



Training Module on Inclusive Youth Work in the Eastern Partnership countries



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I. OVERVIEW AND INTRODUCTION



a. Introduction

Welcome to the Training Module “Inclusion Now!” - an exploration of the interactive and experiential methods and tools focusing on youth inclusion, equity and diversity in youth work in the Eastern Partnership countries.

The Training Module is aimed at developing the competencies of youth workers, youth educators and youth trainers on equity, diversity and inclusion while providing strategies and recommendations to help young professionals to create more inclusive and diverse environment in their organizations and in their work with young people.

The training module includes training sessions, which guide the participants through Introduction to general overview of equity, diversity and inclusion and helping to recognize, understand and develop ways to make youth work more inclusive. It also provides solutions and suggestions on how to advocate and begin action planning to promote inclusion in youth communities in the Eastern Partnership countries.

There are 12 sections in this course that are accompanied by learning materials, presentations, videos and exercises. While

we hope you will find all the material engaging, we encourage you to explore in-depth the topics that most interest you.

The Module has been tested and further improved based on the feedback of about 30 youth workers, youth educators and youth trainers from Armenia, Belarus, Georgia, Moldova and Ukraine, who participated in an intensive online training course entirely based on this module.

This publication is produced within the project “***Inclusion NOW! Development of Inclusive Youth Work in the Eastern Partnership countries***” implemented by a Consortium of 8 civil society organizations based in the Eastern Partnership countries and the European Union. The project led by Armenian Progressive Youth NGO benefited from support through the EaP Civil Society Forum Re-granting Scheme (FSTP), funded by the European Union as part of its support to civil society in the region. Within its Re-granting Scheme, the Eastern Partnership Civil Society Forum (EaP CSF) supports projects of its members that contribute to achieving the mission and objectives of the Forum.

b. Background

Equality, inclusion and diversity are core values of youth work in Europe. These are values, which many youth organizations, both in the Eastern Partnership countries and the European Union Member States incorporate into their daily operations, projects as well as activities with young people. Although there is a common sense that equality, inclusion and diversity should be overarching focus of any youth activity, in the Eastern Partnership countries there is a strong need of qualified youth workers, youth educators, youth trainers and practitioners, who provide inclusive and quality youth work to young people under the risk of exclusion and marginalization.

Many vulnerable young people in the Eastern Partnership countries have limited access to the four major aspects of inclusion: education, healthcare, employment and civic participation. Due to political and socio-economic circumstances, vulnerable young people in the Eastern Partnership countries are often ostracized by the general population due to the nature of their stigma. Rural youth, Roma youth, LGBTI youth, young refugees, migrants, young people with disabilities as well as young people in the conflict zones are being extremely marginalized. The extreme levels of discrimination and homophobia can be observed in all of the six countries of the Eastern Partnership. The efforts of civil society organizations to advocate for more equality and inclusion, often meet huge backlash from both the authorities and mainstream society.

The youth inclusion gaps in the Eastern Partnership countries are covering a broad spectrum of dimensions, from gender rights to the rights of people with disabilities. Although there are incremental improvements in policies of some national governments in the Eastern Partnership countries to prevent discrimination and marginalization of young people and to promote inclusion, the political and public resistance and denial still prevail.

All the Eastern Partnership countries have different approaches to youth development and youth inclusion. While some of the countries have up to date youth strategies, policies and laws, the others have difficulties to keep up with the renewals of the youth policies. On the other hand, all the Eastern Partnership countries have different levels of youth development funding, which greatly depends on whether the Governments have “Youth” in their portfolio.

In our daily work with young people in the Eastern Partnership countries, we have noticed that young professionals (youth workers, youth educators and youth trainers) are often not ready to respond to the emerging needs of disadvantaged young people and there is a lack of support measures for their professional development. There is a need among the community of young professionals in the Eastern Partnership countries for a continuous competence development to be capable of mitigating the effects of social exclusion among young people.

Given this context, 8 partners from the

Eastern Partnership countries and the European Union involved in the Working Group 4 of the Eastern Partnership Civil Society Forum, have jointly developed **“InclusiON NOW! Development of Inclusive Youth Work in the Eastern Partnership countries”** project.

The project offers an opportunity for a professional development to a group of young professionals in the Eastern Partnership countries who work in the area of

youth inclusion.

Smart, sustainable and inclusive growth in the Eastern Partnership will not be possible if the potential of disadvantaged young people remains unlocked. Thus, this Training Module incapacitates young professionals working with youth and provides youth organizations with quality educational materials and practices to foster youth inclusion in their communities.

c. Objectives

The overall objective of the Training Module is equipping young professionals from the Eastern Partnership countries with practical tools and methods to use in their everyday work with disadvantaged young people.

Based on the overall objectives, the Training Module seeks to achieve three major immediate objectives:

1. To provide a comprehensive tailor made Training on Inclusion of Young people under the risk of marginalization in the Eastern Partnership.
2. To develop the competencies of youth

workers, youth educators and youth trainers on equity, diversity and inclusion while providing strategies and recommendations to help young professionals to create more inclusive and diverse environment in their organizations and in their work with young people.

3. To equip youth workers, youth educators and youth trainers with practical youth inclusion tools and methods to use in their everyday work with disadvantaged young people.

d. Structure of the Module and Main Learning Outcomes

The focus of the training module is on hands-on approach and practical strategies for achieving inclusive youth work. Participants of the training will explore:

- how to outreach and involve young

people more effectively;

- how to deal with multiple factors of exclusion;
- how to develop strategies for more inclusivity of youth organizations;

- how to understand the root causes of exclusion in the Eastern Partnership countries;
- how to promote Inclusion in your community and organization;
- how to work more effectively with disadvantaged young people and young people under the risk of marginalization;

Session 1: Welcome and Introduction of the Training

By the end of the session the participants will:

- get to know each other's names,
- have an overview of the training flow and agenda,
- form a basic understanding of the "Safe Space" concept,
- collaboratively draft the points for the social contract to be used throughout the training.

Session 2: Introduction to Inclusion and Diversity

By the end of the session the participants will be able to:

- form a basic understanding of the core terminology of inclusion and diversity;
- define what privilege is and how it impacts the marginalized groups;
- discuss the triangle of violence and its impact on marginalization of vulnerable social groups.

Session 3: Social Identities and Power Dynamics

By the end of the session the participants will be able to:

- distinguish various social identity categories and their implications for the marginalized and dominant social groups;
- explain social privilege and marginalization in a general context as well as its implications on the dominant and marginalized groups' behavioral patterns;
- differentiate and discuss types of power.

Session 4: Identity and Diversity

By the end of the session the participants will become:

- aware of their own diversity;
- aware of prejudices specific groups face;
- aware of similarities/differences in the group;
- aware of the groups they belong to / are perceived to belong to;
- aware of diversity and types of discrimination.

Session 5: Prejudices and Unconscious Bias

By the end of the session the participants will be able to understand:

- their selective perception;
- the effects of stereotyping and labeling.

Session 6: Communication and Prejudices

By the end of the session the participants

will learn:

- about their own prejudices;
- how to reflect on their own communication;
- tips for a constructive communicative response to prejudices.

Session 7: Youth Participation and Involvement

By the end of the session the participants have:

- a basic understanding of the core terminology of youth participation, methods for youth involvement and overall idea of the Theory of Change;
- a wider understanding on how theory can help conceptualizing youth involvement strategies;
- an idea of what the benefits of involving young people in change processes can be.

Session 8: Transition of Youth into Inclusion

By the end of the session the participants will have:

- gained knowledge on working methods and practical tools on how to support the transition of youth into inclusion;
- increased awareness on the topic.

Session 9: Inclusion of young people

By the end of the session the participants will:

- have a basic understanding of the core terminology of exclusion, segregation, integration and inclusion;

- have gained a wider knowledge and understanding of inclusion in their own contexts.

Session 10: Community Mapping Plan

By the end of the session participants will have basic knowledge:

- about community mapping as a starting point of strategic planning and audience development strategy;
- participants will be able to identify vulnerable social and national groups;
- develop a draft of a community mapping plan.

Session 11: Strategic Planning of Our Futures

By the end of the session participants will have basic knowledge:

- on strategic planning;
- community life, rights and responsibilities.
- participants will be able to practice skills to discuss openly, work in a team and to have vision;
- promote curiosity and belief that the future is in the hands of every young person and that what they do matters.

Session 12: Inclusion Projects in our Communities

By the end of the session participants will have basic knowledge:

- on project circle and realize the connection between activities and overall objective;
- on logical framework matrix verifica-

tion;

- participants will be able to resume their work during the workshop and

to prepare a plan for their future activities.

e. Use of the Module

The Training Module is designed for the delivery of a training workshop for youth workers, youth educators and youth trainers who are ready to work on the topics of diversity, inclusion and anti-discrimination in order to activate the potential of diversity in training and work with young people.

It is also designed to be flexible in its use so it can be tailored to suit specific country circumstances: depending on the needs of the participants.

Youth workers, youth educators, youth trainers and facilitators can also use the Module as a Handbook or Manual in their work with young people. The Module can be used as a quick reference tool or as background material for training workshops. It can serve as a toolkit for both online and offline training courses on youth inclusion and diversity.



Anna

Tovmasyan

Project Coordinator

“**In today’s world, where isolation, social distancing, and quarantine are some of the most used words, the importance of inclusion reaches a higher level.**”

II. MATERIALS FOR TRAINING



a. Objectives of the Training

The overall objective of the Training Module is equipping young professionals from the Eastern Partnership countries with practical tools and methods to use in their everyday work with disadvantaged young people.

Based on the overall objectives, the Training Module seeks to achieve three major immediate objectives:

1. To provide a comprehensive tailor made Training on Inclusion of Young people under the risk of marginalization in the Eastern Partnership.
2. To develop the competencies of youth

workers, youth educators and youth trainers on equity, diversity and inclusion while providing strategies and recommendations to help young professionals to create more inclusive and diverse environment in their organizations and in their work with young people.

3. To equip youth workers, youth educators and youth trainers with practical youth inclusion tools and methods to use in their everyday work with disadvantaged young people.

b. Implementation of the Training

The Training Module can be implemented through a one-week intensive residential course (6 hours a day) or a 3-week online course (twice a week, 3 hours a day). In the one or two-day workshops, only limited information can be provided and this may not include sufficient time for results-oriented workshops for participants.

Preferable would be a week-long training which provides the opportunity for more practical discussions on case scenarios, group work and the development of action

plans.

A sample schedule is given below for a 3-week online course, however any activity from the Module can be used and adapted to the needs of the target group independently. The detailed elaboration of the workshop sessions is based on a 3 week-long online course, but the available workshop materials and group work guidance, allow for easy adaptation. However, if limited time is available, the sessions can be shortened by compressing presentations,

omitting presentations, omitting group work or combining presentations with group work.

The session descriptions offer suggestions on the forms of conferring the infor-

mation, however, there is more flexibility in the methodologies that can be applied (presentations, group work, discussions, role play).



Grigor Yeritsyan

President of Armenian
Progressive Youth NGO

"Within the project, a Training Module on "Inclusive Youth Work" has been developed and 30 young professionals were equipped with tools to create a more inclusive and diverse environment back in their organizations."

Mane Papayan

Youth Worker
from Armenia

"Coming together, sharing our knowledge and experience is the best solution to making youth work more inclusive for marginalized youth. The training course served as a platform for that."



c. Sample schedule for a training course

DAY ONE				
N°:	Session	Start	End	Duration
1	Getting to Know Each Other	10:00	11:30	01:30
	Coffee Break	11:30	12:00	00:30
2	Introduction to Inclusion and Diversity	12:00	13:30	01:30
	Lunch Break	13:30	14:30	01:00
3	Social Identities and Power Dynamics	14:30	16:00	01:30
	Reflection	16:00	16:30	00:30
DAY TWO				
N°:	Session	Start	End	Duration
1	Identity and diversity	10:00	11:30	01:30
	Coffee Break	11:30	12:00	00:30
2	Prejudices and unconscious bias	12:00	13:30	01:30
	Lunch Break	13:30	14:30	01:00
3	Communication and prejudices	14:30	16:00	01:30
	Reflection	16:00	16:30	00:30
DAY THREE				
N°:	Session	Start	End	Duration
1	Youth participation and involvement	10:00	11:30	01:30
	Coffee Break	11:30	12:00	00:30
2	Transition of youth into inclusion	12:00	13:30	01:30
	Lunch Break	13:30	14:30	01:00
3	Meeting with External Expert	14:30	16:00	01:30
	Reflection	16:00	16:30	00:30
DAY FOUR				
N°:	Session	Start	End	Duration
1	Inclusion of youth	10:00	11:30	01:30
	Coffee Break	11:30	12:00	00:30
2	Community mapping plan	12:00	13:30	01:30
	Lunch Break	13:30	14:30	01:00
3	Meeting with External Expert	14:30	16:00	01:30
	Reflection	16:00	16:30	00:30
DAY FIVE				
N°:	Session	Start	End	Duration
1	Strategic planning of our futures	10:00	12:00	02:00
	Coffee Break	12:00	12:30	00:30
2	Inclusion projects in the communities	12:30	14:00	01:30
	Lunch Break	14:00	15:00	01:00
3	Meeting with External Expert	15:00	16:30	01:30
	Reflection	16:30	17:00	00:30



III. DETAILED SESSION CONTENTS



Session 1

Welcome and Introduction

SESSION 1	01h 30	Welcome and Introduction
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p>By the end of the session the participants will:</p> <ul style="list-style-type: none"> ● Get to know each other’s names, ● Have an overview of the training flow and agenda, ● Form a basic understanding of the “Safe Space” concept, ● Collaboratively draft the points for the social contract to be used throughout the training. 		
<p><u>Format and timing</u></p> <p>5 minutes</p> <p>5 minutes</p>	<p>Step by Step explanation</p> <p>STEP 1: Welcome everyone to the training and explain the objectives of the session. The host introduces herself/himself and the fellow co-trainers/facilitators. The host welcomes the participants.</p> <p>STEP 2: Inform the participants about:</p> <ul style="list-style-type: none"> - The duration of the sessions. - Share the following rules: <ul style="list-style-type: none"> ● rename your Zoom profile with your Name Surname and location); ● find a comfy and calm spot; ● mute the microphone; ● have the camera on if your internet allows that; ● don’t drop in or out- commit to the whole duration if possible. 	

15 minutes	<p>STEP 3: Explain that now they will focus on getting to know each other. More info on the next days will be shared later on as right now, you want the participants to “arrive” at their pace.</p> <ul style="list-style-type: none"> ● Have the image with Dixit cards/emojis in the shared screen as well as the shared Miro board, invite participants to pick up a card/emoji that describes how they are in this moment – how are you arriving at this training? ● Ask the participants to access the Miro Board and place a text with their name under the Dixit card/emoji that they have picked. ● Allow for a quick sharing of their names, their cards/emojis and how they are arriving at this training in the group.
10 minutes	<p>STEP 4: Create a Mentimeter survey about the expectations focusing on such key aspects as familiarity with the core concepts of the training, skills and knowledge in the targeted fields, expectations from the trainers, the group and themselves, possible contributions, etc.</p> <p>Share the survey in the Zoom chat and ask the participants to fill out the questions. Share the answers of each question before you move on to the next one.</p> <p>Optional: Keep the survey results in order to repeat the survey at the end of the training course to be able to compare the results.</p>
40 minutes	<p>STEP 5: Social contracting energizer</p> <p>The following icebreaker is useful to get participants to talk to one another whilst setting the intention for the group and creating a shared container.</p> <p>Participants are invited to join (pre-assigned) breakout sessions of 4-5 participants in each room (making sure that each room is multinational). Before the breakout sessions are opened, present the following rules:</p> <p>We will have four rounds of 6 minutes each (total 24 minutes), during each round a specific question will be posed.</p> <p>All the group members should answer all the questions.</p>

The groups should appoint scribes, who should take visual and textual notes of the answers in the shared Miro board.

Every group member should express their opinion taking 30-60 seconds of uninterrupted time to answer the question.

Importantly, it is not a dialogue or a discussion. When one person speaks, the others should listen. When listening, they should practice active listening with the goal of getting to know more about the person in front of them.

Broadcast messages in the chat of all the breakout sessions to let know that the time for answering one question is over and they should take on the next question. Repeat the process.

Below you may find the questions to be used during the 4 rounds of the exercise:

- What would you like to get out of this training? (6 min)
- How do you want to be to achieve your goals? (6 min)
- What are you sceptical about / afraid of? (6 min)
- What do you need from the training team to make this 100% successful for you? (6 min)

10 minutes

Social contracting around values we want to honour

Ask the groups to share values that are important for them that they would like to honour during the duration of the training.

Collect them on a dedicated part of the board and if there is time, see if we can turn these ‘values’ into action-oriented sentences.

e.g. ‘respect’ > ‘we treat ourselves and others with respect and dignity’.

5 minutes

STEP 6: Introduce the concept of “Safe Space”.

Safe space - a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm. (Oxford Dictionary)

<p><u>Materials/ equipment</u></p>	<p>Discuss whether the concept is understandable for the group. Ask if they would like to adopt it as a common framework of non-discrimination for the training.</p> <p>Explain the training objectives, the flow and the daily timetable. Training for practitioners and activists from Eastern Partnership countries with unique experience and we all will contribute if participants will share their cases, ideas and experiences.</p> <p>Zoom link, MIRO board, Digital Image of DIXIT cards or Emojis, Mentimeter survey link.</p>
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Session 2

Introduction to Inclusion and Diversity

SESSION 2	01h 30	Introduction to Inclusion and Diversity
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p> <p>20 minutes</p>	<p>By the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> ● Form a basic understanding of the core terminology of inclusion and diversity, ● Define what privilege is and how it impacts the marginalized groups, ● Discuss the triangle of violence and its impact on marginalization of vulnerable social groups. <p>Step by Step explanation</p> <p>STEP 1: Start the session by stating the session objectives.</p> <p>Have the following words written on the Miro board:</p> <ul style="list-style-type: none"> ● Diversity 	

- Inclusion
- Discrimination
- Privilege
- Marginalization

Ask each participant to use the digital sticky notes and write up the associations they have with the mentioned words.

This is individual work for which they have 3 minutes.

Later ask the participants to place their associations around the words they refer to, and to walk around and have a look at the associations everybody wrote.

Now start discussing the word clouds. Use these words as the basis of forming a collective definition of the mentioned words.

If certain key words or concepts are missing, feel free to introduce those to the group while coaching them in forming the definitions.

Optional: You may divide the participants in breakout sessions and assign each word to one group to form the definition of the given word and write up in the allocated space of the Miro board.

Indicative definitions:

Diversity: diversity refers to the existence of variations of different characteristics in a group of people. These characteristics could be everything that makes us unique, such as our cognitive skills and personality traits, along with the things that shape our identity (e.g. race, age, gender, religion, sexual orientation, cultural background). (Check out the source [here!](#))

Inclusion: inclusion refers to the procedures organizations implement to integrate everyone in the workplace, allowing their differences to coexist in a mutually beneficial way. The goal of inclusion strategies is to make everyone feel accepted and comfortable, ready to share their opinions and thoughts without hesitation. (Check out the source [here!](#))

30 minutes

Discrimination: discrimination refers to the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation. (Check out the source [here!](#))

Privilege: privilege refers to a set of unearned benefits given to people who fit into a specific social group. (Check out the source [here!](#))

Marginalization: marginalization refers to the process whereby something or someone is pushed to the edge of a group and accorded lesser importance. This is predominantly a social phenomenon by which a minority or sub-group is excluded, and their needs or desires ignored.

STEP 2: Give a brief talk about the beauty of the world without discrimination and marginalization, where every person can lead a happy and fulfilling life and realize their dreams.

Tell the participants that they will soon have the opportunity to realize their most cherished dream. Ask them to close their eyes for a duration of 2 minutes and visualize their dream. Now ask them to open their eyes and write on pieces of paper that you will distribute their most cherished dream. Inform them that is going to be anonymous and they will not be requested to share this information.

Tell the participants that now they will play a pop quiz to determine whose dreams will get realized.

Prepare a Mentimeter survey, where everyone has to insert their name and compete for a winning prize. Create a most arbitrary and random set of questions. Tell the participants that they will have 7 minutes to answer 7 questions, and that they may google the answers.

Set the timer on 7 minutes and tell them that everyone will receive the link to the survey at different times and will thus have different amounts of time to answer the questions.

Start the quiz, gradually start sending the link as a private message and let everyone participate.

Once the timer goes off stop the survey and share the leaderboard. Tell the participants know that the first 10 people on the leaderboard have succeeded in realizing their dreams and everybody else did not.

Invite the participants to discuss the activity. You may use the following debrief questions:

- How do you feel about the exercise?
- How do you feel about your position (when you were given the link)?
- Who achieved their dreams?
- Was it easy for you?
- Did it seem harder for some of you?
- Why do you think it might have felt harder?

Ask participants sitting who got the link the soonest: Did you think about the people who might not have received the link?

Ask participants who got the link midway during the quiz time: Did they think about the people receiving the link earlier or sooner?

Ask the participants who got the link the latest: Did they think about the people who got the link the fastest while trying to accomplish their goals?

How can we collectively acknowledge and support those people who don't start in the privileged positions that we may have according to various aspects of our identity?

NOTE! The discussion should center around the idea that we all have been marginalized and privileged to different extent in our lives and we have to be mindful of how we use our privilege to support more marginalized social groups.

40 minutes

STEP 3: NOTE! In order to better prepare for the session read the article on Cultural Violence by Johan Galtung

Ask the participants what they think some societies and cultures

use to make larger masses numb to the abuse of privilege and power.

Explain the following concepts:

Direct Violence represents behaviors that serve to threaten life itself and/or to diminish one’s capacity to meet basic human needs. Examples include killing, maiming, bullying, sexual assault, and emotional manipulation.

Structural Violence represents the systematic ways in which some groups are hindered from equal access to opportunities, goods, and services that enable the fulfillment of basic human needs. These can be formal as in legal structures that enforce marginalization (such as apartheid in South Africa) or they could be culturally functional but without legal mandate (such as limited access to education or health care for marginalized groups).

Cultural Violence represents the existence of prevailing or prominent social norms that make direct and structural violence seem “natural” or “right” or at least acceptable. For example, the belief that Africans are primitive and intellectually inferior to Caucasians gave sanction to the African slave trade. Galtung’s understanding of cultural violence helps explain how prominent beliefs can become so embedded in a given culture that they function as absolute and inevitable and are reproduced uncritically across generations.” (Check out the source [here!](#))

As a large group discuss examples of the direct, structural and cultural violence.

Send the participants into breakout sessions as country teams/ teams of similar experience, discuss and visualize on shared Miro board what types of cultural violence do they identify towards the vulnerable and marginalized social groups that they work with.

Let each team briefly present their country context (no longer than 2 minutes per team). Hold a concluding discussion.

<u>Materials/ equipment</u>	Zoom link, MIRO board, PowerPoint presentation, Mentimeter survey link.
<u>Resources</u>	<p>Please find the session presentation in the section Annex 1 – Session Presentations (Session 2 - Introduction to Inclusion and Diversity)</p> <p>For more background information you can read the following articles:</p> <ul style="list-style-type: none"> ● The Action Guide for Advocacy and Citizen Participation “Power and Empowerment”; ● VeneKlasen, L., Miller, V., “Power and empowerment”.

Session 3

Power Dynamics and Social Identities

SESSION 3	01h 30	Power Dynamics and Social Identities
Lead Responsibility		Facilitator
<u>Session Objectives</u>	<p>By the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> ● Distinguish various social identity categories and their implications for the marginalized and dominant social groups, ● Explain social privilege and marginalization in a general context as well as its implications on the dominant and marginalized groups’ behavioral patterns, ● Differentiate and discuss types of power. 	
<u>Format and timing</u>	<p>Step by Step explanation</p> <p>STEP 1: Start the session by stating the session objectives.</p> <p>Ask the participants to find themselves in pairs as assigned in the breakout sessions.</p>	
15 minutes		

Tell them that you will time the activity and provide each of the people in pair 5 minutes to experience the following:

- One person has their eyes closed and has to answer a given question.
- During a duration of 5 minutes the person whose eyes are closed has to tell their partner what makes them feel powerful.
- Explain to the participants that this is not a dialogue, only the person with closed eyes can speak, while the other person has to listen attentively and actively.
- After 5 minutes are over, please signal the participants to swap the roles. The person who has the listening roles has to be attentive to the messages coming from the trainer in the chat.
- After both people have had a chance to lead and to be led, to speak and to listen, invite everyone back to the main room.

Debrief: invite anyone who would like to share their thoughts and feelings with others to speak. (Adapted from [here!](#))

20 minutes

STEP 2: Prepare a presentation with the visualization of the following 3 types of power: **Power over; Power with; Power within.**

Ask the group what they think are the main differences between these 3 phrases.

Draw comparisons to how they perceived power during the previous exercise.

Explain the following types of power:

Power over

Power over is how power is most commonly understood. This type of power is built on force, coercion, domination and control, and motivates largely through fear. This form of power is built on a belief that power is a finite resource that can be held by individuals, and that some people have power and some people do not.

Power with

Power with is shared power that grows out of collaboration and re-

relationships. It is built on respect, mutual support, shared power, solidarity, influence, empowerment and collaborative decision making. Power with is linked to “social power, the influence we wield among equals”. Rather than domination and control, power with leads to collective action and the ability to act together.

Power within

Power within is related to a person’s “sense of self-worth and self-knowledge; it includes an ability to recognize individual differences while respecting others”. Power within involves people having a sense of their own capacity and self-worth. Power within allows people to recognize their “power to” and “power with”, and believe they can make a difference.” (Derived from [here!](#))

Hold a brief discussion about the types of power.

Ask for examples of when the participants use the different types of power. Ask whether as social/youth workers they should exercise and/or promote a certain type of power more?

20 minutes

STEP 3: Social Identity Categories

Drawing conclusions from the previous part of the session, tell the participants that as they see in the society we can observe the existence of Dominant and Marginalized social groups. These groups’ social identity categories determine whether or not the holder of any given category will be privileged or disadvantaged by that identity.

Ask volunteers to try and define what it means to be a part of the Dominant and Marginalized social groups.

Following the [link](#) present the chart below and discuss its relevance to different country contexts.

After presenting each row, ask the group to provide examples.

35 minutes

STEP 4: Invite the groups to go into a 20 minute brainstorming activity in breakout sessions and discussion on how youth workers can

<p><u>Materials/ equipment</u></p> <p><u>Resources</u></p>	<p>encourage and enable the participation of different social groups and be more mindful of the power dynamics in their work.</p> <p>Ask the groups to write their most important insights on a dedicated Miro board.</p> <p>Give each team 2 minutes to present their work.</p> <p>Zoom link, MIRO board, Power point presentation.</p> <p>Please find the session presentation in the section Annex 1 – Session Presentations (Session 3 - Social Identities and Power Dynamics)</p>
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Session 4

Identity and diversity

SESSION 4	01h 30	Identity and diversity
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p> <p>15 minutes</p>	<p>By the end of the session the participants will have raised their:</p> <ul style="list-style-type: none"> • Awareness of their own diversity, • Awareness of prejudices specific groups face, • Awareness of similarities/differences in the group, • Awareness of the groups they belong to /they are perceived to belong to, • Basic knowledge on diversity and discrimination. <p>Step by Step explanation</p> <p>STEP 1: To get a feeling for the diversity of the group, and as easy start for the topic the following exercise is suggested:</p> <p>Method: “Spots in movement”:</p>	

45 minutes

The facilitator asks different questions, for each of them a page is prepared on a Jamboard (e.g. about work experience, origin, leisure activities, skills...). The participants write their names on sticky notes and try to find the proper location for them on the jamboard. According to the answers the participants have to build groups or find a certain position on the board (e.g. all participants who have children on the left side...all participants who have worked for more than 5 years in their youth center gather in this corner....)

STEP 2: Introduction - Identity and diversity

To understand diversity, it's important to be aware of your own diversity. That's why this session focuses on your own identity, your biography and your experiences.

It's also important to understand that teenagers are in a life period where their identity is developing and transformed (often a challenging period because young people are confronted with different expectations from parents, media, peer groups...).

To identify oneself also means to differentiate from other persons and groups. For this reason, we will work in this session on identity, group memberships, diversity and prejudices (presentation of the program).

Reflection on your own identity:

Method “My diversity”/ Identity Molecule (Source: [A World of Difference](#))

Every participant reflects on her/his own identity and writes down the groups he/she feels she/he belongs to on a piece of paper in the form of a circle.

Reflection and discussion: Participants show their “molecule” picture on the screen and discuss the questions:

- Where do my identity, or identities, come from?
- How do they change over time, which of them are most important for me?

30 minutes

- In my opinion, which social groups do I belong to?
- Which social groups am I assigned to by others?
- How do identity and group membership affect life conditions?
- Do I have privileges or disadvantages because of my group memberships?

(Depending on the group size, these questions can be discussed in breakoutgroups or pairs and e.g. 3 main conclusions from each group collected on sticky notes and shared in the plenary/on a joint jamboard)

STEP 3: Diversity/group differences/discrimination

Go back to the definitions found in the introductory session to inclusion and diversity:

The term diversity means “difference”/”unlikeness” and refers to the heterogeneity or variety of a group (individual, social and structural similarities and differences between people). It clearly has a positive connotation and always expresses appreciation and respect for personal diversity.

The differences and similarities between people can be viewed in certain dimensions (brainstorm with group, which dimensions/categories they would pick – collect on jamboard)

The so-called core dimensions (review Jamboard and see if you can find them, add/regroup accordingly)

- age / generations
- sex / gender
- ethnic affiliation
- skin color
- religion and worldview
- sexual orientations
- impairments / disabilities

-are those personality traits that cannot or can only be changed with difficulty in the course of a person’s life.

They are also an important basis for anti-discrimination laws - which are intended to prevent discrimination on the basis of a personality trait (country-specific laws).

Question to the participants: Which anti-discrimination laws do you know/ are in place in your country?

The principles of **equality and non-discrimination** are part of the foundations of the rule of law (“Everybody is equal before the law”).

On international level, the international **human rights** legal framework contains international instruments to combat specific forms of discrimination, including discrimination against indigenous peoples, migrants, minorities, people with disabilities, discrimination against women, racial and religious discrimination, or discrimination based on sexual orientation and gender identity.

Depending on the situation or context, different dimensions can come into play. The model by Lee Gardenswartz and Anita Rowe (Four Layers of Diversity - see graphic) differentiates between four levels of dimensions of difference. It is about diversity that can evoke processes of inclusion and exclusion in a wide variety of areas of life. The individual dimensions of diversity must not be viewed separately from one another, but are always intertwined (**intersectionality**).

Every person defines her- or himself through diverse (structural) characteristics, which are contributing - more or less – to the formation of the person’s identity. But – depending on the situation - not all categories are always perceived as equal and equivalent by the majority society. Intersectional discrimination occurs when a person is a victim of discrimination because of various interacting personality traits.

Methods for youth work:

The identity molecule is one example of a method to enable young people to reflect on their identity and group membership.

Invite the group to share tips/examples they know from their practice.

Materials/ equipment

Piece of paper & colorful pens for each participant to have ready for “my diversity” session;

Jamboard (or Padlet or respective IT Tool) to collect sticky notes for “Spots in Movement” Session and main conclusions;

Presentation of theoretical input on “Diversity/group differences/discrimination” (e.g. PPP)

Session 5

Prejudices and unconscious bias

SESSION 5	01h 30	Prejudices and unconscious bias
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p> <p>5 minutes</p> <p>35 minutes</p>	<p>By the end of the session the participants will have raised their:</p> <ul style="list-style-type: none"> • Understanding of our selective perception, • Understanding of the effects of stereotyping and labelling. <p>Step by Step explanation</p> <p>STEP 1: Stereotyped thinking and unconscious prejudices are one of the biggest barriers to diversity. In this session we will reflect our own perception and prejudices/stereotypes.</p> <p>STEP 2: Is our perception objective?</p> <p>1: Gorilla Experiment</p> <p>The participants watch a video by the American psychologists Simons and Chabris (which shows a black- and white-dressed team playing basketball and receive the following task: Count how often the members of the white-dressed team throw the ball towards each other).</p> <p>2: Discussion of the result</p> <p>Questions to the participants: How often have the member of the white team thrown the ball to each other? Did you notice anything unusual while counting?</p> <p>Resolution: The gorilla experiment is not a perception test. Because in the course of the film, a woman dressed in a gorilla costume walks through the picture, stops in the middle and thumps her chest. According to studies by Daniel Simons, however, around half of the viewers do not notice the costumed woman.</p>	

This has to do with the fact that we perceive what corresponds to our current task, our goal or our needs. A person deals with what is currently important to her or him. Those who are hungry are more likely to notice everything that has to do with food or restaurants.

3: Input: Selective perception

Our selective perception is a protection against overstimulation. The choice of stimuli depends, among other things, on the type and strength of the stimulus, personal experiences and learning processes as well as the needs, wishes and interests of the observer. Perception is thus an interplay of what people expect and what they actually find. The image that someone makes of the reality surrounding them is therefore always an individual variation of reality.

Question to the participants: Do you remember situations that were perceived differently by various persons? What challenges can our selective perception pose? Can you think of an example of how a perception filter (e.g. a strong need) works?

35 minutes

STEP 3: Train Game

Draw the structure of a train wagon with compartments on jam board; in each compartment write down the label of one person who is sitting there - for each description prepare a corresponding picture that you'll be able to upload to the Jamboard later.

(e.g. financial consultant – on the back of the card is a black woman who is a financial consultant; more suggestions and detailed description see [here](#)).

The facilitator asks the group to imagine they are going on a long train journey. Looking at names in the compartments, everyone must pick another traveler, who – according to what is written on the label - they would prefer to sit next to for the entire journey. Each participant has to choose a card and sit next to it. The trainer should then ask each person to explain why they chose to sit next to this person. (Try to find out the assumptions everyone makes based on labels.)

15 minutes

Next the facilitator reveals the identity of the person behind the label and uploads their pictures....

Ask for everyone's reaction to the real person behind the label.

Make it clear that we all use labels and that we all engage in stereotyping and that this exercise was to explore how easy it is to do this.

Ask the group what the effects of stereotyping are for different groups of people i.e. women, disabled people, migrants, people from other cultures, gay, lesbian or bisexual people.

STEP 4: Input “prejudice”

Every adult and every child has prejudices. In the first place, prejudices offer us an important orientation. They enable us to reduce our complex reality. However, this function is transgressed, when “Prejudices” are no longer considered provisional or preliminary, but are consciously assumed as the sole reality in order to stabilize and legitimize one's own worldview and self-image. This can lead to exclusion, discrimination, bullying, acts of hate speech, etc.

Prejudices and group affiliations

People use different characteristics to categorize who belongs and who does not, who is included and who is excluded. These attributions create an apparent normality in which the challenges and power relations in our society are reflected. The “in-group” to which people feel they belong is usually rated better than the “out-groups”. This leads to a negative evaluation of people and a devaluation of different social groups (e.g. people with dark skin color, migrants, people with refugee experience, homeless people, and people with disabilities). There is also a particular danger when due to negative evaluations social norms are transgressed (violence, discrimination, exclusion, etc.).

Materials/ equipment

Video presentation (YouTube) via shared screen

Cards for train game

Presentation (PPP...) for theoretical input

Resources

Please find the session presentation in the section Annex 1 – Session Presentations (Session 5 - Prejudices and Unconscious Bias)

Session 6

Communication and prejudices

SESSION 6	01h 30	Communication and prejudices
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p> <p>5 minutes</p> <p>40 minutes</p>	<p>By the end of the session the participants will have:</p> <ul style="list-style-type: none"> ● Raised their awareness of own prejudices, ● Reflected on their own communication, ● Received Tips for a constructive communicative response to prejudice. <p>Step by Step explanation</p> <p>STEP 1: In this session we will reflect on connection between our selective perception, prejudices and our communication. We will find out and discuss possibilities to react to prejudices and stereotypes.</p> <p>STEP 2: Deconstruction of own prejudices - group work and self-reflection</p> <p>Deconstructing prejudices – Exercise for participants</p> <p>Prejudice can severely limit our interpersonal relationships and the way we perceive other people. Becoming aware of your own prejudices and reflecting on them is an important starting point for intercultural competence.</p> <p>Invite participants to a brief reflection.</p> <p>The following 4 steps help to question restrictive attitudes and prejudices.</p> <p>At the beginning: Pick a personal prejudice that you would like to reflect</p>	

These sentence beginnings can help you in your search for prejudices and restrictive attitudes: e.g. People are ... migrants are ... refugees are ... bosses are ... my colleagues are ... men are ... women are ... children are ... unemployed persons are ... etc.)

My personal prejudice that I would like to reflect is:

Step 1: Check the general validity of the statement

These questions can help you check the generality of your prejudice:

- How many people do I know who ...?
- How many people do I know who don't ...?
- Are all people really ...?
- Are there also counterexamples that ...?

Step 2: Check the credibility of the sources

How credible are the sources from which you adopted this attitude / prejudice:

These questions can help you check the credibility of your sources:

- How did I get the thought that ...?
- How does this person come to the conclusion that ...?
- Can it be that he / she only claims this because ...?
- How credible is the source ...?
- Is there solid evidence that ...?

Step 3: Check out what influence the attitude has on your life

Think about it: What influence do your attitude or your prejudice have on your life? How do you habitually (consciously and subconsciously) act based on this attitude?

These questions can help you check how attitudes affect your life ...

- How does this attitude affect my life?
- How is this attitude reflected in my relationships?
- How does this attitude limit me?
- What am I denied because of this attitude or this prejudice?

Step 4: Ask yourself what your life would be like if you let go of the attitude

20 minutes	<p>These questions can help you figure out what your life would be like without this attitude:</p> <ul style="list-style-type: none"> ● What would be different if I didn't have this attitude? ● What options would I have if I could get rid of this prejudice? ● How would I act differently if I didn't think so? ● What would it change in my relationships / in professional life / in everyday life if I did not have this attitude? <p>Group reflection</p> <p>STEP 3: Method “3 steps of our perception”: Two people are selected from the group for this exercise.</p> <p>1 (Observation): One of the selected persons leaves on his/her camera and sits in front of it. All others turn off cameras. The task for the other selected persons is to look at the person who is visible and describe what he/she sees.</p> <p><i>Reflection/ inputs from trainer:</i></p> <p>Correct statements - in the sense of the task - would be for example: “I see you crossed your left knee over your right. You blink your eyes. Now you stretch your right arm...”</p> <p>However, usually it sounds like this: “You look tired, you are sitting comfortably there ... “</p> <p>As a trainer you should point out that this goes beyond a mere description, the participants usually have not noticed and they are wondering about themselves.</p> <p>2 (Observation + Interpretation): The same as step one, but the observing participant is asked to first share his/her observation and only then add her/his own interpretation: e.g. “You put your left knee over the right one and I think this is comfortable for you”</p> <p>Short intermediate reflection, ask for differences from the 1st round.</p>
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3 (Observation + Interpretation + Evaluation): Like Step 1+2, in addition the observing participant adds her/his own assessment:

e.g. “You put your left knee over the right one. I think this is comfortable for you and I find it good to see you so relaxed.”

During a short intermediate reflection participants usually say sentences like: “This is not easy to do...”. True! It needs to be practiced - You could ask participants to play this little game in the form of an inner dialogue in everyday situations, e.g. on public transport, while watching TV,

(Exercise Translated & Adapted from Beraterkreis Systemisches Coaching/Organisationsentwicklung)

Background: This simple exercise makes us aware of how we make shortcuts in our observations and how we automatically link our sensory perception with personal interpretations, which are based on our own expectations and emotions. The resulting phenomenon is called **selective perception**.

What we notice about the other person is what we expect of him/her - everything else tend to leave out either partially or completely (e.g. in the case of a conflict).

An example: You think a colleague is careless with his work. He is often late and when he is there, you hardly hear anything from him. He is really unfriendly because he does not take part in the coffee-kitchen talk and always takes advantage and has to work less when the workload is distributed in your team. On the other hand, you often stay longer and work a lot.

What will you mostly notice about this colleague?

You notice all behavior that reinforces your image of the person (according to the motto: “I’ve always known it ...). What you haven’t noticed in the first place and therefore are not aware of: That the colleague may take care of his children in the morning, bring them to kindergarten /school, while he’s already on the phone to solve work-related problems on the way to work, that he secludes himself at work to be creative, that he does not speak much due to his personality

(he does not like to talk about his own work and about himself) ... and that he replaces you during your vacation ... What do you think would change in your perception (and colleague's assessment) when you realize all of this and would take it into account?

Do you think the example is exaggerated? Maybe. But you too have your "neural filter". It helps you to (re)act quickly in everyday situations - without having to do a lot of thinking in the first place. This is important in many situations, sometimes even essential for survival. Imagine if you had to think too long when a car approaches you quickly while you are walking on the street. In other cases, however, especially when it comes to human communication and social behavior, these biological shortcuts are often counterproductive and lead us to dysfunctional misconceptions.

25 minutes

STEP 4: Group discussion/brainstorming

When were you confronted with prejudice, and what could be an appropriate reaction? Find together examples from your practice/experience, jointly discuss solutions/tips/possibilities/possible criteria for a constructive reaction.

TO DO's for a prejudice-conscious youth work practice:

- Enable diverse encounters
- Address experiences with diversity
- Make prejudice and discrimination an issue (e.g. talking to young people about how prejudice is spread on the internet)
- Use of "diverse" materials (books, games, films, etc.) that make various dimensions of diversity visible and address them.
- Strengthening young people in their identity and self-confidence
- Reflect on your own prejudices

Materials/ equipment

Worksheet "deconstructing prejudices"

Jamboard for brainstorming/notes of the group work

Resources

Please find the session presentation in the section Annex 1 – Session Presentations (Session 6 - Communication and Prejudices).

Session 7

Youth participation and involvement

SESSION 7	01h 30	Youth participation and involvement
Lead Responsibility	Facilitator	
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p> <p>5 minutes</p> <p>10 minutes</p>	<p>By the end of the session the participants will have:</p> <ul style="list-style-type: none"> • A basic understanding of the core terminology of youth participation, methods for youth involvement and overall idea of the Theory of Change, • Wider understanding on how theory can help conceptualizing youth involvement strategies, • An idea of what the benefits of involving young people in change processes can be. <p>Step by Step explanation</p> <p>STEP 1: Your opening words:</p> <ul style="list-style-type: none"> • Let the participants know the purpose of the meeting. • Confirm the agenda and describe the role they will play (for example group discussion, individual reflection and sharing, etc.) • If needed, review the points of the social contract (<i>as developed during session 'Getting to know each other'</i>) • Make introductions if needed or provide other information in relation to participants engagement (absence, need for leaving early) <p>STEP 2: Round up Check-in</p> <ul style="list-style-type: none"> • Ask the following question; “Say a few words on how you are arriving today” • One-by-one participants check-in, either in order around the circle or at random. Once every person has checked-in one time, check-in is over. 	

40 minutes

STEP 3:

1. The trainer/facilitator will give a presentation on the topics (20 min);

- What is Youth Participation?
- What are the benefits of involving young people?
- Methods for youth involvement
- Ladder of Youth Participation

2. Group discussion on the following phrase; *“If you don’t know where you’re going any road will get you there”*

Try to get participants to reflect on the meaning of the phrase by asking follow-up questions; *What do they mean with it? Is this a good or a bad thing? What will be the outcome/effect/impact of taking any road? (10 in)*

3. Explain that no matter whether it is in youth work or any other field, we need to keep in mind these words because knowing why we are doing something (the needs/reasons) is the only way to determine what and how we are going to build our way and take the best decisions for future actions. In order to support the development of this path you can use a model. (2 min)

4. Introduction to Theory of change – a definition of the model (1 min)

5. Exercise on how theory can help conceptualizing youth involvement strategies. Show and discuss an example, needs to be developed by MD (10 min)

6. Result ladder (5 min)

25 minutes

STEP 4: 1, 2, 4, ALL!

With this facilitated 1, 2, 4, ALL technique, it is the idea to generate ideas and more of them faster than ever before. Open, generative conversation unfolds. Ideas and solutions are sifted in rapid fashion. Most importantly, participants own the ideas, so follow-up and implementation are simplified.

Step-by-step

- Participants will need paper and pens/markers. Explain what is going to happen?
- Silent self-reflection by individuals on the challenges framed as a question *How can you/your organization improve involvement of young people?* Think about the methods outlined in the PPT. Which point on the ladder of participation is appropriate to develop and useful for your task? (1 minute)
- Generate ideas in pairs, building on ideas from self-reflection. (2 minutes)
- Share and develop ideas from your pair in foursomes (notice similarities and differences). (4 minutes)
- Ask, “What is one idea that stood out in your conversation?” Each group shares one important idea with all (repeat cycle as needed). (5 minutes)

Note! Here are some options the trainer/facilitator might work into the session:

- Firmly facilitate quiet self-reflection before paired conversations
- Ask everyone to jot down their ideas during the silent reflection
- Use bells for announcing transitions
- Stick to precise timing, do another round if needed
- In a large group during “All,” limit the number of shared ideas to three or four
- In a large group, use a facilitator or harvester to record output not shared
- Invite each group to share one insight but not to repeat insights already shared
- Separate and protect generation of ideas from the whole group discussion
- Defer judgment; make ideas visual; go wild!
- When you hit a plateau, jump to another form of expression (e.g., Improve, sketching, stories)
- Maintain the rule of one conversation at a time in the whole group
- Do a second round if you did not go deep enough!

10 minutes

STEP 5: Reflection where team members reflect individually, then sharing individual reflections with the group. Insights and learning emerge for continued commitment and improvement.

	<p>Preparation:</p> <ul style="list-style-type: none"> ● Go to menti.com and create a presentation ● Choose ‘open ended’ in the section ‘type’. ● Write the following question under section ‘content’: “What’s my #1 takeaway from today?” ● Choose ‘speech bubbles’ in the section ‘result layout’ ● Make sure to press choose options for participants to only answer one time <p>During training:</p> <ul style="list-style-type: none"> ● Explain the exercise for participants. Their answer can only obtain 250 characters. ● Share webpage and the code with participants. ● Give participants 1 minute to answer the question. ● Share all answers on screen. ● Then ask participants to openly elaborate the answers <p>Note! Not all participants need to share.</p> <p>Resources Provided</p> <ul style="list-style-type: none"> ● Theory of Change ● Time to Engage - Final Publication Collective Booklet ● Children’s participation: From tokenism to Citizenship ● Result ladder of Fryshuset. Adapted from the Kursbuch Wirkung (Results Course Book) p.5
<p><u>Materials/ equipment</u></p>	<p>Stopwatch Projector Laptop Paper Pens/Markers Cellphone/laptop participants PowerPoint on Youth Participation</p> <p>Note!</p> <ul style="list-style-type: none"> ● Video Call software (if done online) ● Projector (if done online) ● Laptop/USB or HDMI cable (if done online)

<u>Resources</u>	<p>Please find the session presentation in the section Annex 1 – Session Presentations (Session 7 - Youth participation and involvement)</p> <p>For more background information you can read the following article:</p> <ul style="list-style-type: none"> • Dana H.Taplin, Heléne Clark, Theory of Change Basics
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Session 8

Transition of youth into inclusion

SESSION 8	01h 30	Transition of youth into inclusion
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p>	<p>By the end of the session the participants will:</p> <ul style="list-style-type: none"> • Gained knowledge on working methods and practical tools on how to support the transition of youth into inclusion, • Increased awareness on youth inclusion. 	
<p><u>Format and timing</u></p> <p>5 minutes</p>	<p>Step by Step explanation</p> <p>STEP 1: Your opening words:</p> <ul style="list-style-type: none"> • Let the participants know the purpose of the meeting. • Confirm the agenda and describe the role they will play (for example group discussion, individual reflection and sharing, etc.) • If needed, review the points of the social contract (as developed during session 'Getting to know each other') • Make introductions if needed or provide other information in relation to participants engagement (absence, need for leaving early) 	
<p>15 minutes</p>	<p>STEP 2: Get participants involved immediately through and check-in activity <i>“The Rollercoaster”</i></p> <p>1. The trainer/facilitator will introduce the check-in step-by-step:</p> <ul style="list-style-type: none"> • Explain the purpose of a check-in if necessary, that it’s an 	

	<p>important tool to take the group’s emotional temperature, to uncover any fears, concerns, or needs.</p> <ul style="list-style-type: none"> ● Explain that this is a method to explore the whole group’s feelings in a playful and visual way. ● Draw a wavy line across the entire flipchart/whiteboard that resembles a basic rollercoaster with loops, steep sections, and shallow sections (example in Google drive). ● Explain that participants are going to draw the line themselves. ● Explain that participants are going to draw themselves on the rollercoaster, depicting how they feel right now. <p>2. Let participants share that feeling with the group. They’ll do this one-by-one. The trainer/facilitator appoints one participant, who will choose another participant after he/she has spoken.</p>
<p>20 minutes</p>	<p>STEP 3: An approach to support the transition of youth into inclusion.</p> <ul style="list-style-type: none"> ● Write the word Youth Transition on a flipchart. ● Ask participants what they associate with the topic ‘transition of youth’. ● Write down the answers on the flipchart. ● Give feedback to the group on their ideas (probably all answers are correct since there are several ways to approach this topic). ● Clarify the concept of youth transition, the interpretation where we start from in this context and the importance of the role of youth workers in this process. ● Explain Transition Model for empowerment and inclusion of youth developed by Fryshuset. <p>Reading material: Murphy, S.F. (2014) What are Youth Transitions?</p>
<p>30 minutes</p>	<p>STEP 4: 3 Question Mingle</p> <p>Participant will be given three questions which are written on a flipchart paper on the wall. And can also be projected, see PPT.</p> <ul style="list-style-type: none"> ● What is the scope of the activities for each step?

- What will happen if you leave out one of the steps? Which one and what will happen?
- What are the pre-assumptions of the individual/groups involved in each step?

Mingle. Participants begin to mingle. Participants meet one-on-one, for 3 minutes per meeting, and ask each other one of the questions they are holding. After asking a question and listening to the answer and recording it on a post-it, hereafter they will need to find another meeting partner.

Continue the mingle for a fixed amount of time and encourage participants to try to meet as many other members of the group. After the mingle, have participants put all the post-its up on a flipchart or the wall so that all the questions/answers are visible. Invite participants to look at the answers and to use them as inspiration for continued conversations with the group. Encourage participants to share insights from this exercise. Follow up with questions.

Note! Trainer/facilitator needs to be the timekeeper for the one-on-one meetings. Letting the group know when to move on.

20 minutes

STEP 5: Energizer/discussion

Throw the ball

- All participants gather in a circle with quite a large social distance between them (if 1,5 m is still recommended this activity needs a lot of space) When you ask the discussion question, call on students by letting them catch a ball.
- Explain the rules, see below.
- Participants can catch a basketball or football.
- Trainer/facilitator asks the question: “Describe in one word how you feel about this session today”
- Directly after the question the ball is thrown to a participant. The participants will answer the question. Directly after the answer has been given the participants throws the ball to another participant without hesitation. Aim is to get some speed into the game. Multiple throws to the same person is accepted.

<p><u>Materials/ equipment</u></p> <p><u>Resources</u></p>	<p>Note! The rules:</p> <ul style="list-style-type: none"> • Do not intercept the ball. • Do not throw the ball at another participant. • Be sure to keep the throwing distance. • When the ball falls on the floor the group needs to start all over again. <p>Flip charts/whiteboard Pens/Markers Post-its Football or basketball Stopwatch</p> <p>Note!</p> <ul style="list-style-type: none"> • Video Call software (if done online) • Projector (if done online) • Laptop/USB or HDMI cable (if done online) <p>Please find the session presentation in the section Annex 1 – Session Presentations (Session 8 - Transition of Youth into Inclusion)</p>
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Session 9

Inclusion of youth

SESSION 9	01h 30	Inclusion of youth
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p>	<p>By the end of the session the participants will:</p> <ul style="list-style-type: none"> • Gained knowledge on working methods and practical tools on how to support the transition of youth into inclusion, • Increased awareness on youth inclusion. <p>Step by Step explanation</p>	

10 minutes	<p>STEP 1: Preparation:</p> <ul style="list-style-type: none"> ● Go to menti.com and create a presentation ● Choose ‘flowing grid ‘type’. ● Write the following “What you expect from the session today” ● Choose “1” in the section ‘entry per participant’ <p>During the training:</p> <ul style="list-style-type: none"> ● The trainer/facilitator will introduce the check-in. Participants can only choose one word. ● Share webpage and the code with participants. ● Give participants 2 min to answer the question. ● Share all answers on screen. <p>Trainer/facilitator reads all sentences out loud.</p>
10 minutes	<p>STEP 2:</p> <ul style="list-style-type: none"> ● Review the terminology on ‘inclusion’ from session Introduction to Inclusion and Diversity. ● Ask if anyone would like to share a thought on the topic and if anyone has any reflections on the topic since it was mentioned in that session.
10 minutes	<p>STEP 3: How to get there - ‘Road to Inclusion’</p> <p>Explain terminology one-by-one; Exclusion, Segregation, Integration and Inclusion using PowerPoint about Inclusion of Youth: A community for everyone</p> <p>Additional reading suggestion: briefing paper for World Summit for Social Development by United Nations Research Institute for Social Development</p>
50 minutes	<p>STEP 4: World Café</p> <p>Facilitators create a cafe-style space and provide simple guidelines. Participants then explore a set of relevant questions for conversation. The World Café is guided by four questions designed for the specific context and desired purpose of this session. The questions are built upon each other to focus the conversation or guide its direction. This means participants answer questions in the order below.</p>

Note! *One can divide groups randomly or according to participant composition (per organization, per country, etc.)*

- Share examples of youth (individuals or groups) belonging to a certain diversity strand who will benefit of more inclusive youth work in your community.
- What are the values and rules which shape other people's actions to create change in each of these contexts?
- What kinds of behavior, within what sets of relations among people, allow these youth to survive or get ahead?
- What are key factors to inclusion of youth (individuals or groups) mentioned in 1st question?

Note! *If the session is done online participants will work with all four questions (one at a time) in separate meeting rooms.*

Step by step instructions;

- Divide participants in 4 groups of 4–6 persons. There should be four to six chairs per table.
- *Welcome and introduction:* begin with a welcome and an introduction to the World Café process, setting the context, sharing guidelines, and putting participants at ease. See the World Café website for further background and participant guidelines.
- *Small group rounds:* The process begins with the first of four 10-minute rounds of conversation for the small groups at each table. During the rounds participants explore the question in focus in an open way. A designated “table host” should support the flow of conversation without leading. At least one person should have the responsibility to “record” the conversation on large paper, using words and drawings.
- At the end of each 10-minute roundse, participants will either move to new tables (or get another question if done online). One person at each table is a “table host” for the next round, welcoming the next group and briefly filling them on what happened in the previous round. When done online this will not be necessary.
- *Harvest:* After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results

<p>10 minutes</p> <p><u>Materials/ equipment</u></p> <p><u>Resources</u></p>	<p>from their conversations with the rest of the larger group. 2 minutes per group</p> <p>See the World Cafe website for more resources and guidelines.</p> <p>STEP 5: Preparation:</p> <ul style="list-style-type: none"> ● Go to menti.com and create a presentation ● Choose ‘word cloud in the section ‘type’. ● Write the following question under section ‘content’: “In two words describe how you feel about the session today” ● Choose “1” in the section ‘entry per participant’ <p>During the training:</p> <ul style="list-style-type: none"> ● The trainer/facilitator will introduce the check-out. Participants can only choose one word. ● Share webpage and the code with participants. ● Give participants 5 min to answer the question. ● Share all answers on screen. ● Trainer/facilitator reads all words out loud. <p>Projector Flip chart Markers Paper and pen(s) Stopwatch</p> <p>Note!</p> <ul style="list-style-type: none"> ● Video Call software (if done online) ● Projector (if done online) ● Laptop/USB or HDMI cable (if done online) <p>Please find the session presentation in the section Annex 1 – Session Presentations (Session 9 - Inclusion of Youth)</p>
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Session 10

Community mapping plan

SESSION 10	01h 30	Community mapping
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p> <p>5 minutes</p> <p>20 minutes</p>	<p>By the end of the session the participants will have basic knowledge:</p> <ul style="list-style-type: none"> ● About community mapping as a starting point of strategic planning and audience development strategy. <p>Participants will be able to:</p> <ul style="list-style-type: none"> ● Identify vulnerable social and national groups, ● Develop a draft of community mapping plan. <p>Step by Step explanation</p> <p>STEP 1: Facilitator gives different indications to bring up the energy and move the body, simulating a walk around the “community.” End with dancing.</p> <p>Whilst continuing to dance, we invite them to pay attention whenever the facilitator says 1 = clap hands, 2 = shout out, 3 = jump up, 4 = reach down. After a few times we swap 1 with 2, and 3 with 4.</p> <p>Finish with 2 (clap) repeated until clapping everyone to close.</p> <p>STEP 2: Introduction to the community mapping method and how it changes the communities and involves different groups of inhabitants to the decision-making processes.</p> <p>Main points:</p> <ul style="list-style-type: none"> - Community mapping is a process of mapping resources and creating an image of the community that would demonstrate its ability and potential. It's all about involving inhabitants in identifying values (individual, social, institutional) and creating an image of their community in which they would like to live. It is also about involving everyone to decision-making process. 	

25 minutes	<ul style="list-style-type: none"> - There are different types of resources: individual resources - such as talents, skills, knowledge, experience, leadership skills and other resources inherent in individual members of the community; public resources - such as cultural and social groups, associations, social and volunteer initiatives, youth, events / activities / activities, neighborhoods, teams, clubs, meetings, public gardens etc.; institutional resources - such as schools, libraries, parks, infrastructure, cafes, community centers, churches, bars and others. - The aim of the community mapping is to unite people around a common goal of community development. It is impossible to build peaceful sustainable society without inclusion. - Community mapping helps to develop new projects, advocate changes, influence the decision-making process and create community strategy, based on different opinions. <p>STEP 3: Start from the question. If you had to rate your community (or country) amongst all the communities (or countries) of the world for equality of opportunity for all people, how would you rate it on a scale of 1 to 10? 1 is very unequal, 10 is almost ideal equality.</p> <p>Ask people to get into small groups of three to five people. Hand out one sheet of paper and the pens to each group. Tell them to create a list of up to 10 groups of inhabitants who are prejudiced (both social and national groups).</p> <p>Ask people to determine 4 groups of inhabitants that are almost excluded from the society (for example, homeless people).</p> <p>Give participants stage to present their results. After that ask people to put their posters to the wall for the next session.</p>
20 minutes	<p>STEP 4: Community mapping step-by-step – from recognition different (cultural) resources to the creation of recommendations to the stakeholders and strategic planning.</p> <p>Start from the point, that every group and every community should create their own community mapping plan.</p>

Put on the center all cards/stickers with different steps of community mapping and some empty cards/stickers:

“Finding time and determining the duration” (mapping is a long process, so you need to start with detailed and painstaking planning. There will be days, weeks, and maybe months when no active action will take place. The incubation period is a necessary condition for this process)

“To study the features of the community” (Analysis of strategic documents and sociological research. Study of the most vulnerable groups and the attitude of the majority of the population to them).

“Identify opinion leaders in the community” (Create a map of stakeholders and map all the key players in your community and those who significantly influence it from the outside. Identify one of the most visible groups in the community who has strong connections and the potential to unite others. This group should begin the discussion process by assuring others that mapping is accessible and sustainable).

“Collect statistics” (Refer to official data and obtain systemic information about the existing resources of the city. Data collection should be strengthened by simple questionnaires or even surveys of a small number of residents. Create a Data Base and enter all the information into it during the community mapping).

“Develop research tools” (Seek methodological assistance from scientists, public figures who have dealt with public opinion research. Choose research tools to obtain quantitative and qualitative results).

“To train local assets” (Prepare a local asset for a field study on resource mapping. Equip active community members with research tools to obtain quantitative and qualitative results).

“To prepare a map of the territory of the settlement” (Prepare a map of territories, Google map or other tools for applying material useful resources to the map).

“Put already known information about the community on the map” (Using the Data Base, you need to map the identified key objects to a map or Google Map. Keep in mind that not all resources can be geolocated).

“Conduct research with the help of active community members” (Conducting field research with the help of active members of this community, for example through: questionnaires, interviewing residents, conducting focus groups, initiating public audits or artistic

interventions in public space).

“Analyze the results” (Enter the results in the Data Base and mark the new identified key objects on the map or on the Google Map. Analyze useful resources focusing on the common interests of the community).

“Check the results and prepare the final publication” (Check the data and conclusions obtained during the long research process. Prepare an analytical document based on the results of community mapping, including conclusions and recommendations for individuals and institutions on which key decision-making depends).

“Bring results to government and the community” (Make a loud presentation of the results of community mapping. To acquaint the community members with the results of the research).

Ask people to build the step-by-step plan of community mapping. If someone think that some steps are missed – give opportunity to create their own additional card(s) with clear explanation.

20 minutes

STEP 5: Start a discussion about the vulnerable groups and community mapping process.

- Did people enjoy the activity? Why?
- Which was the easiest and which was the hardest during the group work about recognition of excluded groups?
- Ask participants how this process can empower vulnerable groups and help to build strategy for inclusion and sustainable development in the community.
- What steps from the community mapping plan are the most important? How participants will use this method in their work?

Materials/ equipment

Short info about community mapping approach

Jamboard / miro

zoom pro

Kit of cards/stickers with different steps of community mapping

Resources

Please find the session presentation in the section Annex 1 – Session Presentations (Session 10 - Community Mapping Plan)

For more background information you can read the following articles:

- [Paul Schmitz, “Community Engagement Toolkit”](#)

- [WaterAid – water for life, “Community Mapping: A tool for community organising”](#)

Session 11

Strategic planning of our futures

SESSION 11	02h 00	Strategic planning of our futures
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p> <p>30 minutes</p>	<p>By the end of the session the participants will have basic knowledge:</p> <ul style="list-style-type: none"> • About strategic planning, • Community life, rights and responsibilities. <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Practice skills to discuss openly, work in a team and to have vision, • Promote curiosity and belief that the future is in the hands of every young person and that what they do matters. <p>Step by Step explanation</p> <p>STEP 1: Introduce the concept of change over time. Ask participants to think back to when they were younger and what their homes and the local streets looked like, and how they have changed. Have any of the rooms in the school or center where you meet been redecorated, or is there any new furniture? Are there any new buildings in the neighborhood, for instance, shopping centers, housing estates, roads, play parks or cycle tracks?</p> <p>Ask people why these things have changed and who made the decisions about what should be renewed and how it should be done.</p> <p>Ask to remember different people that were excluded from the community life.</p> <p>Briefly discuss one or two examples: who has benefited from the</p>	

developments and how? What would they have done if they had been in control?

Tell the group that the opportunity is now! This is the moment for them to take the chance to start thinking about - and influencing - the futures they may inhabit.

Ask people to get into groups of three to four.

Hand out the paper and pens and ask them to draft or sketch ideas for their ideal neighborhood/town of the future. They have a free hand. The limits are their own imaginations. They should draw the ideal community of the future, in which everything is inclusive, everyone is happy, attractive for investment and comfortable for life and self-realization of residents.

When each group has agreed a draft plan, they should transfer it onto a large sheet of paper and complete it with paint and collage materials.

Based on Compass exercise “Our futures”

20 minutes

STEP 2: Draw the map with mountains, forests and a river. Draw point A and point B. Explain this picture as a strategy for 5-10-15 years, where point A is the starting point (we are here) and point B is the place we need to come after all challenges we faced during our trip.

Now introduce the idea of the symbols, like mountains, forests, rivers. Ask participants give names for main challenges (for example “Mountain of inequality”, “River of discrimination”). Talk about the way and the milestones they need to achieve during the journey. The traveler may show moral strength swimming across a fast-flowing river or humility helping a distressed animal.

30 minutes

STEP 3: Prepare the place (Jamboard or just whiteboard). Write the common vision of ideal community, like: community, in which everything is inclusive, everyone is happy. Community is attractive for investment and comfortable for life and self-realization of inhabitants.

Explain that this is in fact - Overall Objective (long-term change to which different actions contributes at country, regional or sector level,

in the political, social, economic and environmental global context which will stem from interventions of all relevant actors and stakeholders).

Ask participants to formulate up to 3 Specific Objectives (The main medium-term effect of different actions that will contribute to the Overall Objective achievement). On the map it can be shown like a traveler, who passed the river, who climbed the mountain etc.

Ask participants to formulate Outputs (the direct/tangible results that we need to achieve). On the map it can be a bridge development, mountain tunnel building etc.

In the end participants should have the draft of the logical framework with common Overall Objective, Specific Objectives, and Outputs.

20 minutes

STEP 4: Give to each participant few stickers/sheets of paper and ask to think about activities that will help to achieve direct/tangible results. Ask to do this first individually and write as much different activities as possible.

Ask people to get into small groups of three to five people. Give them time to share their ideas and to find 10 most relevant/effective.

20 minutes

STEP 5: When the work is done, ask each group in turn to present their plan of ideal community and to say where they got their ideas from and how they developed them.

Invite people to present activities and put them into the common logical framework.

Ask participant to explain the connection between Overall Objective, Specific Objectives, Outputs and Activities.

**Materials/
equipment**

Session 12

Inclusion projects in the communities

SESSION 10	01h 30	Inclusion projects in the communities
Lead Responsibility		Facilitator
<p><u>Session Objectives</u></p> <p><u>Format and timing</u></p> <p>35 minutes</p> <p>30 minutes</p>	<p>By the end of the session the participants will have basic knowledge:</p> <ul style="list-style-type: none"> About project circle and realize the connection between activities and overall objective, About logical framework matrix verification. <p>Participants will be able to:</p> <ul style="list-style-type: none"> Resume their work during the workshop and to prepare a plan for their future activities. <p>Step by Step explanation</p> <p>STEP 1: Start from the input about the connection between Overall Objective, Specific Objectives, Outputs and Activities. One more time remind to all, that different set of activities can help to achieve the goal.</p> <p>Ask participants to think which activities are most appropriate for their own community? Give them time to create their own set of activities that will contribute to the Overall Objective.</p> <p>Give them questions (from logical framework verification):</p> <ul style="list-style-type: none"> Are your activities realistic enough to be implemented? IF the activities will be done THEN the Outputs/Results will be achieved IF the Outputs are created THEN the outcome will be achieved IF the outcome is achieved THEN the goal will be achieved <p>STEP 2: People are sitting in the circle. Give them a space for reflection. Then go on to talk how activities they planed after the workshop will lead to the expected changes.</p>	

<p>25 minutes</p> <p><u>Materials/ equipment</u></p> <p><u>Resources</u></p>	<p>STEP 3: Give people the last question. Why are you ready to make changes and fight for inclusion and human rights?</p> <p>Jamboard Zoom Pro Kit of cards/stickers/memes/photos</p> <p>Please find the session presentation in the section Annex 1 – Session Presentations (Session 12 - Inclusion Projects in the Communities)</p>
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Iryna

Rubis

Youth Worker from

Ukraine

“ I feel fully equipped in the sense of tools and methods to fight against ageism and help young professionals to find their dream job in the job market.”



Session 2:	<u>Introduction to Inclusion and Diversity</u>
Session 3:	<u>Social Identities and Power Dynamics</u>
Session 5:	<u>Prejudices and Unconscious Bias</u>
Session 6:	<u>Communication and Prejudices</u>
Session 7:	<u>Youth participation and involvement</u>
Session 8:	<u>Transition of Youth into Inclusion</u>
Session 9:	<u>Inclusion of Youth</u>
Session 10:	<u>Community Mapping Plan</u>
Session 12:	<u>Inclusion Projects in the Communities</u>



V. ONLINE TOOLS REQUIRED

(in case the training is held online)



■ v. online tools required (in case the training is held online)

<p><u>Zoom</u></p>	<p><u>Zoom</u> Zoom helps businesses and organizations bring their teams together in a frictionless environment to get more done. The easy, reliable cloud platform for video, voice, content sharing, and chat runs across mobile devices, desktops, telephones, and room systems.</p> <p><u>Zoom Pricing</u> PRO - €139.90 /year/license BUSINESS - €189.90 /year/license ZOOM UNITED PRO - €279 /year/license</p>
<p><u>Miro</u></p>	<p><u>Miro</u> Miro is the online collaborative whiteboard platform. At Miro, we've built a platform for modern work, enabling collocated, distributed, and remote teams to communicate and collaborate across formats, tools, channels, and time zones — without the constraints of physical location, meeting space, and whiteboard.</p> <p><u>Miro Pricing</u> Team - \$8 Business - \$16 Enterprise - Custom pricing</p>
<p><u>Mentimeter</u></p>	<p><u>Mentimeter</u> Mentimeter is an Interactive Presentation Platform that transforms presentations, meetings and lectures by turning passive audiences into engaged contributors. We give everyone a voice independently of how loudly they talk.</p> <p><u>Mentimeter Pricing</u> Basic - \$9.99/month Pro - \$24.99/month Enterprise - Custom</p>



Session 2

Annex 1

Session 4

Annex 2

Annex 3



Morgaine

Greenn

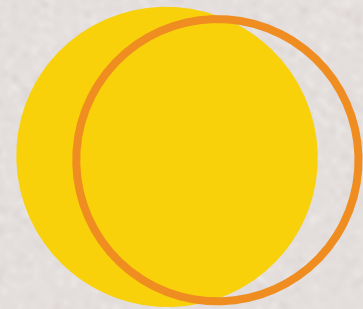
Trainer, Spain

“The participants acquired from this training course-specific knowledge about inclusive strategies for youth work, diverse power dynamics, the theory of change model, and community mapping, among others.”

Implementing partners:



ЗАДЗІНОЧАННЕ
БЕЛАРУСКІХ СТУДЭНТАЎ



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Grants are available for CSOs from the Eastern Partnership and EU countries. Key areas of support are democracy and human rights, economic integration, environment and energy, contacts between people, social and labour policies.

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