All In Manual

Toolkit for practitioners on inclusive youth work

2019

Contents

Editorial information

All In

How to read this manual

The manual was written as a support material for the ALL IN training. It is meant for youth workers, facilitators, youth trainers, educators, whether professionals or volunteers, who are involved in youth work on local or international level. We assume that users of this manual are familiar with concept of non-formal learning and are looking for ways to improve the level of inclusion in their work. If you want to get more theoretical knowledge on how to include different groups with fewer opportunities and to find tools to help you achieve it, you are in the right place.

As a matter of fact, this manual is intended to be a practical guide for inclusive youth work where you can find some guidelines and tools to support your actions.

For this reason, in this book you will find essential theoretical information combined with practical tools and training modules immediately applicable in your daily work.

Part I - Theory behind the project

In this section, you will find some information about methodology, inclusion issues (definition, concepts, key terminology, target group) and outcomes from a research that may help you to become aware of inclusion societal needs and get the fundamental on inclusion.

Part II – Practice

This chapter will provide you all the practical information you may need to do a training course. There are information on how to run a training session and all the 4 modules that tackle different topics around inclusion.

Part III – Sources

Last but not least you can find useful resources that can help you to discover more. Here you can find the information of the partner involved and some useful link and ebook around inclusion and training tips.

Here you can also find handouts and checklist ready to use.

PART I
THEORY BEHIND THE PROJECT

About the project

„Inclusion" nowadays has become a term which is used by many people. It is also one of the priorities of the European Union. The term has become "a fashionable concept used to describe several responses to social realities such as marginalization, poverty, ghettoization etc., but this word can be misleading and might satisfy a certain politically correct vision of society and reinforce prejudices".

There are different definitions about inclusion and many of them are also used in youth work and to define the aims and objectives of projects under Erasmus+, sometimes even regardless of its meaning. Inclusion should not be an option, but a must in youth work.

For this reason, at the beginning of the project, the ALL IN team developed a shared understanding of inclusion:

> Inclusion is the conscious and purposeful creation of an intersectional environment in which every person is valued, connected and engaged.
>
> People have control of their own support and making their own decisions. That means everybody gets the support they need in the way they want it.
>
> When people choose to participate, they do so without experiencing restrictions or limitations of any kind, including prejudice and discrimination. To achieve inclusion, we must consistently disrupt traditionally accepted constructions.
>
> This means being open and willing to challenge and change our own behaviors and views, as well as the spaces and organisations around us.

Together with our colleagues, we have been discussing the inclusion model of the European Commission and how youth workers or youth leaders are practicing "inclusion in reality". We have come to the conclusion that, from one side, there is a lack of understanding of what "inclusion" (for us those questions have raised: include from where, into what and including whom?) means and, from the other side, youth workers lack practical skills and support and they do not know how to turn the concept into reality to make their work more inclusive. Youth workers, youth leaders, and project managers nowadays are playing a big role in bringing different groups of young people together.

Unfortunately, they do not have experience and knowledge and sometimes support; they do not know what steps to take to make their activities more inclusive and how to be open for different groups of society where young people can learn and live together shoulder by shoulder without pointing out differences. Besides, "doing inclusion without talking about it" must become a standard in future.

With this premise, the project "All In" involved 8 partner organizations from Austria, Spain, Italy, Bulgaria, Belgium, Scotland and Slovenia with the aim of developing and testing training modules and support material for youth workers, youth leaders, project coordinators and other people involved in youth work, how to make their work with young people inclusive (inclusive to ALL approach) fostering in this way quality improvements in youth work.

The training modules are seen here as innovation, because they are created in the way that can reach different target groups within the youth field.

They were developed based on identified needs in the partner countries; they integrate the concept of intersectionality to develop a new approach towards inclusion based on a theory that is not being translated into action for the youth sector; the modules have integrated sufficient feedback from 2 international groups and 8 local trainings to embed the local realities in the context of their international projections as well.

Each module consists of several blocks and people will be able to choose and to attend what they feel necessary for them. We believe that a youth worker can have different needs towards inclusive youth work than a project coordinator, for example The training modules were tested in the participating organizations' realities and at international level as a integral part of this application.

Methodology of the modules

Based on realities and experiences

In the module offered by the All In Project, we tried to focus on the reality lived by the youth workers and their different experiences of social exclusion / inclusion.

We try to make use of experiences regarding physical and psychological barriers existing in society. It is about sharing the experience of discrimination by origin, culture, sexual orientation, religion ... We try to generate learning from the difficulties in life when you do not have the necessary resources and you do not find enough support ...

The question is not about sharing exclusively experiences of denial of rights and limitations in daily life. Also, and above all, it is mainly about building knowledge and inclusion tools from the different experiences that each one of us has in the areas of social inclusion. It is about sharing what we do and what we know about the social inclusion of groups that suffer from discrimination and exclusion. We try to share stories about what we have done well and about the people we know who have moved on despite the difficulties. We try to make their stories inspiring to move on all together.

When it is not possible to start from personal experience, we can reach inclusion for all through group dynamics that create new experiences with which we are able to achieve a shared reference among the participants of the training course.

Reflecting on realities

Experience, by itself, does not build new knowledge, new capabilities, or new competencies. Sharing experience, however is a way to start building new capabilities.

The creation of these new capabilities does not come exclusively from the fact of sharing what we live, sharing our skills and our work tools. It is true that together we create a new reality that is more than the sum of the parts; but what contributes the most to creating new ways of approaching inclusion is the fact of reflecting together on the realities that we live and on those that we have experienced through dynamics of approach to exclusion / inclusion.

First, because telling our experience and sharing our skills and our ways of working makes us able to see aspects of our experience that we were not aware of.

In addition, other people can also see nuances and aspects of our experience that we ourselves have not been able to see.

In this way, we are able to propose new ways of achieving a society for all, where everyone feels included and can fully develop as a human being.

[Transforming realities](#)

Learning needs - research outcomes

Doing inclusion without talking about it. It is a long process to turn this concept into reality and to make it a standard for youth workers, youth leaders and project managers in their everyday activities.

Being aware of the difficulties that this implies, the partner of the project "ALL IN" designed this project with a common purpose: To embrace the challenges connected to inclusive youth work and to work on it by providing quality support materials.

As a first step in this long journey, the project partners have done a research with the aim of providing an overview of the current situation and of finding useful information. Thanks to the results of the research, it was possible to design a training based on youth workers' needs.

The research showed that despite a lack of training in the youth work sector, the common feature was the willingness to learn and to be more inclusive.

Most of the findings in the research, which is summarized below, allowed partners to design training material based on needs' analysis.

1. **Working patterns and no personal time to learn were the two main barriers to the development of new skills, according to the respondents. This might explain why practitioners do not take the time to explore online resources.**

The ALL IN training material answers in this way:

- A facilitator helps the participants to reflect on their organization and the way they work. This also means that the activities of the organization are assessed regarding their inclusiveness and that the participants are invited to find solutions to make them more inclusive.
- All four modules are available for everyone and participants can decide to explore the ones that they find the most interesting for their practice.

2. **Some practitioners said that they did not have the support of the organization they work for.**

The ALL IN training material answers in this way:

- During the training the participants have to define youth work and its purpose. They reflect together about a way to make their work more inclusive, which they can present to their organizations.
- The training allows participants to evaluate their organization's inclusiveness and to set goals for the future. The training materials include an activity in which the participants develop a strategy to convince their organization to work inclusively.
- It informs participants about the articles in the United Nations Children's Right Convention, which needs to be respected. It could be used as a way to convince the organization to develop themselves towards a more inclusive approach.
- The training gives them time to elaborate their new strategy with the help of other practitioners. They can also visit another inclusive organization that could help them develop their own inclusiveness.

3. **Some of the respondents do not participate in inclusion trainings because they do not feel confident talking about a topic they know little about.**

The ALL IN training material answers in this way:

- Participants do not have to know everything. Examples of situations are provided in order to reflect on them with their peers. They can create a definition together during the exercises.
- The trainer encourages the participants to choose topics they are less comfortable with to make the learning experience richer.
- The participants agree on a group contract in order to set expectations and rules for the training.

4. **The training should always be a safe place for everyone to explore those issues in a constructive and respectful manner.**

The ALL IN training material answers in this way:

- Participants can choose the information they agree to share with the group and they get a character to identify with, which puts them in a safer place to share their opinion without being compelled to share their private experience.
- Participants are asked to be good listeners and have to respect their peers' responses and identities, even if they do not agree with them on certain points.
- Training process uses a carpark sheet (a trainer tool where participants "park" their questions by putting them on post-its in a visible place, so trainer can come back to them at suitable moment) for participants to write ideas or issues that they want to discuss with others at some point during the training.

5. **The respondents did not want to have a webinar, but they did ask for online material and some suggested an online sharing platform to continue discussing the issues after the training in a form of virtual space that combines both theoretical and practical materials in the training.**

The ALL IN training material answers in this way:

- The training provides an online forum to keep sharing after the training.
- The training allows participants to become aware of definitions and laws regarding the oppressed young people they could be working with, but they also discuss practical solutions with their peers and explore new ways to bring inclusion into their organization.

6. **Regarding the format, it emerges a need to combine in-person meetings with online material, to provide flexible opportunities of participation, to lower the cost of the training as much as possible and to find a way of rewarding when it is completed.**

The ALL IN training material answers in this way:

- The project provides an online forum and in-person meetings which are accessible for everyone.
- The material of the training, such as videos and readings, are available online.

7. **The content should incorporate hands-on learning and show that the training addresses different lived experiences of oppression and emphasizes the system upholding all oppression.**

The ALL IN training material answers in this way:

- The training uses non-formal education to allow participants to reflect on those issues with the help of a facilitator. The participants are given specific situations in which they can reflect on a young person's situation of oppression.
- The training allows its participants to put themselves into somebody else's shoes. It includes exercises where participants need to say how they would feel in a particular situation of oppression.

8. **The training should allow students to reflect about the issues of oppression and show them a way to productively deal with their discomfort while examining their values, beliefs and everyday practices. It should also provide them with a way to continue discussing those issues with their peers, even after training completion.**

The ALL IN training material answers in this way:

- Mindfulness sessions are provided to participants in order to reflect on what they have experienced throughout the training session. They also have the opportunity to share their feelings with their peers at the end of some exercises.

9. **Partners have found many resources for youth work practitioners and brought them together, although it appeared that the practical resources available online were not used to their fullest.**

The ALL IN training material answers in this way:

- Participants are asked to read some texts and to watch some videos about the topics discussed in the training. Those materials are available online but they will need someone to explain them how to use those materials, which is why the in-person sessions are also very important.

Trainings through ALL-IN modules

Inclusion does not happen accidentally – youth work practitioners must consciously and deliberately create the right conditions. Therefore, above all else, we require a workforce that understands social exclusion and has the knowledge and skills to practice in an inclusive way. Investment in continued professional development for youth work practitioners is critical for achieving this.

The aim of the ALL IN training is to skill up youth work practitioners at all levels with the expectation that they will bring increased knowledge back to their organisations.

Short-term impact: Increased knowledge of inclusive youth work practice

Medium-term impact: Increased prevalence of inclusive youth work practice

Long-term impact: Improved outcomes for young people and staff in youth work sector

The ALL IN training begins with the theory of social exclusion and asks participants to question their own prejudices and stereotypes. It progresses to using human and children's rights as a basis for understanding

The training has been designed to support participants to question their own values, beliefs and assumptions in a supportive environment. This can be an uncomfortable process for learners and trainers, however, it is at this point of discomfort we believe that the most transformative learning will occur. Signs that learners are on the 'learning edge' are anger, defensiveness or anxiety. Beyond the learning edge, learners may resist the training and the trainer.

For trainers of the ALL IN training, it is important to bring learners to the learning edge and encourage them to explore their discomfort. We have built this into the training using mindfulness sessions and peer reflection. Trainers should also be prepared to respond to their own discomfort relating to the course materials and in the instance that learners behave in oppressive ways. Speaking with other trainers via the ALL IN Moodle discussion forums might also be helpful.

We have provided many options for mindfulness and reflection exercises in the annex. Trainers should use activities suited to the accessibility needs of the group.

Target group we are focusing on

Inclusive youth work is about every young person, no matter of different race, gender, different abilities, different sexual orientation etc.

Nevertheless, it is important to know the features of the main "target" groups you may encounter in your work, because this is a starting point of an inclusive environment.

1. **LGBT**

LGBT refers to Lesbian, Gay, Bisexual, and Transgender, which is standard terminology when referring to this community. Lesbian Women and Gay Men are people who are physically, sexually and/or emotionally attracted to members of the same sex. The word 'gay' is sometimes used for both. Bisexuals are people who are physically, sexually and/or emotionally attracted to both sexes. Gender Identity is an individual's internal perception of themselves as male or female or transgender. Transgender People are people whose gender identity differs from the one they were given at birth. They may identify as male or female, or maybe neither label fits them. Some people who have changed their gender call themselves transsexual. The experiences and needs of transgender young people may differ from those who identify as lesbian, gay and bisexual. Nevertheless, the "coming-out" process and experiences of homophobic or transphobic bullying can be similar.

Remember! Some transgender people do not consider themselves male or female. When writing application form include possibility "other gender" besides "male" and "female". And ask someone which pronoun they use (she/he/they…).

2. **People with a disability (including physical, sensory, intellectual, social or learning disorder or difficulty)**

Learning disorders:

- It due to , either before they are born, during their birth or in early childhood.
- It can develop with different levels of intensity
- It affects the learning ability, memory, the cognitive development, of one or more ability such as speaking, reading, writing, doing mathematic, plan and coordinate motor tasks and communication.

- Common stereotype is that people with learning disorders are stupid. Remember: having a learning disorder has nothing to do with a person intelligence level

- These disorders include dyslexia, dyspraxia, dyscalculia, dysphasia, dysorthographia, dysgraphia and ADHD/ADD.

Sensory including speech:

- It can be acquired through genetics, accident or illness.
- It can affect the senses of sight and hearing.
- There are varying degrees of deafness and sight loss.
- Speech disorders are varying they can accompany other disabilities like ASD, learning disability, stroke, cerebral palsy and brain injury.

Autism spectrum disorder:

- It can be acquired through genetics and environmental factors.
- Varying degrees affecting a person's ability to socialise and communicate, may also have difficulty in processing sensory stimulus.

Physical disability:

- It can be acquired through genetics, accident or illness.
- Varying degrees of mobility affecting the use of limbs, brain function, gross or fine motor skills and personal care needs.

In addition to that there are other medical conditions that may accompany a disability e.g. diabetes, epilepsy.

<u>Remember</u>! It is impossible to talk about the inclusion of people with a disability if you are not involving at the same time people who do not have a disability. One could think about organising trips or activities "exclusively" for young people with special needs, but this is rather a form of exclusion (separating the young people with a disability again - as they may already be in a special school, undergoing special therapy, working in a sheltered placement, etc).

3. **Ethnic minorities:**

An Ethnic Group is a group that regards itself or is regarded by others as a distinct community on the basis of shared characteristics such as language, religion, nationality or traditions. We are all members of an ethnic group.

An ethnic minority is a group of people who differ in race or colour or in national, religious, or cultural origin from the dominant group — often the majority population — of the country in which they live. The different identity of an ethnic minority may be displayed in various number of ways, ranging from distinctive customs, lifestyles, language or accent, dress, and food preferences to particular attitudes, moral values, and economic or political beliefs espoused by members of the group.

Migrant (or Immigrant) refers to people who have themselves, or through their parents, chosen and planned to live abroad in order to work and/or study.

Refugees have been compelled to leave their country of origin because of a well-founded fear of persecution.

Asylum seekers are people in the process of applying for refugee status. This is a legal process that can take several years. Refugee status may be granted depending on the merits of the case and the ability of the person to show that they have a well-founded fear of persecution in their country of origin.

Remember! Identity and ethnic identity in particular, is self-defined and open to change. Therefore, we should not assume someone else's ethnicity on the basis of limited information, nor should we assign an ethnicity for someone without asking them how they like to be described. People from minority ethnic backgrounds increasingly prefer to describe themselves in terms of their new identities, their mixed identities or their national identity.

Source: Character vector created by pch.vector www.freepik.com

Youth work and inclusion

It has been estimated that almost one in three young people between 18 and 24 years old are at risk of poverty or social exclusion in the European Union (Paolini, 2013). The impact of social exclusion has been shown to lead to life-long impacts on health, economic status, societal participation and mental wellbeing.

"By empowering young people, youth work seeks to change their social conditions and build a better world."

Annette Coburn

Youth work, as a sector that prioritizes young people's personal and social development, is well placed to counter social exclusion and increase the resilience of young people already experiencing exclusion. At its core, youth work across Europe is concerned with the opposite state, *inclusion*. Inclusive youth work can be a powerful social force, contributing to reducing the risks of social exclusion for young people.

The financial landscape of youth work across Europe is an additional challenge to practicing inclusively. Not only have youth work services experienced cuts, they have also faced increased demand. This creates pressure on youth work organisations and services to continue to bring in funding whilst also staying true to core values and principles of inclusive youth work.

Funding and other organisational processes are discussed in Module 4 of the ALL IN training.

Inclusion: concept and meanings

It is not by accident that inclusion was chosen as the focus of this project. The disability rights movement has made a clear and important distinction between inclusion and integration. Integration denotes that people, in this case disabled people, must adapt to a fixed, flawed societal system. Inclusion, on the other hand, challenges these fixed societal systems to ensure true accessibility for all.

In order to truly understand this model, we must accept that it is not individuals that create their own social exclusion through individual inadequacy, but rather societal systems that create barriers to inclusion. Examining the power imbalances behind this is a key part of the ALL IN training. For this, we use the terms 'oppression' and 'privilege'.

Oppression is defined as "a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom." Oppression is not solely about individual level discrimination, rather about the systems and institutions that support it.

Individual level	Attitudes and beliefs that motivate acts of discrimination against a social group, e.g. a shopkeeper who suspects all black customers of stealing
Institutional level	Laws and policies enacted by institutions that disadvantage some but advantage others, reproducing systems of inequality. Examples of institutions include government, education, law, religion, and the media; e.g. a school that discourages people of colour from applying to university, encouraging them to enter trades and technical colleges instead.
Cultural level	Social norms, roles, language, music or art that reflect and reinforce the belief that one social group is superior to another, rendering inequalities as normal and deserved; e. g. all the popular characters on a television program are white, thin, heterosexual and able-bodied.

Table adapted from Shen, 2006

You can see from this table that oppression has been built into many areas of life that we take for granted. This means we cannot be complacent – oppression does not happen "over there", it is everyone's responsibility to be more aware of their everyday actions that contribute to creating power imbalances.

Education, including non-formal education, is not neutral. Youth work practitioners still access different facets of power that might not be fully open or accessible to young people, for example organisational resources and expert knowledge. Without questioning our values, beliefs and practices, we risk reinforcing the status quo, replicating and reproducing structures of oppression. In order to practice inclusively, youth work practitioners must be prepared to examine their values, beliefs and everyday practices.

Privilege, on the other hand, is the unearned advantages certain social groups have as a result of the oppression of others.

Although this may seem removed from everyday youth work practice, the larger systemic barriers are crucial to understand so that as youth work practitioners, we do not replicate the oppression in our practice.

This leads us to understand inclusive youth work as that which challenges barriers and results in all young people being able to participate in the way they want without barriers. Ultimately, inclusive youth work practice aims to:

- Improve the lives of young people;
- Support and facilitate young people to change society;
- Improve the experience for practitioners and others working in the youth work sector.

Intersectionality: innovation in this project

The term intersectionality was invented by Kimberlé Crenshaw in 1989 as a way to talk about how race and gender shape Black women's experiences of employment. Intersectionality is now used to describe how different forms of oppression connect.

For example, the gender pay gap affects all women, but it does not affect all women equally. Women of colour and disabled women are likely to be paid less than white, able-bodied women. There are many examples like this you can use to explain intersectionality.

Intersectionality is part of the way the ALL IN project understands inclusion and how we believe we should practice inclusive youth work. For many youth workers, intersectionality is a new term and trainers will have to spend time explaining it.

Intersectionality might seem complicated but in fact it helps us see the "different layers" of a single person and design our activities so that they are much more effective. In practice intersectionality means that we cannot put a single label to a person - migrant, woman, disabled and so on. We might have a participant in the group who is a young Roma woman from a disadvantaged socio-economic status, lesbian, with hearing impairment. As youth workers we cannot categorize the young people we work with to fit a particular group but rather have an individual approach".

For more info we suggest you to check the definition of Intersectionality that you will find in the appendix of this manual.

COMMON MISCONCEPTIONS ABOUT INTERSECTIONALITY

Myth 1: "Intersectionality is divisive"

Intersectionality addresses the fact that experiences of gender and sexism can vary in relation to other personal characteristics and oppressions. Refusing to acknowledge this creates a single-perspective and exclusive type of feminism. Intersectionality, on the other hand, is based on recognition, inclusion and solidarity

Myth 2: "Intersectionality derails discussions on gender"

Intersectionality enables more inclusive discussions of gender by considering other factors and oppression, and by helping to create more holistic overviews of issues.

Myth 3: "The concept of intersectionality is too academic"

Like patriarchy, intersectionality is something that many people have experienced and lived before becoming aware of its academic name. The idea that the concept is 'too academic' is ironic, considering that the people who are more likely to face intersectional struggles have traditionally been excluded and under-represented in academia and that the ideas that make up intersectionality have developed from their lived experiences.

Myth 4: "Intersectionality ignores class"

The concept of intersectionality was formed as a result of advocacy for Black women's employment rights and looking at the intersection of race, gender and class. In intersectionality theory, class is fully understood as a matrix of oppression and is accounted for in intersectional approaches.

Myth 5: "Intersectionality aims to 'trip people up"

Intersectionality challenges the prevailing approach of analysing oppression. Therefore, it may not be the easiest thing for some people to accept and adopt at first, but its aim is not to catch people out. Like most things that encourage people to question current practice, intersectionality creates opportunities for self-reflection, education and the development of more inclusive practices.

Myth 6: "Intersectionality creates an 'oppression Olympics'"

Due the complexity of our identities, it is perfectly plausible and common for people to be privileged in some areas and oppressed in others. For example, a white woman may benefit from white privilege but may experience sexism. Intersectionality is not about competing to be the most oppressed, it is about acknowledging that people experience things differently and avoiding the replication of exclusive and oppressive power structures within liberation movements.

(Credit: NUS Women's Campaign)

II PART
PRACTICE

How to organise a training session

The educational modules developed within the project ALL IN and included in this manual are a useful resource for trainers and youth workers developing training programs in the field of inclusion and inclusive youth work. All 4 modules focus on holistic approach to developing competences – knowledge, skills and attitudes for inclusive youth work and are based on non-formal learning. They are thoroughly developed step-by-step to navigate you in the process of implementation.

When we talk about inclusion there cannot be one size that fits all formulas, but there are as many different approaches as there are different people. However, there are basic rules that can always help you:

- **When possible, know your participants before training:** try to get as much information as possible. "Do your homework" and research.
- **Ask, never assume!** Just because someone who is using the wheelchair can lift their arms in the air, it doesn't mean all wheelchair users can. Keep this in mind when planning activities. Don't be afraid to ask, but do it before training, so your participants will feel welcome and included.
- **Have suitable supporting material:** make sure materials are clear. If possible use different formats (some can be more visual, others a hearing type of learners). Adapt or translate materials when needed.
- **Make sure the venue of the activity is inclusive:** when knowing your participants needs, include them when choosing a venue. We know there is no such thing as a perfectly inclusive place, but if you make an effort, your participants will feel more welcomed and included.

In this section we will introduce you to some additional steps to keep in mind when organising a training session that follows the main principles of inclusive youth work. This will help you navigate easier through the modules and take into account different situations that might occur during a training session/workshop/training course.

1. Planning phase

There is a very famous saying about the 5Ps standing for Proper Preparation Prevents Poor Performance. Preparing for a training sometimes takes even more time that the duration of the training itself especially when we are implementing new approaches and methods. But being well-prepared results in much better learning outcomes and achieved objectives for the participants. Implementing the principles of inclusive youth work starts before the training itself.

We will pay attention to some aspects such as **assessment of needs of the participants**, **inclusive learning environment**, selecting and/or adapting the appropriate activities and methods from the modules.

Non-formal learning puts the learner in the centre of the process so **involving the participants in the planning process** is fundamental for the effectiveness of the training session. When planning and developing the methodology for a specific training session we should **take into account the participants' needs and interests, their previous experiences, knowledge of the topic and motivation to join the session/training**. The more you know about the participants, the better prepared you can be as a trainer. You can **develop a questionnaire to assess their learning needs and analyse the received information.** Even the best developed methodology can turn to be irrelevant if it is not synchronised with the profile of the participants, their needs, interests and previous experiences.

Before the training starts you should dedicate sufficient time and attention to **creating an inclusive learning environment**. First and foremost, think about the physical space where the session/training will take place. **Make sure the venue is accessible for all**, meaning that there are no „barriers" for anyone from your target group to take part in the training (check the chapter on target groups for more explanations). Think about the profile of the participants, ask them about any special needs and requirements. It is best to **visit the venue if possible**. Very often trainings take place in venues that the trainers see a day before the training and they rely on the description from the hosts, and photos. However, to avoid miscommunication or different definitions of „accessible", „inclusive" etc try to see the venue for yourself and evaluate how appropriate it is for the needs of the group.

After you have ensured accessibility, you should carefully plan how to **design an inclusive learning environment**. You can refer to fundamental theories and models widely applied in the non-formal education such as the *Multiple intelligence theory of Howard Gardner, Social learning theory of Albert Bandura, model of learning styles connected to the experiential learning theory of David Kolb*, etc. They can support you in designing a dynamic **programme that reflects the different ways people learn**. However, you should also pay attention to several requirements if you are working with a specific target group (eg. a translator for people with hearing impairments, access to internet and devices if you would like to distribute a handout to persons with visual impairments etc). Planning this well in advance will prevent exclusion of participants from some activities that are taking place if they are not adapted appropriately.

2. Implementation

.. or when the training starts.

One of the most important things to keep in mind is „openness" – **be open to unexpected situations and believe in the group potential**. Better preparation will help you deal with unexpected situations but be open to also learn from the group. In the previous section we mentioned that a truly inclusive youth work doesn't involve only one target group of young people segregating them from the others. It is almost inevitable to find yourself in an unplanned situation with a mixed group of young people with different needs and experiences. However, **accept questions from the group, suggestions for improvements and also ask questions to the group or a particular participant** to be able to include everyone in the best way.

Choosing the right methods is crucial. It means that there are no barriers for everyone to participate and moreover the environment is safe, encouraging and supportive. If there is a person with visual impairment for example be prepared not only with printed handouts but also with a handout that you can send on a device or choose another method for the same learning outcome that doesn't involve handouts at all. Try to **base the activities on the participants strengths and capacities**, put focus on what they can do. Keep in mind that learning happens one step out of our comfort zone so while recognising the abilities of the participants **challenge their limits moderately to reach the zone where learning happens.**

The group dynamics in the training is one of your best allies in achieving the learning objectives and creating a positive learning environment. **Developing the group dynamics on the basis of inclusion will support the individual and group learning process.**

3. Evaluation

At the end of every training, **dedicate sufficient time for evaluation**. You can make parallel between the **„entry level"/needs assessment** and **final evaluation and outcomes**. Evaluating the process will help you draw conclusions, learning points and identify the areas for improvements. You can find examples of evaluation forms for the Modules in the Annex. They are specifically designed to evaluate the Modules but you can modify them according to your needs and goals within the training.

Glossary of key terms for trainers

Understanding the following terms and ideas is essential to the successful delivery of the ALL IN training. It is recommended that trainers allow adequate time to develop their understanding of the terms.

Intersectionality - The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Oppression – A situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom. Oppression operates at different levels.

Individual level	Attitudes and beliefs that motivate acts of discrimination against a social group, e.g. a shopkeeper who suspects all black customers of stealing
Institutional level	Laws and policies enacted by institutions that disadvantage some but advantage others, reproducing systems of inequality. Examples of institutions include government, education, law, religion, and the media; e.g. a school that discourages people of colour from applying to university, encouraging them to enter trades and technical colleges instead.
Cultural level	Social norms, roles, language, music or art that reflect and reinforce the belief that one social group is superior to another, rendering inequalities as normal and deserved; e. g. all the popular characters on a television program are white, thin, heterosexual and able-bodied.

Table adapted from Shen, 2006

Privilege – A special right, advantage, or immunity granted or available only to a particular person or group.

Discrimination - The unjust or prejudicial treatment of different categories of people.

Equality - All individuals and groups of people are able to contribute and fully experience areas of life or education. This means that some groups/individuals will be given more resource, time or space to tackle any barriers they face.

Diversity - This means recognising, valuing and taking account of people's different backgrounds, knowledge, skills, needs and experiences.

Ally - A person who is not a member of a marginalized or mistreated group but who expresses or gives support to that group.

FIND THE TRAINING MODULES ON: WWW.ALL-IN-PROJECT.EU

PART III
SOURCES

The partners

Youth In Progress Austria has been founded in summer 2008 as a support organization for young people (especially for young people with disabilities) to support young people in developing their skills and knowledge and realize their ideas. We focus our activities on young people with fewer opportunities, especially disabled people. We do all things mentioned above in cooperation with international organizations to share experiences and knowledge.

Vicolocorto is a NGO created in 2006 and based in Pesaro, Italy. It is specialized in international youth mobility and it operates in the fields of non-formal and extra-school education. Main activities are european voluntary service project address to NEET in collaboration with the local Center of Employment, Training and Orienteering where is located.

Bulgarian Centre for Lifelong Learning (BCLL) is based in Sofia, Bulgaria and aims to promote life-long learning and adult education. BCLL main activities are focused on skills development and equal opportunities for education and training. During the years and through international cooperation BCLL has developed expertise in the fields of research and studies on current issues of education and training, employment, mobility, vocational guidance and counselling, career development, trans-European educational cooperation etc.

CAPACIDADES is a non profit association from Spain. We work with youth with disabilities who do not have the same opportinities to develop socio-emotional needs, thereby we stablished a group that allows the relization of recreational activities. Our philosophy is to provide people with disabilities a normal life, offering them opportinities to develop thmselves as adults in all aspects of their life, enjoying every stage of life.

Red Acoge is a federation of 18 non profit asssociation from different part of Spain. Red Acoge has extensive experience in all types of strategies and mechanism for social integration of inmigrants and refugees, wich takes place through various programs and actions. We work for a more just and diverse society, thanks to a comprehensive and personal support that promotes the equality of people and the peaceful coexistence of the community

LogoPsyCom is a belgium company specialized in eucation material adaptation for people with specific learning disorders (Dyspraxia, Dysphasia, Dyslexia, etc.). During several years of accompanying schools, VET centres, educational organisation, youngster and parents we created or used alternative methods or tools (also digital) that helped to make education and training more inclusive for all.

YouthLink Scotland is the national agency for youth work in Scotland. YouthLink Scotland is a membership organisation representing more than 100 youth organisations, both voluntary and statutory. YouthLink Scotland runs the Equalities in Youth Work Steering Group, supporting continued development of inclusive youth work across Scotland.

The **Institute for Education and Inclusion of ODTIZ/ODTIZ Institute** is a non-governmental and non-profit organization. It was founded with the aim to create a meeting point of opportunities for an active life of individuals with various disabilities. Therefore, the concept of the Institute is to create a junction of opportunities for an active formation of the individual's life and to enable their personal, social and career development. The Institute is mainly focused on the elsewhere unclassified education and training of people with (and without) disabilities.

Useful resources

Council of Europe, *T-Kit 6 Training Essentials,* 2002.

Council of Europe, *T-Kit 8 Social Inclusion,* 2003.

KOSKOVÁ H., *Key Factors Influencing Social Inclusion of Young People within the Youth in Action Programm,* Prague College of Psychosocial Studies, Prague 2011.

KLOOSTERMAN P., TAYLOR M., *Learning to learn in practice. Handbook for facilitators,* Firidas, Lituania, 2012.

ØRSTED ANDERSEN F., NISSEN P., et al., *Inclusion of Marginalized Boys: A Survey of a Summer School Using Positive Psychologyy Interventions,* in *Journal of Educational Issues,* Vol. 2 n. 1, Macrothink Institute, May 2016.

ALL IN

CHECK LIST FOR PLANNING A TRAINING SESSION

DATE OF THE EVENT:
VENUE OF THE EVENT:
GROUP SIZE:
TRAINERS TEAM:

	V	NOTES
LOGISTICS RELATED MATTERS		
Roles and responsibilities in the team are clear		
Venue place is accessible and prepared according the needs of the group		
Signature list of participation and other necessary documentation is prepared		
Materials (flipchart, note books, etc.) and appropriated technologies have been prepared		
Venue place has access to internet		
PROGRAM		
Every participant has received clear program of the training		
Handouts during sessions are distributed		
Handouts are printed (or distributed in another way appropriate for the target group)		
Used methods are adapted to the needs of participants group		
EVALUATION		
Trainers have filled out trainer evaluation form		
Evaluation and assessment forms for participants collected from every participant		
Documented evaluation outcomes		
OTHER		
Participants are informed about data protection matters		
Signed permission has been collected from each person about usage of taken pictures/videos (publicity and learning proposes)		
During workshops pictures and videos has been taken		

Dissemination of the results – publicity, social media, relevant communication channels		

TIP: This is not a full checklist of the things you should have in mind when preparing a training session. However, it might be helpful for the basic things to have in mind. Have in mind that when planning your session you should always have in mind the specific requirements/needs of the participant in your group in order to create an inclusive environment for ALL.

ALL IN

EVALUATION FORM

Self-evaluation on knowledge, skills and attitudes regarding the competence that supports participants to be able to embed inclusive practice into their role within youth work sector.

TIP: You are advised to use this evaluation form in the beginning of the training/workshop/session and then at the end. In this way you have an instrument for evaluation both for you as a trainer and for the participants to track their progress. The "before-after" evaluation will give you an idea to what extent you've reached the learning objectives of the Module.

Please work thought each statement and place an "x" in the box from 1 to 3. Please rate your state in the preliminary state of the ALL IN Training Blueprint

1. No - I don't agree/this statement does not match me at all

2. Maybe - I partly agree/this statement partly matches me

3. Yes - I fully agree/this statement fully matches me

No	Questions and statements on Knowledge, skills and attitudes related to learning objectives	1. No /I don't agree/	2.Mabe /partly agree /	3.Yes /fully agree /
1.	I am able to explain the definition of inclusive youth work			
2.	I understand the rights of children and young people and incorporate them in my work.			
3.	I am confident using inclusive language in my work with young people			
4.	I feel confident including all young people and colleagues in my practice.			

5.	I am able to reflect and critique own behaviors, views and practice, as well as spaces and organisations around them			
6.	I am able to create plans to deal with discrimination and support young people and colleagues at individual and organizational level			
7.	I consider the needs of all young people when planning the work of my organisation.			
8.	I feel confident developing organisational strategies for inclusive youth work.			
9.	I prioritise (or plan to prioritise) resources for improving the inclusivity of my organisation.			
10.	I feel confident evaluating inclusive youth work practices in my work and in the organisation.			
11.	I can embed inclusive practices into organizational processes			
12.	I can give an example in which I actively explored instruments for inclusive youth work			
13.	I can give examples how I could integrate competence oriented learning in inclusive practice into my role within youth work			
14.	I can give examples when I consciously overcome doubts, fears and laziness to integrate youth work practice and practical skills in a competence oriented way			
15.	I deliberately enter unknown situations to look for occasions to practice inclusive youth work.			

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Das Land Steiermark
Bildung und Gesellschaft