that target group.

☐ We provide our promotional material to actors who work with people of low socioeconomic status, to increase their awareness of our organization.

☐ Our advertisements state that participants in our activities will get free bus tickets to and from our venue.

☐ Our flyers state that we offer free food to participants in our activities.

☐ We have free activities which we advertise.

☐ We seek tips and advice from external actors that have good knowledge and experience of working with mental health problems, to make sure our work is as good as possible.

☐ Our organization can pay part of the cost of activities that cost money, for those who cannot pay the full price themselves.

☐ We have clear information about what costs there are in joining our activities, exactly how much they are, and what things are free of cost in our organization.

☐ We have all the necessary materials for our activities that you need special equipment to participate in so that we can let participants borrow them (e.g. pens, papers, or computers for indoor activities, and tents, sleeping bags, and backpacks for outdoor activities).

☐ If a compulsory contribution is demanded from participants, we make sure that it can be adjusted to be of no cost for those in difficult socioeconomic situations (e.g. instead of contributing by buying coffee for the organization, a participant could do the dishes).

☐ We make compulsory meetings available online so you can participate even if you can not come to the meeting venue.

BEST PRACTICES FOR SOCIAL INCLUSION
CHECKLIST

DIVERSE ABILITY SITUATIONS

☐ All doorways are a minimum of 80cm in width.

☐ There are designated wheelchair-accessible toilets.

☐ Fixtures and fittings such as door handles, doorbells, brochures, and promotional material are at the right height to be reached by wheelchair users, i.e 90-100 cm.

☐ Our venue uses contrasting colors between its walls and doors, doors and door handles, and between its walls and floors.

☐ Our venue is free of hazards that block pathways (that a visually impaired person might trip on), such as bikes, school bags, brochure stands, and potted plants.

☐ Our promotional flyers use text and background that contrast each other in color and use a plain font such as Arial. The font size is large enough to accommodate the needs of people with low vision (14 points is recommended).

☐ There are designated 'accessible parking spaces located close to the entrance of our venue.

☐ People can be dropped off and picked up close to the entrance of our venue.

☐ We have made special transport arrangements for people who have difficulties in getting to our service.

☐ Our flyers clearly state what kind of aid we have for people with diverse abilities, e.g wheelchair access.

☐ The depictions of people we use in our promotional material feature young people with diverse abilities.

☐ We provide our promotional material to (and work in partnership with) diverse ability services.

☐ We educate our staff and volunteers on how to communicate in a respectful way with, for example, people with reduced mobility or people who are deaf or hard of hearing.

☐ We have a written commitment to equality and inclusion that specifically includes people with diverse abilities.

☐ We train our staff and volunteers in basic diverse ability awareness.

GENERAL GUIDELINES TO IMPROVE
ENGAGEMENT & SOCIAL INCLUSION

GENERAL BARRIERS
THINK OF HOW YOU CAN REDUCE THEM

- Unappealing image of youth work
- Lack of encouragement
- Dislike of being patronized
- Fear of being discriminated against
- Lack of self-esteem, self-confidence
- Uninteresting activities
- Lack of time or energy
- Lack of money
- Mobility problems
- Lack of information
- Lack of permission to join activities or group pressure against joining
- Cultural or religious conflicts

GENERAL MOTIVATIONAL FACTORS
THINK OF HOW YOU CAN IMPROVE THEM

- **Social benefits:** Friends, contacts, network, etc.
- **Pragmatic benefits:** Reaching goals, practical skills, learning new things, etc.
- **Psychological benefits:** Purpose, routines, activity, etc.
- **Material benefits:** Certificate, food, T-shirt, bus ticket, etc.

GENERAL MEASURES
FOR INCLUDING ALL YOUNG PEOPLE

- We use visual images to show what we do and where we meet.

- We state that we are accessible and inclusive of all people.

- We (staff, volunteers, and young people) are open to and welcoming of all members of the community.

- We have information and a list of services we can refer young people to.

- We take part in meetings and network with other community groups (e.g. health professionals, schools, social workers, community workers, specialist organizations).

- We tell all young people in our community about our youth group and encourage them to join.

- We ask the members to invite their friends.

- We tell all the schools in the area about our group/organization.

- We put up notices in local libraries and community spaces/centers.

- We advertise in local newspapers.

- We put notices in local shops.

- We tell all the local places of worship about our group/organization.

- We seek to meet all parents in our community, tell them about our youth group/organization and reassure them about concerns they have about their children joining our youth group/s.

- We display information and awareness-raising material (LGBT information, Pride week, anti-racist posters, disability awareness, etc).

- Our youth group/organization applies equality principles and legislation (e.g. staff and volunteers come from diverse backgrounds, are committed to equality, etc.)

- Job descriptions/ volunteer roles require staff and volunteers to have awareness of equality and inclusion issues.

- There are lots of ways to get in contact with our organization/group. You can:
  - Phone the youth organization/leader
  - SMS (text) the youth organization/ leader
  - Email the youth organization/ leader
  - Drop into the youth group/organization
  - Follow us on Facebook/Instagram and other social media.

GENERAL GUIDELINES TO IMPROVE
ENGAGEMENT & SOCIAL INCLUSION

GENERAL MEASURES
FOR INCLUDING ALL YOUNG PEOPLE

- Staff and volunteers receive training on equality and inclusion issues and work with specific groups of people.

- The management committee of our group/organization includes members from a diverse range of backgrounds.

- Our group/organization provides a range of informal ways for young people to have a say about the group (advisory groups, forums, group contracts, surveys, consultations, reviews, evaluations, etc).

- Our group/organization has young people from a range of backgrounds involved in making decisions.

- Our group/organization has a written commitment to equality and inclusion (charter, code of practice, mission statement, policy, etc).

- Volunteers/staff understand what equality and inclusion mean.

- We put what is written about equality and inclusion into practice (e.g. we model inclusive language; we address bullying, name-calling, racism, sexism etc.)

- We have information on the gender breakdown of our group/organization (how many males/females).

- We compare the makeup of our local area with the people who attend our group and identify groups of young people who are underrepresented.

- We consider the needs of all young people in our community when planning programs (cultural, religious, mobility, literacy, family responsibilities, diverse abilities, educational, etc).

- We ask a broad range of young people including those who do not attend what they would like to get involved in.

- We run programs or activities on diversity and equality that challenge prejudice and promote inclusion.

Your organization:

Where are we now? Current needs:

Where do we want to go? Our vision statement for social inclusion:

Partners
Who are your partners?

Activities
What activities are required to implement the inclusion strategy?

Resources
What key resources are required to fulfil the inclusion strategy? (training, money, material, space..)

Inclusion strategy
How will your organization contribute to inclusion inside and outside your organization? What need is it that your inclusion strategy meets? (Contact new profiles, improve accessibility, improve information, increase visibility, promote active participation, diversify staff and/or volunteer base, advocate or lobby, be more inclusive, contribute to inclusion)

Relationships
How will you build trustful relationships with your target group/s?

Channels
Through which channels will you reach out to your target group/s?

Target group/s
Who is your target group you want to include?

Indicators

Goals

Follow-up – How did it go?

Appendix 8
ACTION PLAN
Template Action plan

Nr.	Task	Needed resources	Deadline	Person responsible