

Tools for Equality and Inclusion in Youth Work

A GUIDE FOR YOUTH WORKERS



Authors:

Indre Augutiene
Aga Byrzcek
Beatrice Naldi
Ekaterina Sherer
Davide Cadeddu
Dariusz Grzemny
Solveiga Skaisgiryte
Vladislav Petkov

This publication was developed in the frame of the project “Tools for Equality and Inclusion in Youth Work” (project No.: 2019-1-LT02-KA205-006374).



Co-funded by the
Erasmus+ Programme
of the European Union

Co-funded by the Erasmus+ programme of the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of Contents

Introduction	6
The Context	6
The Guide	6
The BE INclusive Project	7
Inclusive youth work	8
Inclusive youth work – what does it mean?	8
Inclusive youth organisation: framework of indicators	9
How inclusive is your organisation? A tool for self-assessment	15
About the self-assessment tool	16
For whom?	16
How?	16
Try the self-assessment tool!	17
Foster inclusion in your organisation!	28
Spaces	29
Inclusive methodologies and approaches	37
Outreach	44
Communication	48
Policies	57
Capacity building	69
Partnerships, networking	74
Support And Resources	78
Partners of the BE Inclusive project	84

Introduction

The Context

Experiences of discrimination based on various individual characteristics affect the quality of life, civic engagement of young people and increase the probability of experiencing social exclusion. However, many young people still do not have access to their social rights and continue to face multiple discrimination, experience prejudice and hate crimes.

Youth work, youth organisations and youth networks have a significant role in fostering the inclusion of young people by assisting them to engage, volunteer and drive positive social change in their communities. Therefore, it is essential to ensure that different structures of youth work, even if they do not deal specifically with the issues of discrimination and exclusion, are free from stereotypes and prejudices towards the groups of young people who are at risk of marginalisation and ensure openness and equal treatment of any young person engaged in their activities.

How to create culture and systems within youth organisations to ensure that no young person is left behind? What aspects need to be taken into consideration to promote the inclusion of young people? This guide will help to answer these questions!



The Guide

Do you face challenges to reach out to young people from marginalised/excluded groups, such as migrants, LGBT, youth from rural areas or those who suffered from violence? Do you need help in mainstreaming inclusion in all of your activities? Do you want to check if the spaces of your organisation meet the needs and respect the diversity among young people? This guide will help you to answer these questions and many more. In it, you will find a set of tools that will help you develop or improve your organisation's policies and practices in an inclusive manner.

This guide is for you if you are a leader of a youth organisation, youth club, a youth worker or a representative of any entity working with young people. To make it easier for the readers, we use only the term "youth organisation" to define any entity that works with young people in this guide. Therefore, be sure that anything we propose in it is meant not only for organisations run exceptionally by young people but also for the ones providing different opportunities and services to youth.

This guide consists of 3 main chapters:

- In the first chapter, "Inclusive youth work", you will have a chance to examine our understanding of an inclusive youth organisation and explore the framework of indicators that define it.
- In the second chapter, "How inclusive is your organisation? A tool for self-assessment", you will find a tool that will help you to undergo a comprehensive self-assessment process, recognise the strengths of your organisation in the context of inclusion and also identify the most significant challenges that might require some changes in your organisational policies and practices.
- In the third chapter, "Foster inclusion in your organisation!", you will find a comprehensive guide that will help you to understand each indicator of an inclusive youth organisation. Here, you will also find practical tips that will help you develop or improve your organisation in an inclusive way. In the descriptions of some indicators, you will find presentations of practices marked with different signs:

-  marks the practices that we consider as inclusive ones and recommend other organisations to follow them;
-  marks the practices that we consider irrelevant for an inclusive organisation and recommend avoiding them.

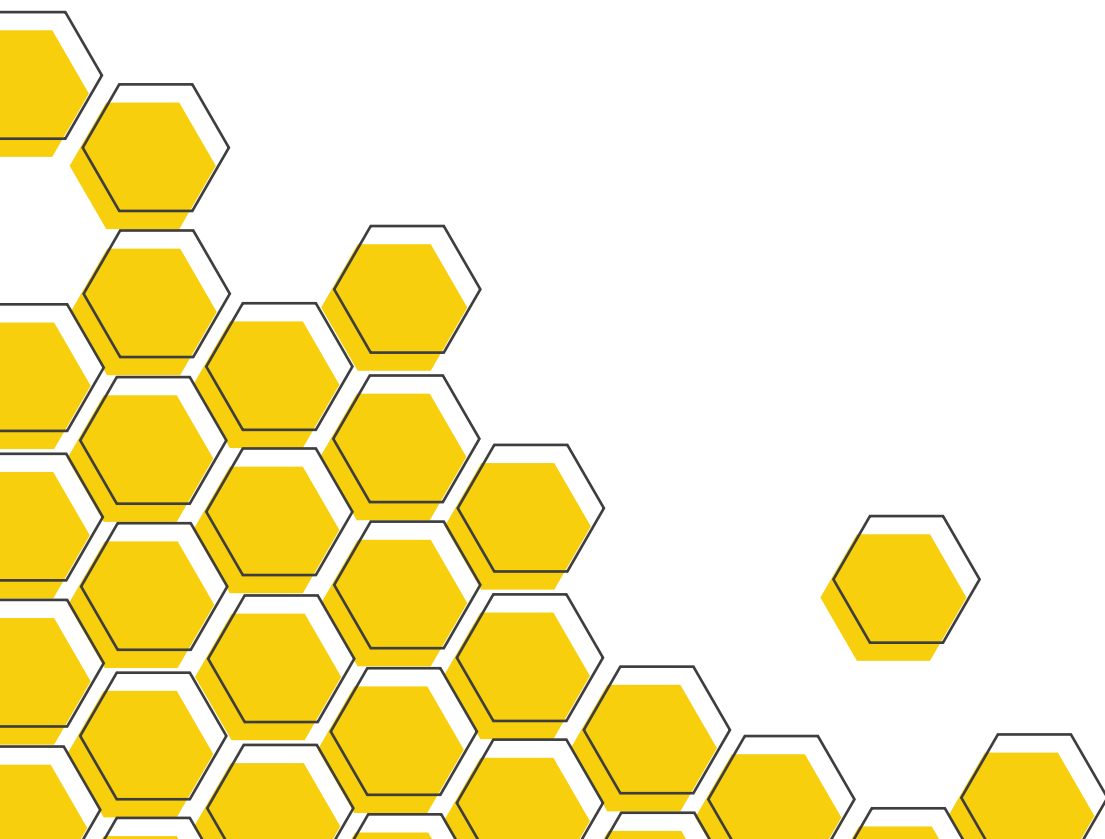
We wish you an exciting journey towards making your organisation more inclusive!

The BE INclusive Project

This guide results from the Erasmus+ strategic partnership project “Tools for Equality and Inclusion in Youth Work” (BE INclusive). It aims to increase diversity, equality, inclusion and participation of ALL young people in various youth work activities. Partners from 5 European countries – Lithuania, Bulgaria, Spain, Italy and Poland – joined their forces to lead youth organisations towards the transformative change and increase the opportunities for young people who are potentially at risk of social exclusion to actively engage in the activities of youth organisations in partner countries. Through this project, the partners desired to foster an integrated approach within youth organisations by providing them with the tools and support necessary to mainstream inclusive culture and systems.

The BE INclusive project provides a few outputs and capacity building opportunities for staff, members, volunteers of youth organisations as well as other stakeholders of youth work:

- A research report „Towards Inclusive Policies And Practices In Youth Work Report On State Of Art And Needs” that looks at the situation and the needs among youth workers, young people and other stakeholders in Bulgaria, Lithuania, Italy, Poland and Spain about applying inclusive policies and practices in their work;
- A set of tools that are presented in this guide and that will help youth organisations to go through a systematic process, assess their inclusiveness and initiate the changes necessary to become more open for any young person;
- Online and offline capacity building opportunities for youth workers, youth leaders and other stakeholders of youth work that will help to reinforce the culture of inclusion in youth organisations;
- A possibility to pilot project results in youth organisations.



Inclusive youth work

Inclusive youth work – what does it mean?

“The principles of equity, diversity and interdependence underpin all youth work practice and are one of the values which youth workers are expected to know about and apply in their practice”, – this definition provided in UK’s Youth Work National Occupational Standards reflects the understanding of inclusive youth work of our BE INclusive project. Apart from this, we also believe that inclusive youth work needs to:

- Be open and engaging for ALL young people;
- Support youth in their personal and professional development;
- Provide safe spaces for young people’s participation and personal growth;
- Ensure the diversity of young people in its activities where they could share their assets and cooperate;
- Facilitate young people’s access to their social rights;
- Foster cross-sectoral cooperation between different actors in the society;
- Serve not only for the inclusion of young people within an organisation but also for the inclusion in the community;
- Promote equal access to youth work.

To apply the values and principles of inclusive youth work systematically within youth organisations, we need to:

- Develop a culture and systems within our organisations which promote inclusion, equality of opportunity and value diversity;
- Work in cooperation with young people and colleagues to establish and embed a positive culture.

How can we define an inclusive youth organisation? In this guide, the partners of BE INclusive propose to you a framework of indicators that reflects their understanding of what an inclusive youth organisation is. It is the result of the qualitative research which aimed to understand current trends and good practices of inclusive youth work, define the current state, and identify the core needs of young people and youth organisations on applying inclusive policies and practices in the youth sector. As the result of the research, the partners came up with eight categories of indicators that need to be taken into consideration while developing a culture and systems of inclusion in youth organisations. **These categories are:**



While developing the framework of indicators of an inclusive youth organisation, the partners also considered the specific needs of young from ethnic minorities, migrant communities, LGBTI youth, young people who have suffered violence and youth from rural areas. Nevertheless, the partners attempted to consider the needs of other groups who might face barriers to fully participating in social life because of their identity or specific situation.

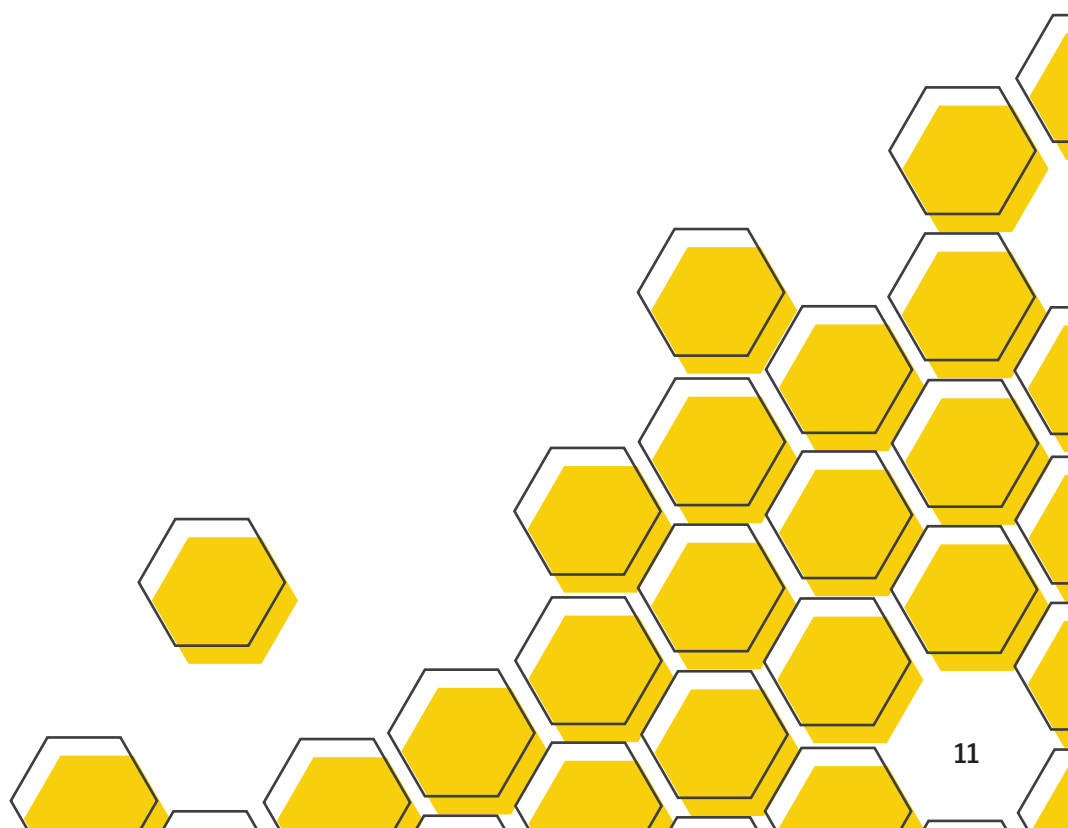
Explore the framework of indicators! Next to each of them, you will also find a reference to a particular page of this guide, where you will have a chance to explore each indicator in detail.

Inclusive youth organisation: framework of indicators

CATEGORY 1: SPACES		
SUB-CATEGORY: PHYSICAL AND ONLINE SPACES		PAGE
Indicator	Evidence	
The premises where the activities of the organisation take place are accessible for young people with various disabilities	Photos of the space, visible on the website and/or social media of the organisation	29
The premises and online spaces where the activities of the organisation take place are accessible for all young people who want to take part in them and consider specific accessibility needs of youth from rural/ remote areas and neighbourhoods (e.g., take into account public transportation schedules, provide transportation at small or no cost, etc.)	Public transportation directions and/or transportation funding rules, visible on the website and/or social media of the organisation; There are computers and the internet connection available on the premises of the organisation for those young people who do not have them at home	30
The premises where the activities of the organisation take place are in safe surroundings, which would not pose risks for young people from minority and marginalised/ excluded groups	Description of the location / surroundings visible on the website and/or social media of the organisation	31
Signs related to activities and in the relevant premises are provided in a language that young people from minority and marginalised/ excluded groups understand	Photos of the space, visible on the website and/or social media of the organisation	32
The decoration of the premises reflects and promotes diversity through images, slogans, text, etc.	Flyers or brochures highlighting the inclusivity and accessibility of the organisation	33
SUB-CATEGORY: EMOTIONAL ENVIRONMENT		PAGE
Indicator	Evidence	
Anti-bullying strategies, including in online environment, are put in place and communicated with the young people	Presentation of anti-bullying strategy, available and accessible online and offline; Minutes from a monitoring group or other body that monitors the implementation of the strategy	34
A culture of respect and non-violence is constantly facilitated, monitored and enhanced, including in online spaces run by the organisation	Group rules or contracts which are visibly shown on the premises of the organisation; Feedback from young people on their feeling of safety and the culture of respect and non-violence	35
Young people are comfortable reporting how they feel in terms of safety	Feedback from young people on their feeling of safety and the culture of respect and non-violence	36

CATEGORY 2: INCLUSIVE METHODOLOGIES AND APPROACHES		PAGE
Indicator	Evidence	
Participatory way of planning of activities, events, etc., which also gives voice to young people from minority and marginalised/ excluded groups	Minutes/reports from planning meetings; Activity plans and reports, photo and video documentation; Evaluations from activities	37
Offering a variety of activities (offline and online) that consider different needs and skills of different groups (i.e. not assuming that the activity is universally appropriate for everyone)	Minutes/reports from planning meetings; Activity plans and reports, photo and video documentation; List of free and user-friendly software; Attendance rates of online events by demographics; Training, instructions or coaching reports for using different online platforms Evaluations from activities	38
Adapting activities where appropriate to meet the sensitivities and abilities of the group (e.g. understanding of abilities, cultural diversity, etc.)	Minutes/reports from planning meetings; Activity plans and reports, photo and video documentation; Evaluations from activities	39
Taking into consideration balance and diversity when recruiting groups and teams	Anti-discrimination clause encouraging people from minority and marginalised/ excluded groups is included in announcements and other recruitment documents	40
Taking into consideration linguistic needs in planning and running activities, as well as when recruiting groups and teams	Any documentation available in different languages; List of interpreters; Recruitment policies in terms of language	41
Taking into consideration minority celebrations and other important dates and events for young people from minority and marginalised/ excluded groups	Public calendar with activities and celebrations	42
Taking into consideration external factors that might limit the participation of young people from rural areas and remote neighbourhoods (e.g., schedules of public transportation)	Activity plans	43

CATEGORY 3: OUTREACH		PAGE
Indicator	Evidence	
Visibility and recruitment efforts consider the specific needs of young people from minority and marginalised/excluded groups in terms of form, language, information channels, accessibility	Posters, flyers, social media posts, promo videos, teasers, etc. taking into consideration the specific needs of young people from minority and marginalised/excluded groups; Feedback or evaluation forms on outreach from young people from minority and marginalised/excluded groups;	44
Pro-active measures to reach young people from minority and marginalised/excluded groups are put in place	Documentation from outreach meetings; Feedback or evaluation forms on outreach from young people from minority and marginalised/excluded groups;	45
Additional efforts to motivate young people from minority and marginalised/excluded groups to engage with the organisation are put in place	Feedback or evaluation forms on outreach from young people from minority and marginalised/excluded groups;	46
Partner organisations working with minority and marginalised/excluded youth are engaged in outreach efforts	Minutes or other communication from partnership work; Partners' newsletters, social media posts or other communication where they promote your activities with their audiences	47



CATEGORY 4: COMMUNICATION		PAGE
SUB-CATEGORY: INTERNAL COMMUNICATION		
Indicator	Evidence	
There is a shared knowledge about the inclusion activities the organisation runs and the reasons why they are implemented among all workers and volunteers	Minutes from meetings of staff, reports from internal trainings for staff and volunteers;	48
There is a common understanding of the need of being inclusive in all aspects of organisational work	Minutes from meetings of staff, reports from internal trainings for staff and volunteers;	49
Inclusive language is used when communicating within the organisation	Internal communication materials; Inclusive language guidelines	50
SUB-CATEGORY: EXTERNAL COMMUNICATION		PAGE
Indicator	Evidence	
Diverse communication channels are used to reach different audiences	Information about the activities and the organisation on different platforms; Minutes from meetings; Communication strategy	51
The message communicated by the organisation considers the needs of different groups and communities (clarity, language issues, etc.)	Screenshots of posts on social media platforms, flyers, brochures, posters, etc.;	52
Inclusive language ¹ is used when communicating with the community	Screenshots of posts on social media platforms, flyers, brochures, posters, etc.;	53
The message encourages ALL young people to get interested and get involved in the activities, especially encouraging young people from minority and marginalised/excluded groups	Posters, programs and other recruitment efforts, which include information that the activities are welcoming for all young people	54
Young people from marginalised/excluded groups are actively involved in designing and delivering the message	Documentation from consultation processes: minutes from meetings, written feedback, etc.	55
The process of developing the message and its content do not reinforce stereotypes	Screenshots of posts on social media platforms, flyers, brochures, posters, etc.;	56

¹ Inclusive language avoids expressing or implying biases and presumptions. It for example would avoid using masculine forms of words (e.g. 'every person can find what HE is interested in), avoid expressions that assume the gender of people and their partners (e.g. 'boyfriends are also welcome in our Girls Code group'), avoid expressions that assume the cultural background and cultural practices people subscribe to (e.g. 'We all celebrate Christmas with our families this week, but we will be back with more activities

CATEGORY 5: POLICIES		PAGE
SUB-CATEGORY: CORE PRINCIPLES AND VALUES		
Indicator	Evidence	
The fundamental values of human rights, antidiscrimination, inclusion and diversity are in the organisation's roots (e.g., mission statement, communicated objectives of the organisation, etc.)	Mission and objectives of the organisation, which is easily accessible on the website and/or on its premises	57
There is regular monitoring of the compatibility of the activities of the organisation with the core values and principles	Minutes from staff and consultation meetings, planning or evaluation meetings	59
SUB-CATEGORY: SPECIFIC POLICIES AND PROCEDURES		PAGE
Indicator	Evidence	
The organisation has a code of conduct or an inclusion policy, which are shared by staff and beneficiaries	Code of conduct easily accessible on the website and/or the premises of the organisation;	61
Financial and logistical procedures consider potential specific needs of young people from disadvantaged communities (e.g., payments in advance, extra costs for participation, etc.)	Procedures and internal policies, highlighting potential specific needs of young people	63
The needs of young people from minority and marginalised/excluded groups are consulted and taken into consideration in the strategic and operational planning processes of the organisation	Any documentation (including a picture or video) from consultation processes with young people from minority and marginalised/excluded groups	65
Diversity is reflected in the staff of the organisation (when possible)	Anti-discrimination clause encouraging people from minority and marginalised/excluded groups is included in job announcements and other recruitment documents	67

CATEGORY 6: CAPACITY BUILDING		PAGE
Indicator	Evidence	
There is periodical training for all staff on inclusion issues	The training program, training reports/minutes, attendance list	69
A competence assessment system is put in place in the organisation (e.g., self-assessment)	Self-assessment tool, instructions on usage	71
There is a reflective learning practice for all staff where the issues of inclusion can be addressed (e.g., supervision, reflection groups, intervision)	Programs and minutes from meetings	72
Staff participates in capacity building activities organised by other organisations/institutions	Invitation letters, certificates of attendance, programs of trainings; Short reports from staff participants	73

CATEGORY 7: PARTNERSHIPS AND NETWORKING		PAGE
Indicator	Evidence	
Cross-sectoral cooperation strategy and practice on inclusion issues and/or policies are put in place in the organisation	Attendance lists from partnership meetings; A document outlining the cross-sectoral cooperation strategy; A list of partnership/cooperation members	74
Challenges, practices and strategies related to inclusive youth work are shared and discussed with other organisations that work on inclusion issues	Minutes from partnership meetings; Publications on social media	75
Inclusion youth projects/activities are developed and implemented in partnership with other organisations and/or stakeholders (e.g., parents)	Project applications, project reports, project contracts; Photo and video documentation of joint projects and initiatives;	76
There is a network of organisations working on inclusion issues to amplify voices and influence inclusion/youth policies, at least on a local level	Minutes from partnership meetings; Recommendations or any documents developed by the network/partnership; Minutes from meetings with decision-makers; Posts on social media	77

CATEGORY 8: SUPPORT AND RESOURCES		PAGE
Indicator	Evidence	
A support structure is available for the organisation to facilitate inclusion work (e.g., interpreters, cultural mediators, supervisors, therapists, etc.)	List of collaborators; Agreements and contracts; List of activities	78
Resources allocated in each activity implemented in the organisation take into account the needs of young people from minority and marginalised/excluded groups	Budgets of activities	80
Efforts are made to obtain financial support to make spaces and activities accessible and available for young people with different needs	Application forms; Documentation from fundraising campaigns; Budgets; Minutes from fundraising and/or advocacy meetings	81
Learning/development resources are made available and shared among all people involved in inclusion work within the organisation	List of resources/publications available online and the premises of the organization	83



***How inclusive is
your organisation?
A tool for
self-assessment***

How inclusive is your organisation? A tool for self-assessment

About the self-assessment tool

Would you like to understand better where your organisation currently stands and spark conversations toward meaningful action to promote and practise diversity and inclusion? The partners of the BE Inclusive project developed a tool that will guide you through the process of assessing or evaluating what you do in youth work, how you do it, who does it to make sure your policies and practices are inclusive. In the reflection process, you will also have a chance to plan improvements you can implement either in a short-term or long-term perspective.

This self-assessment tool is based on the framework of indicators of inclusive youth organisations, which is presented in the previous chapter.

For whom?

This tool is meant for people who are a part of any youth organisation, other NGOs that work with young people, authorities in charge of youth, non-formal youth groups, etc. Specifically, it can be helpful for youth workers and managers of youth organisations. However, to get a deeper understanding of different aspects this tool proposes, participation of other people, such as young people, may be needed or desired.

How?

The self-assessment tool is divided into several parts, each covering an organisation's specific domain/ activity area. Each part reflects the indicators set for inclusive youth organisations, which is a part of this tool. You can simply answer YES or NO to each question. If you believe that some aspects of the issue addressed by the question are partially covered, you can mark the box TO SOME EXTENT. It may happen that specific issues are not relevant for your organisation, e.g., due to structural constraints. You can put the tick in the NOT APPLICABLE box in such a case.

The self-assessment does not have to be done in one take. You can decide to give priority to some areas first and then come back to the other ones. Invite your colleagues and young people for joint reflection to make the best use of the tool.

The tool can be used several times – after the first attempt, you may decide to return to it after some time and do it again to check your progress.

Try the self-assessment tool!

SPACES

Physical space

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Are your organisation's premises accessible to young people with various disabilities? (e.g., is there a lift, no-step access to the building, is the information exhibited on boards or walls in the building clearly visible for people with visual impairments, is there a toilet accessible for people with physical disabilities, do you have access to aids that facilitate communication with people with hearing impairments, etc.)				
2. Do you provide access to online spaces for young people when activities take place there? (e.g., do you provide computers and the internet connection on your premises for those young people who do not have them at home; do you provide captions/subtitles or a sign language interpreter during online meetings, etc.)				
3. Do you support young people who come to your organisation from rural/remote areas? (e.g., is there any financial support to buy tickets, do you provide transportation, do you provide young people with information on financial support possibilities on your website, etc.)				
4. Is your building located in an area that is safe for young people and does not pose any threat to those from minority or marginalised/excluded groups?				
5. Is the information you provide to young people on different signs/information boards on your premises accessible in the language young people can easily understand? (e.g., youth-friendly language, multi-lingual signs)				
6. Are there any signs, posters, images, slogans, brochures or flyers that promote diversity exhibited in your organisation's premises?				
7. Are young people consulted on the physical functionality of the premises and the extent to which it answers their needs?				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of physical space:

- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective

Emotional environment

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Do you have an anti-bullying strategy?				
2. Is your anti-bullying strategy known to all employees and volunteers?				
3. Are young people you work with aware of your anti-bullying strategy?				
4. Is your anti-bullying strategy available on your website?				
5. Do you have a body that monitors the implementation of an anti-bullying strategy?				
6. Does this body hold regular meetings?				
7. Do you have rules/group contracts visible on your organisation's premises?				
8. Are young people aware of these rules?				
9. Are there clear guidelines on how to act when these rules are violated?				
10. Is there a person (or people) young people can turn to for advice when they do not feel safe?				
11. Do you collect feedback from young people related to their safety?				
12. Do you act upon this feedback?				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of the emotional environment:

1.

2.

List 2 most significant challenges in this area:

1.

2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective

INCLUSIVE METHODOLOGIES AND APPROACHES

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Are young people actively involved in planning activities or events that concern them? (Active participation of young people is about influencing and making decisions about all programme elements and the way they should be implemented and evaluated)				
2. Are young people from minority and marginalised/excluded groups actively involved in decision making about activities and events organised by your organisation?				
3. Does your organisation offer specific activities for different groups of young people?				
4. Do you run a needs assessment with young people (especially from minority or marginalised/excluded groups) about types of activities/events they would like to organise or take part in or about competences they would like to develop for their personal and professional life?				
5. Do you consider these needs when planning activities/events in your organisation?				
6. When planning and implementing activities, do you consider the sensitivities and abilities of young people? (e.g. activities that are accessible for young people with disabilities, etc.)				
7. Do you place an anti-discrimination clause in calls for participants you announce? (Anti-discrimination clause is a statement that encourages people from different backgrounds to take part or clearly states that in all your activities you promote diversity and do not discriminate on any ground)				
8. Do you consider the linguistic needs of young people in planning and running all activities? (e.g. do you have a list of interpreters you work with; do you have a specific budget for interpretation/translation; do you publish documents in different languages)				
9. Do you celebrate with young people (or provide opportunities to celebrate) different holidays or days that are important because of their identity, cultural background or national/ethnic origin?				
10. Do you plan activities/events on days and times that young people can easily participate in, especially from remote and rural areas? (e.g. do you consider if public transportation is available on these days and times)				
11. Do you consider young people's skills to participate in online or hybrid activities?				



List 2 things your organisation does well to promote and practice diversity and inclusion in terms of methodologies and approaches:

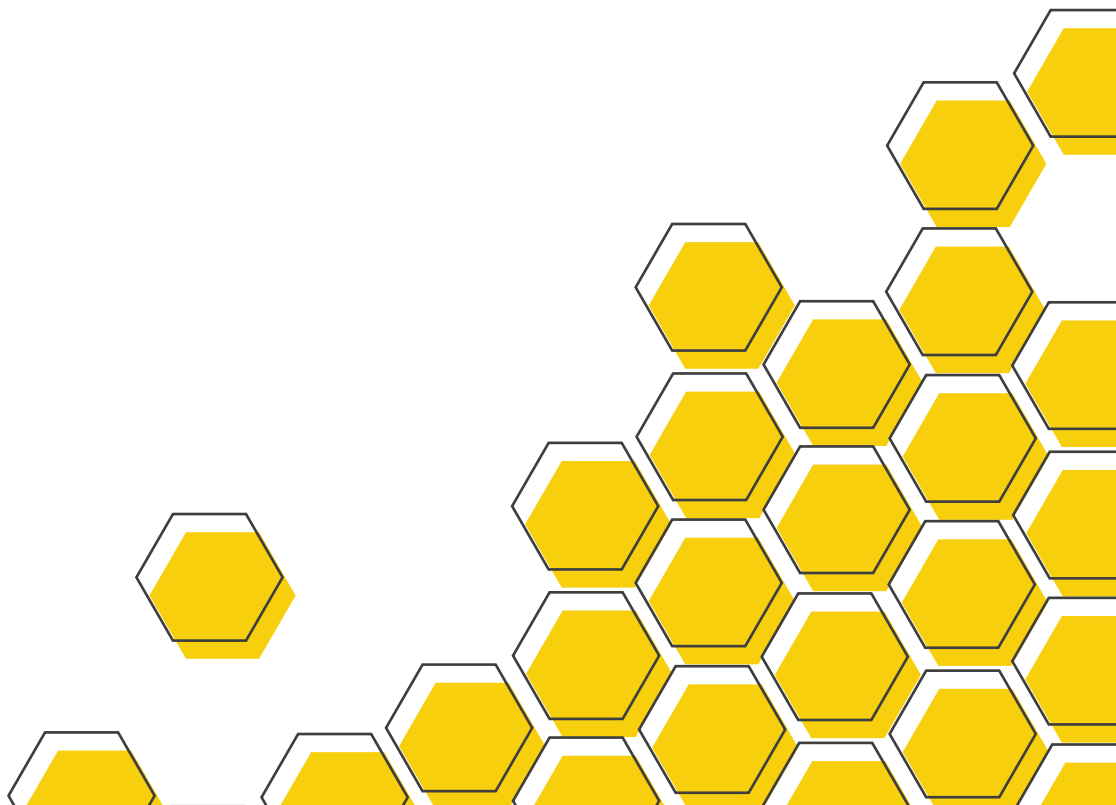
- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective



OUTREACH

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Are your visibility materials (leaflets, brochures, social media posts, etc.) and/or calls for participants available in different languages that reflect your community's national/ethnic diversity?				
2. Are your visibility materials (leaflets, brochures, social media posts, etc.) and/or calls for participants available in youth-friendly versions?				
3. Are your visibility materials (leaflets, brochures, social media posts, etc.) and/or calls for participants available in versions that are accessible for young people with visual and hearing impairments?				
4. Are your visibility materials (for young people) consulted with young people concerning form and content?				
5. Do you organise outreach meetings/initiatives to reach minority and marginalised/excluded young people?				
6. Do you invite minority organisations to your events/projects?				
7. Do you consult your initiatives (including outreach activities) with other organisations that have the expertise in working with minority and marginalised/excluded young people?				
8. Do you make yourself available for individual meetings with parents that might need it to allow their children to participate? Do young people know that they can ask for this option?				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of outreach:

- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective

COMMUNICATION

Internal communication

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Do you hold regular meetings with staff (both paid and volunteers) to inform them about activities run by your organisation, including those that promote inclusion?				
2. Do you regularly send common emails/newsletters to your staff (both paid and volunteers) to inform them about activities run by your organisation, including those that promote inclusion?				
3. Are your staff (both paid and volunteers) encouraged to plan and implement inclusion activities?				
4. Do you use inclusive and non-discriminatory language in your internal communication within your organisation?				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of internal communication:

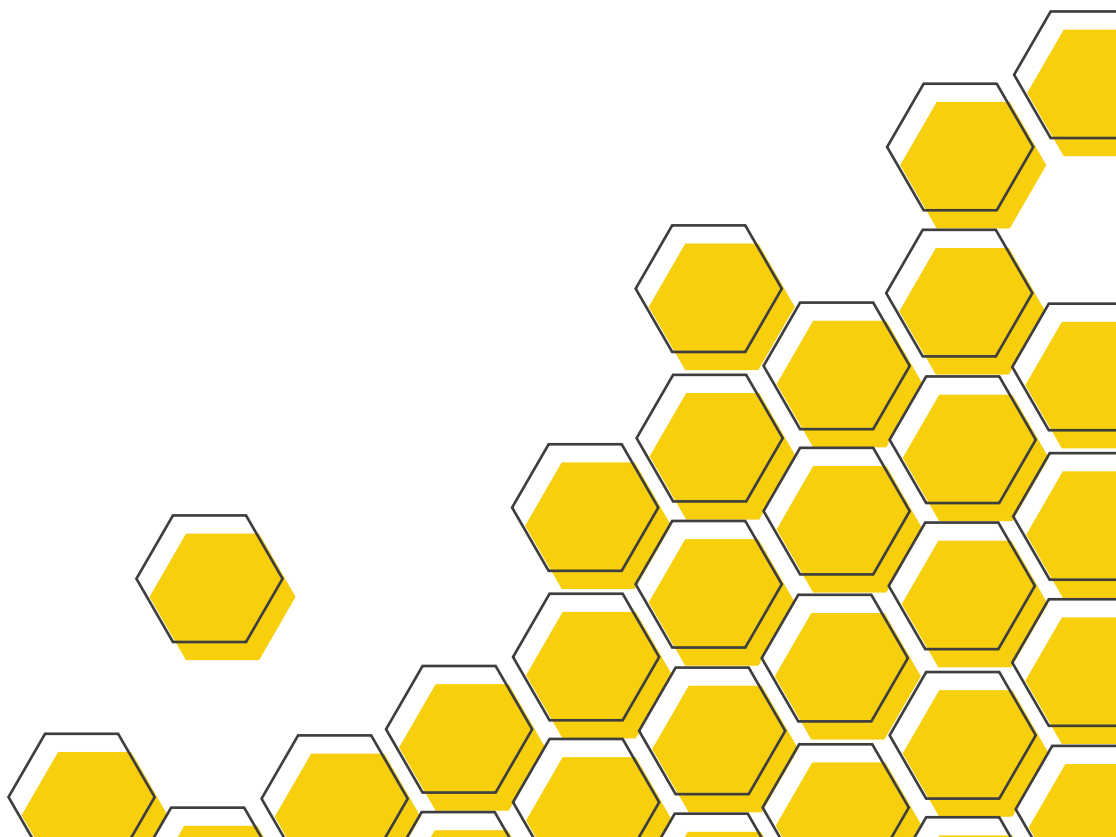
- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective



COMMUNICATION

External communication

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Do you have a communication strategy in your organisation?				
2. Does this strategy include issues related to inclusion and communication with minority and marginalised/excluded groups?				
3. Do you use diverse communication channels with different audiences to inform them about what you do? (e.g. website, social media, press releases, meetings, etc.)				
4. Do your communication materials and social media posts you use to communicate with people from outside the organisation take into account the needs of different groups and communities (e.g. are they accessible for people with disabilities, they reflect the realities of minority and marginalised/excluded groups)?				
5. Do you use inclusive and non-discriminatory language when communicating with audiences outside your organisation?				
6. In your communication, do you specifically encourage young people from minority and marginalised/excluded groups to participate in your initiatives and activities?				
7. Do you consider not reinforcing stereotypes in your posts and other communication?				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of external communication:

- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective

POLICIES

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Does your organisational strategy address the issues of inclusion and the needs of excluded/marginalised youth?				
2. Are young people, especially from marginalised/excluded groups, involved in your organisation's strategic planning?				
3. Does your organisation's mission statement include provisions on human rights and/or anti-discrimination and/or inclusion and/or diversity?				
4. Do you consider these values when planning and implementing activities?				
5. Do you have a code of conduct (code of ethics) in your organisation?				
6. Does this code reflect the values of human rights, inclusion, non-discrimination and diversity?				
7. Are all people in your organisation (staff, volunteers, beneficiaries) aware of this code and its provisions?				
8. Do your financial and logistical procedures consider the needs of young people from marginalised/excluded groups? For example, advance payments, extra costs for people with special needs, etc.				
9. Are these needs consulted with young people from marginalised/excluded groups?				
10. Does the staff of your organisation reflect diversity?				
11. Do you encourage people from diverse backgrounds to join your organisation?				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of policies:

- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective

CAPACITY BUILDING

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Do you hold trainings for your staff on inclusion and anti-discrimination?				
2. Do you provide a competence assessment system for your staff (e.g. self-assessment)?				
3. Do you provide your staff with opportunities to learn how to work with minority and marginalised/excluded young people?				
4. Do your staff have access to learning support services, such as supervision, reflection groups or intervision?				
5. Do you provide your staff with the possibilities and support to participate in training activities outside your organisation (e.g. leave, financial support)?				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of capacity building:

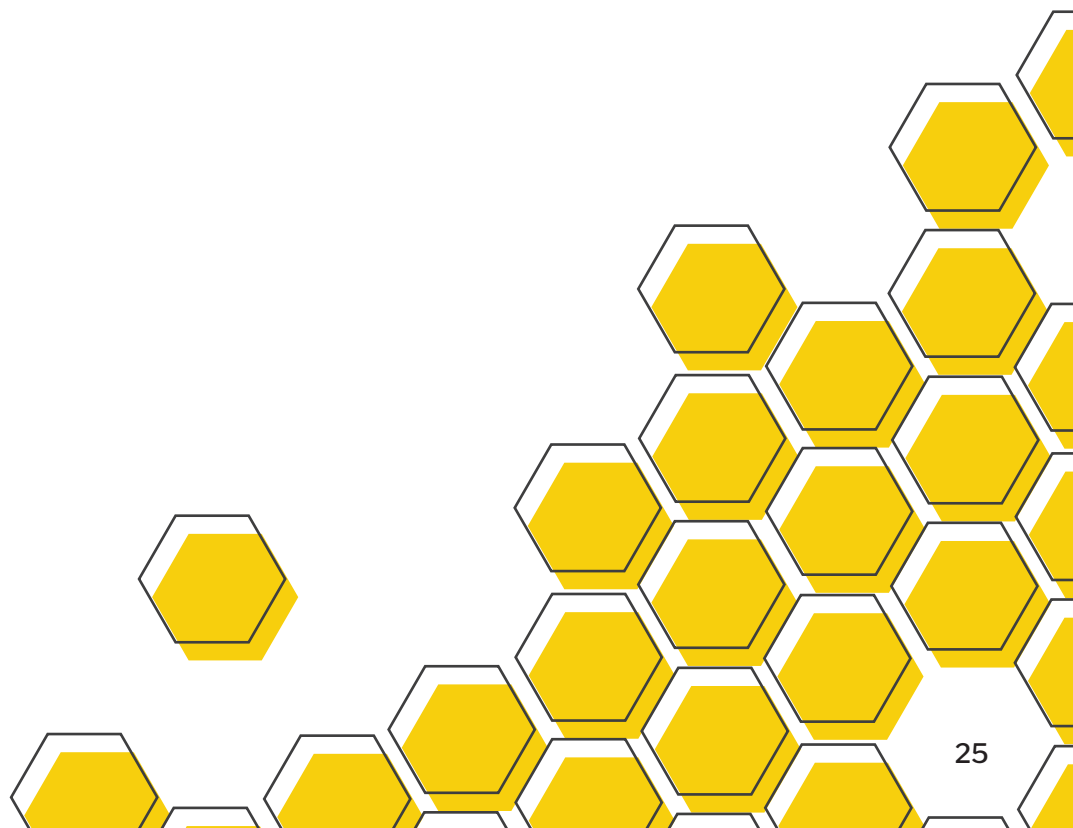
- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective



PARTNERSHIPS AND NETWORKING

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Does your organisation have formal and/or non-formal partnerships with other organisations/institutions that work with the issues of inclusion and diversity?				
2. Do you have regular meetings with these organisations/institutions?				
3. Do you discuss/decide together with these organisations/institutions on your strategic directions and/or activities you implement?				
4. Are you a part of a network of organisations/institutions working in the field of diversity and inclusion?				
5. Do you plan and implement projects together with these partners and/or network members?				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of partnerships and networking:

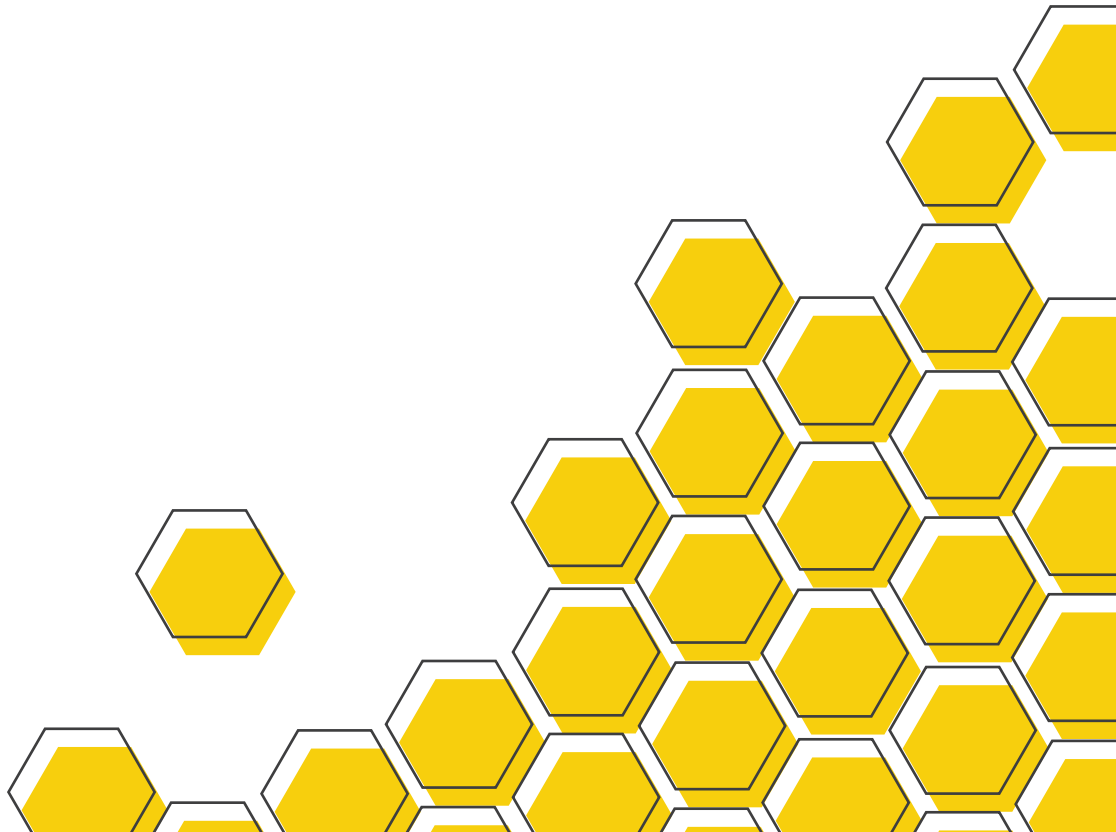
- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective



SUPPORT AND RESOURCES

	YES	TO SOME EXTENT	NO	NOT APPLICABLE
1. Does your organisation provide support for young people from minority and marginalised/excluded groups, such as interpreters, cultural mediators, supervisors or therapists?				
2. Is this support also available for your staff (paid and volunteers)?				
3. Do you actively look for resources (financial and material) to make spaces and activities accessible and available for people from minority and marginalised/excluded groups?				
4. Do you provide your staff (paid and volunteers) with learning/development materials on inclusion free of charge? (manuals, links, etc.)				

List 2 things your organisation does well to promote and practice diversity and inclusion in terms of support and resources:

- 1.
- 2.

List 2 most significant challenges in this area:

- 1.
- 2.

What would you like to change/achieve in this domain in:

- Short-term perspective
- Long-term perspective

***Foster inclusion in
your organisation!***

Foster inclusion in your organisation!

Spaces

SUB-CATEGORY: PHYSICAL SPACES

Indicator:

The premises where the activities of the organisation take place are accessible for young people with various disabilities

What does it mean?

Different physical conditions can cause many challenges for people who want to participate in activities on premises that are not made accessible to them.

Inclusive physical spaces can be called the ones that consider not only the needs of people with different disabilities (wheelchair users, blind, deaf, people with reduced mobility, etc.) but also physical characteristics that are not considered as such. Examples of such conditions could be back or joint problems, chronic pain or respiratory diseases that make a person need specific sleeping facilities/conditions, obesity, etc. Another example can be the limited use of hands and arms: the difficulty in using may or may not accompany mobility difficulties. People with this disability can find themselves frustrated in a world where gripping, turning, or pushing something with a finger is required.

How does it look in practice?

- **Accessibility:** the space needs to be equipped with a wheelchair ramp, elevator, adapted toilet, etc. so that it is accessible for people in a wheelchair.
- **Emergency:** for example, a person with epilepsy might need an ambulance to be called at a certain point, so you need to make sure the place is accessible for the doctors to arrive if something happens.
- **Furniture:** chairs, seats need to be valid for different needs, for example, fat people. Also, if you use chairs with writing pads, you need to be adapted to right-handed and left-handed people.
- **Signs:** putting written signs and ones in Braille are especially beneficial for deaf and blind people to orient themselves on the premises.
- **Online services:** making various software available to adapt the computer to a person with disabilities. For example, it reads everything aloud so people with visual impairment can also use the equipment.

Not recommended practice:

Imagine a place with two floors: the basement is entirely accessible, and the activities are taking place there. The fact is that all the participants are sleeping upstairs, where a participant in a wheelchair cannot enter. This person will be necessarily sleeping, eating and socializing downstairs, while the rest will have the whole space for them to use. Therefore, this participant's experience will be limited because they will be excluded from a part of the social life.

Good practice:

Association for Children and Young People CHANCE has a toilet for people with disabilities on its premises. It includes wide doors for the wheelchairs to pass and all facilities for wheelchairs users to use the toilet independently, including lowered washbasins.

Indicator:

The premises and online spaces where the activities of the organisation take place are accessible for all young people who want to take part in them and consider specific accessibility needs of youth from rural/remote areas and neighbourhoods (e.g., take into account public transportation schedules, provide transportation at small or no cost, etc.)

What does it mean?

Geographical distance, in some situations, can also be considered a cause of social exclusion. Many young people who live outside of urban areas depend exclusively on adults equipped with cars or motorcycles to get around, as public transport service is sometimes scarce or absent. If you add poverty to the package, the possibilities for young people to participate in activities taking place far away from their homes are even reduced.

Given this, we need to know which geographical area the activity is “covering” in terms of the target group and communicate it explicitly, offering as many options as possible to include people living in the surrounding area and requiring private transportation to reach the location.

Apart from making physical spaces accessible, we also need to find alternatives if choosing the first option means making the activity less accessible. Virtual spaces are also valid alternatives for the inclusion of people from rural/remote areas. In this case, it would be a good idea to have a couple of computers with an internet connection in your organisation that are accessible for visitors to use. If we consider poverty, it might be a case that not all potential participants of your online activity will have conditions to participate from home. Moreover, people from your organisation can also visit villages from time to time and duplicate activities.

How does it look in practice?

- *There should be willingness within the organisation to be proactive in choosing accessible spaces for their activities, and if necessary, the organisation can consider offering activities in several different areas.*
- *The organisation must provide employees/volunteers with the necessary tools to be able to move around to implement activities in places that may be more accessible to people from remote/rural areas: laptops instead of desktops, portable projectors, portable printers, etc.*
- *The organisation should consider implementing activities in rural/remote areas, especially when a specific need is identified as a reasonable possibility.*
- *The organisation can support organising transportation for people from remote/rural areas and make this option visible in the subscription form/presentation of the activity. You can pick up the participants at the same time in a set place, foment carpooling among parents, etc.*
- *If you organise online activities, ensure that everyone who wants to participate has access to all the necessary equipment (computer, microphone, internet, etc.).*

Not recommended practice:

Within the Erasmus+ Programme, the budget allocated for the accommodation of local participants is sometimes cut, and that means that the costs for their overnight stays and meals are not covered. Such a situation affects differently a participant who lives 5 minutes away from the facility and another one who needs to get a car or a bus and drive over 30 minutes to get there. The latter should be able to get accommodation in the event venue and be financially supported.

Good practice:

It is always good to provide information regarding the activities' spaces and possible alternatives. For example, if we have an “ESC volunteers pre-departure training”, we can explain on our website that if someone faces challenges in reaching the office, they can request an online meeting.

Indicator:

The premises where the activities of the organisation take place are in safe surroundings, which would not pose risks for young people from minority and marginalised/excluded groups

What does it mean?

In many cases, the need to ensure safety comes even before considering the interior space where you are going to do the activity: in these cases, the surrounding area and atmosphere are also of fundamental importance. The possible risks to be avoided for you and your participants can be physical and emotional: hate crimes, microaggressions², legal threats, etc.

For example, the proximity of groups or organisations that are explicitly against the groups or communities you or the participants belong to could be a problem. Or the fact that the laws in your country allow for punishments for people because of their gender identity or sexual orientation can be a great risk for some people. At the same time, the fact that there is a need to communicate to the authorities the identity of all participants and provide their documentation can threaten the freedom of participants who do not have a clear or legal residential situation. You can partially avoid this by checking the neighbourhood surrounding where you want to run your activity, or at least by providing all the information beforehand to the participants to be aware of the risks and the support system they can count on while participating.

How does it look in practice?

- Be aware of the legal situation of the participants and make sure that the place or the fact that they participate is not causing them trouble (or if so, make them choose if they want to expose themselves to such a risk and let them know what you can do and cannot do to support them).
- Ensure that the space has visual elements that can help all the people feel welcome, such as posters that celebrate a culture of diversity, a checklist for safe spaces, or a supportive advocate checklist on the wall³. Finally, you can even create some visual elements with the participants!
- Avoid gendered division of spaces: some people might have serious problems with a male-female based division of the space, for example, intersexual or transexual people or people who identify themselves as non-binary. To avoid confusion and bad feelings, you can have mixed spaces (always communicating it upfront, so people know it before participating in the activity), provide the possibility for people to sleep in single rooms, get dressed in closed bathrooms. If this is not a possibility for you, make sure the information is clear in the application form and the info pack, plus leave a space open for participants to explain their needs regarding this so that you can look for solutions together.

Not recommended practice:

A youth worker decides to implement an awareness-raising activity on LGTBIQ+ rights in a neighbourhood known for violent incidents towards this community. The organisation does not inform participants about the possible risks beforehand, "so they won't worry".

Good practice:

The person in charge of the activity makes an intro to the participants at the beginning of the first meeting, explaining the places in the city where it could be dangerous to go by themselves and why.

² Microaggressions are the brief and commonplace daily verbal, behavioural, and environmental indignities whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, and sexual-orientation, and religious slights and insults that target a person or group (Byrczek, A., Grzemny, D., Petkov, V., et.al, 2020)

³ You can find some inspiration in the activity "Supportive Advocate Checklist" <https://connectability.ca/wp-content/uploads/2015/05/Supportive-Advocate-Checklist.pdf>

Indicator:

Signs related to activities and in the relevant premises are provided in a language that young people from minority and marginalised/excluded groups understand

What does it mean?

Language is political and cultural; it frames reality and can be considered a “social construct” as part of the culture and a form of expression of a community. Words describe how we see and perceive the world, and they change over time. Therefore, we need to pay special attention to this powerful tool and decide how to use it.

Using the language of a person who doesn't speak the dominant one can mean that you want to communicate to them that “this space is also yours”, apart from being very practical, as some people might not understand at all such language thus they won't follow the rules or indications. Regarding the question of representation, it is necessary to make a reflection on the need to neutralise the language from a gender point of view: in English, "they/them" is used as pronouns instead of “he/she or his/hers”, as well as "partner" instead of "boyfriend/girlfriend" and so on, but in other languages, the issue can be more complicated. In any case, it is always necessary to have a proactive attitude and show the willingness to make everyone feel accepted, also within the space we are using.

How does it look in practice?

- *Gender neutrality*: as societies, languages also transform. Therefore, with small research, you can always catch up with the newest trends in gender-neutral language and try to practice such wordings in your communication. Language continuously evolves, so you might find many ways to tackle the issue in one language. Also, many people will see it in different lights. Taking a position sometimes is difficult, but already using one of the wordings will mean making a stand about your opinion and will encourage others to make an effort toward inclusion.
- *Language diversity is everywhere*: you could decorate the space with the word welcome in different languages or hang jokes in various languages on the wall, tongue-twisters, etc.
- *Signs and information boards* in the space need to be prepared in the languages understood and spoken by the space participants.
- *Use drawings instead of words*: some rules can also be displayed through this form of communication, making it easier for everybody to understand and feel included.

Good practice:

The Association for Children and Young People CHANCE has produced posters using pictograms that people with intellectual disabilities can easily read. The posters explain the services provided by the Association and the all information related to their use. The development of the posters was consulted with professionals who work with young people with intellectual disabilities.

Indicator:

The decoration of the premises reflects and promotes diversity through images, slogans, text, etc.

What does it mean?

If you want to create an inclusive space, you need to pay special attention to the representation of diversity. We are used to living in predominantly white, male, heterosexual, slim- and able-body “owned” spaces. Often people coming from minorities decide not to use certain spaces because of the fear of being excluded. For example, black people are often not interested in being in spaces perceived as “only white ones”. They presume that they will be pointed out, feel different, and almost certainly suffer from various microaggressions. Therefore it is essential to ensure a good representation of diversity within the space by using images representing the diversity within the global community, quoting authors from minority groups, playing music from all over the world, etc.

How does it look in practice?

- *Think about the spaces that can be triggering for specific groups and make them visibly welcoming to them:* for example, make the toilets gender-free or openly anti transphobia and put a sign with the statement about it; buy chairs for different kinds of body and mention it with a sign; exhibit quotes from people representing different groups, etc.
- *Try to be proactive in choosing the design elements to ensure that they represent or/and are made by different minority groups.* We need to break the rule that everything visible in the space is represented by white, non-disabled, smiling young people. The more exposed to diversity, the more normalised it will become.

Not recommended practice:

There are signs about healthy alimentation in the canteen that do not contemplate vegetarian or vegan diets. Also, there are no references to allergies or health conditions that require a different diet.

Indicator:

Anti-bullying strategies, including in online environment, are put in place and communicated with the young people

What does it mean?

Proactive strategies, peer support, restorative approaches, support groups/no-blame approach... There are many ways of counteracting bullying, and any organisation that works with youngsters should implement a set of activities and measures to prevent and tackle this issue. All people who are going to be in touch with the public should know how to recognise the phenomenon and its consequences. Therefore, the whole team should agree on the support system to use and make it accessible to all the young people.

Beyond that, all workers and volunteers need to have a common understanding of which strategy and approach are commonly preferred within the organisation or a group. Administration officers, families, young people should know what to do if the bullying continues: which steps to be done, who to talk to, and which measures to take.

How does it look in practice?

- *Make the process clear:* people need to know what to do and who to talk to if they have seen or suffered bullying.
- *Transparency and information on the strategy against bullying:* at the beginning of any activity, it should be explicitly mentioned that bullying behaviour will not be accepted and that this space promotes respect through non-violent communication. It could also be a perfect moment to discuss measures and consequences. You can do this either as a conversation or at the end of a particular activity as its conclusion.
- *Anti-bullying and awareness-raising activities as transversal elements in the program:* any activities that can end bullying can be used in this sense, like non-formal learning activities on non-violent communication, against microaggressions, about collaboration or intercultural learning, etc.

Good practice:

A team of facilitators decide to use the approach of good treatment⁴ as a transversal element in all your activities, creating empathy and promoting respect among participants. This way, they encourage something placed on the opposite side of the bullying and promote the consolidation of synergy in the group.

⁴ Good treatment can be defined as a form of expression of respect and love that we deserve and that we can manifest in our environment, as a desire to live in peace, harmony, balance, to develop in health, well-being and enjoyment (Byrczek, A., Grzemny, D., Petkov, V., et.al, 2020)

Indicator:

A culture of respect and non-violence is constantly facilitated, monitored and enhanced, including in online spaces run by the organisation

What does it mean?

Whenever we run an activity, one of the first aspects to work on should be creating a safe space where participants can feel free to express themselves, share their emotions, cherish their identity, and not feel the threat of microaggressions or bullying. Everybody should feel free to share what they think, need or are afraid of. Participation or learning can be more effective when it takes place in a relaxed and non-judgmental atmosphere where everybody can feel free to make mistakes and learn from them.

How does it look in practice?

- *Creating a safe space*: make group agreements from the very beginning of an activity, work on respect and good treatment, embrace diversity and support the development of the participants. Nowadays, most young people grow in competitive contexts, where the weakest has to fall for the winner to reach the top. Participants might need to unlearn some aggressive behaviours, which takes time.
- *Being aware of group dynamics processes and supporting its development*: the theory of non-formal learning gives us a hand in this, as we can rely on group dynamics theories to guide a group through various processes and evolutions. Research continuously develops; therefore, we encourage you to be updated to better support the balance in the activities.
- *Being role models to embrace values of respect among young people*: as you have a position of power, you can also “use” it to support the values you are promoting by actively following them through your communication and adapting your facilitation and coordination style to them.
- *Make reflection groups or a room for evaluation* to ensure that any aggression or lack of respect could be reported while you give space for participants to provide feedback on the activities.

Not recommended practice:

During an activity, the older, more experienced facilitator starts making fun of the younger, less experienced colleague after a mistake of the latter one. The first person starts laughing in front of everyone, saying that the other should be ashamed of such a silly move.

Good practice:

A kid makes a mistake, and people start laughing at him. The facilitator points out some of their own mistakes and makes another person feel nothing wrong. In such a way, they also subtly teach others that from mistakes you learn.

Indicator:

Young people are comfortable reporting how they feel in terms of safety

What does it mean?

This aspect is not new in this chapter, as we discussed it while developing other indicators. At the same time, mutual trust is a crucial element of an anti-bullying strategy and the process of creating a safe space, so we wanted to give it more visibility and raise this point separately from the rest.

How does it look in practice?

- *Creating a good group dynamic:* it is essential to give some time during an activity to create a shared group culture and make space for young people and facilitators to get to know each other.
- *Encourage participants to make their recommendations, motivate them to communicate their suggestions to activities, take them into account.*
- *Share your personal experiences* so people can relate to them. For example, suppose a facilitator is part of a queer community and makes it known within the group. In that case, people who can relate to this might approach them if they need help or feel that something is going wrong with the way people treat them. Then another facilitator might share that they are rather shy and do not always feel comfortable in big groups. So, the participants with a similar issue might seek support from this person because they know they can understand them.
- *Try to form a diverse team for the activities:* if there is a great representation of different social groups within the group of facilitators, you will have a wider point of view and support system to meet different needs within a group.
- *Being proactive in creating a safe space also means respecting participants' right not to be willing to share:* remember that you cannot overstep too many limits. Everyone has their growing path to handle, and there is a fine line between encouraging and being too pushy. Therefore, try to respect boundaries.

Not recommended practice:

The group of facilitators is permanently disappearing during all their free time because of their workload. They feel that they are giving their best to the group, but at the same time, they cannot get to know people or be there for participants if they need to.

Good practice:

At the beginning of an activity, the facilitator asks the participants which pronouns they want the group to use, explaining it as a part of a group agreement. A participant says it and receives some laughs back, so they start feeling overwhelmed. The other facilitator in the room asks politely if they can leave the room for a moment because they need to do something important. They ask this participant if they can go out together. Once the participant has left the room, the first facilitator talks to the group about the importance of respect, while the other helps the participant calm down.

INCLUSIVE METHODOLOGIES AND APPROACHES

Indicator:

Participatory way of planning of activities, events, etc., which also gives voice to young people from minority and marginalised/excluded groups

What does it mean?

Being an inclusive organisation means listening to the voice of everyone, especially when it comes to planning activities and events. This way, we can make sure that all that is planned responds to the needs of people involved in activities, and the approaches and methodologies we use are tailored to the groups we work with. It is not enough to involve only the staff in planning - they might be informed about the needs of the groups of young people they work with, but this can be filtered very quickly through their own needs, expectations and understanding of those needs. Participatory planning that involves young people from minority and marginalised/excluded groups is also an exercise of power. Young people from these groups often feel powerless and not included in decision making. Therefore, participatory planning is a tool to balance power and give it back to those who may feel vulnerable. In such a way, young people will also learn how it feels to have power and will learn to ask for it when necessary.

How does it look in practice?

- *Needs analysis is the key:* every planning process needs to be supported by needs analysis, so the first step is to collect needs from young people and the organisation's staff. Organise meetings, one-to-one conversations, online questionnaires to collect such needs. Make sure you do not use very exclusive or complicated language.
- *Different ways of participation:* people can participate in decision making in different ways. When planning activities, you can organise consultation meetings with young people to brainstorm proposals for new activities; you can also present the activity plan and collect young people's opinions and suggestions for changes; you can also do an online questionnaire and ask them for their proposals and opinions. Make sure the voice of everyone can be heard, e.g. some young people find it hard to express what they think in a written form; maybe it is better to have a conversation with them.
- *Real participation:* it is crucial to really involve young people in the decision-making process, listen to what they have to say, and see what we do or plan to do. Real participation means that we reflect together with young people on their ideas and opinions and follow-up on the proposals made by them: ask them how they imagine certain activities to be implemented, what is best for them or even delegate some tasks to young people (organising activities, promotion, etc.).
- *Communicating it to the world:* it is worth letting other organisations know how you use participatory approaches to plan your activities with young people. It can contribute to building the culture of participation in your community.

Good practice:

Cazalla Intercultural usually plans their project in a way so that they can provide some budget to young people to design and implement their own actions. In such a way, young people get the power to decide what and how they want to do, plan their actions step-by-step and use resources in a way they decide by themselves.



Indicator:

Offering a variety of activities (offline and online) that consider different needs and skills of different groups (i.e. not assuming that the activity is universally appropriate for everyone)

What does it mean?

There is never “one size fits all” when it comes to the activities run for and with young people. They need to be provided with activities that respond to their interests, concerns and needs. Otherwise, you risk losing young people along the way of doing things that have limited impact or no impact at all. Tokenizing young people usually end up with a disaster. Therefore, when planning activities, it is worth thinking about how to organise them to best respond to young people’s needs, concerns, and interests. The best way to get to know it is to ask young people. The topic of the activity is important, so are the methodologies used. So, once you know what you want to do, think about how you are going to do it.

How does it look in practice?

- *Activities that work*: activities you plan work best when they respond to young people's needs, concerns, and interests. Make sure you regularly collect feedback from young people about the activities you implement. Once you know it, you may need to diversify the offer of activities or change the way you do them. Do not be afraid of young people wanting to do different activities simultaneously: some may want to play, some may want to watch a movie, and some would prefer to talk. Be open to their proposals but make sure you have a joint meeting moment with the group to gather their feedback or simply to talk together.
- *“I want“does not always mean “I can”*: before organising an activity, make sure that everyone has the necessary skills to participate in it. If we want to use online software or platform, do we all really know how to use them? Maybe you will need quick training on using equipment, software or specific platforms before we start having fun. Digital skills should not be taken for granted just because of young participants' age.
- *What really matters*: youth work is about building and maintaining relationships, and it is more about the process than the outcomes. You need to be flexible when providing youth work activities for young people, and sometimes you will need to change the way you work or the times when you offer the activities. It is always worth asking young people what they would like to do and how they see things to be done.
- *Reflecting on your own practice*: talk to your colleagues about your practice and get to know how they see it and how they would do things differently. It is an opportunity to learn and improve your youth work practice.
- *Bringing people who can do it*: sometimes it would be necessary to contact people outside the organisation to deliver workshops or other activities for young people. Think about it when planning your budget for the activities.

Good practice:

In the learning-action approach that Global Citizens’ Academy applies in its work, young people have the freedom to choose by themselves an issue that is relevant to them and that they want to tackle. Further, they get a possibility to explore them in-depth, propose their own solutions and take action. In such a way, young people become co-creators of the whole learning-action process.

Indicator:

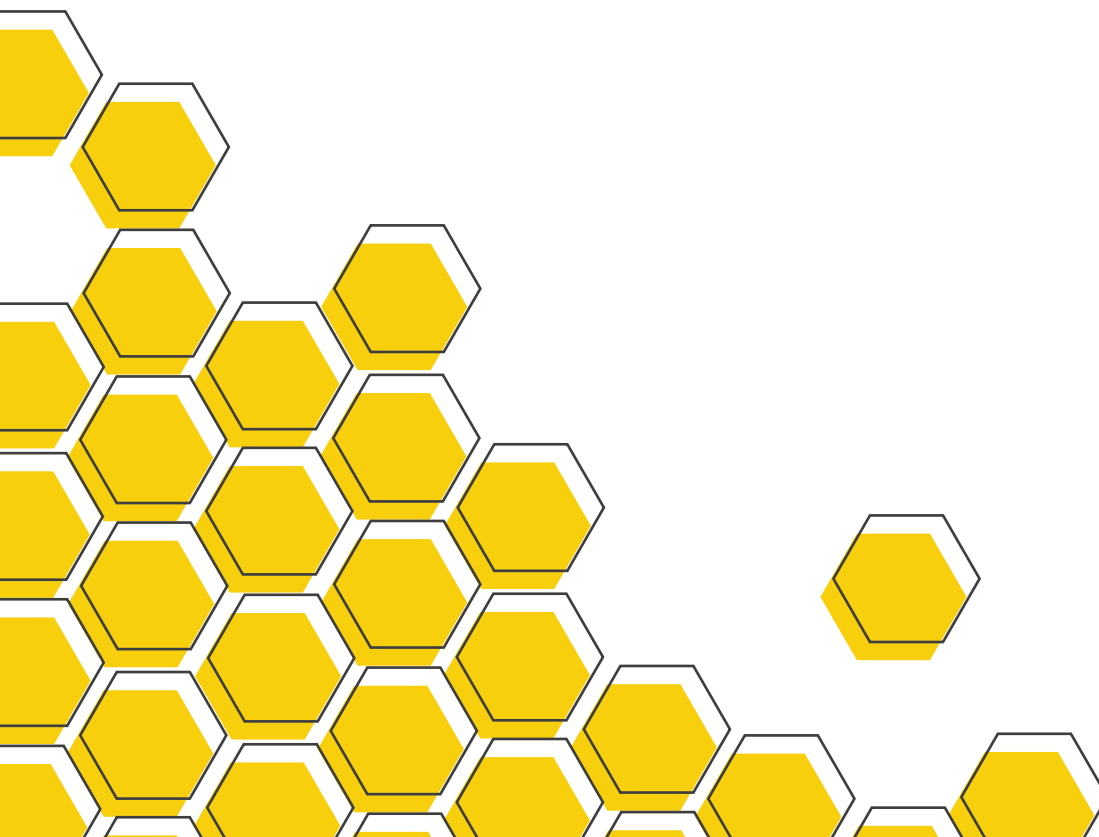
Adapting activities where appropriate to meet the sensitivities and abilities of the group (e.g. understanding of abilities, cultural diversity, etc.)

What does it mean?

Diversifying your activity offer is the first step to responding to young people's needs, concerns, and interests. The next step for an inclusive youth organisation is to make sure all activities are accessible to all young people. You may plan the activity and end up not doing it as there would be people in a group for whom it would be difficult or impossible to do it. Beware that some activities, especially energisers or group building activities, may not be accessible for young people with disabilities who cannot move freely. Leaving them aside is never a good idea. In some cultures, touching a person of another gender may be considered inappropriate - make sure that you provide space for young people to choose if and how they want to participate.

How does it look in practice?

- *Knowing your group:* you will be better prepared to address the sensitivities or needs of your group if you know young people you work with. Therefore, plan enough time for getting to know each other. When a new person joins the group, make sure you introduce the person to the group and the group to the person.
- *Research:* sensitivity can be supported by knowledge and understanding. Do some research about cultural or other issues that are relevant to your group. You can read about it or directly address other people, e.g. from the organisations that work with specific groups of young people.
- *Just ask:* you do not need to know everything about young people you work with, and in most cases, it is unnecessary. However, if challenges related to cultural misunderstanding emerge, ask young people directly to explain these issues to you or the group if they want to. It is an excellent source of learning!
- *Be flexible:* working with young people is about flexibility. If you want to promote inclusion and be sensitive to different cultural or other issues, be ready to change the programme or/and the approaches you use in your group.



Indicator:

Taking into consideration balance and diversity when recruiting groups and teams

What does it mean?

People will not know that you promote inclusion if you do not tell them about it. What is more, they might be reluctant to join your activities if they do not know that they also fit in and that they are for them. When releasing a call for participants for the activities we organise (training courses, workshops, youth exchanges), we tend to forget that there are young people who feel disempowered and powerless because they come from minority or marginalised/excluded groups... Because they have always been rejected... Because they think this activity is only for people who have money. Your calls for participants have power - they are the first step to motivate and empower young people.

How does it look in practice?

- *Promoting anti-discrimination*: when releasing calls for participants, make it clear that the activity is for all young people (if this is the case). It is worth writing: “our activities are open for all young people; we do not discriminate on any basis”.
- *Reaching out*: use different communication channels when releasing calls for participants - Facebook is not enough. Try to reach out where young people are, especially those from minority or marginalised/disadvantaged groups. You can use posters in schools or have two volunteers from your organisation visiting schools and talk to young people directly, e.g., they enter each class for 10 minutes and present your offer.
- *Being ready to accommodate special needs*: people belonging to a group with fewer opportunities might feel that they cannot participate because they have learnt before that their special needs are usually not fully respected. Developing and maintaining relationships with young people, understanding better their specific needs and showcasing all the work that is being done to make possible some activities can help with their inclusion.

Good practice:

When organising a youth exchange, Global Citizens' Academy always buys travel tickets for those young people who face financial difficulties and cannot afford to buy them by themselves. Young people just need to approach the staff of GCA and tell them about their needs!

Good practice:

Cazalla Intercultural sent a participant from Spain to volunteer in a Northern country in the frame of European Voluntary Service. Since a volunteer could not afford to buy a winter jacket and warm boots for themselves, Cazalla Intercultural provided them with the items they needed.

Indicator:

Taking into consideration linguistic needs in planning and running activities, as well as when recruiting groups and teams

What does it mean?

Multicultural groups of young people do not sometimes speak the same language. Reaching out to young people from different backgrounds may be more effective if we address them in the language they understand best. It is an empowering element for many young people who do not feel comfortable speaking the mainstream language in your country: they simply do not know it well enough or are aware of mistakes they make, and therefore they are ashamed of using it in public. Inclusive youth organisations consider that factor when planning and running youth work activities. If you produce educational or other materials in audio or video format, it may be necessary to take care of captioning them (adding subtitles) in different languages so they can be easily accessed by young people whose mother tongue is different from the language of the country they are now in.

How does it look in practice?

- *Knowing who to contact:* to make sure you include young people from different linguistic backgrounds, you may need to use various human resources, such as translators and interpreters. It is always good to have a list of available services at hand when you need them, e.g. during youth exchanges. Many online services allow for automated captioning of online conversations or audio-visual materials - some of them are available for free, and some are for charge.
- *Taking care of information:* when releasing calls for participants or other information, make sure they are available in different languages, especially if you want to reach young people from different minority backgrounds. The same applies to your website - make it available in different languages.
- *Plan your budget:* translation or interpretation may be costly. Plan it in your budget of activities.
- *Enjoying linguistic diversity:* when working with young people who speak different languages, use their resources and enjoy linguistic diversity. You can ask young people who speak other languages than the official one of your country to provide language workshops to other young people. It is an excellent source of learning!

Indicator:

Taking into consideration minority celebrations and other important dates and events for young people from minority and marginalised/excluded groups

What does it mean?

Different celebrations or holidays are an essential part of each culture, and they might be important for many young people. Inclusive youth organisations should always consider as forgetting about them may influence the participation of young people in your activities. In some religions, people celebrate important holidays on different days of the week (it is not always Sunday!) - if you plan your important activities on the day when some young people might participate in religious celebrations, you risk losing them. What is more, it can be considered as disrespectful. Make sure you are well informed about such important days for different groups of people for whatever reason.

How does it look in practice?

- *Getting informed:* the first step is to know when different groups of people celebrate their important holidays. You can always ask young people about it and prepare a common calendar of holidays together with them. Once it is ready, hang it in a visible place on your organisation's premises.
- *Planning the calendar:* when planning activities, especially those that are crucial in your plan, make sure you consider different religious and cultural holidays some young people may celebrate. Do not plan them on such dates, as it may influence the participation of young people. Also, consider that some important days might be celebrated on different dates in different countries.
- *Having fun together:* most holidays are there to be celebrated! Together with a group of young people, learn how holidays and important days are celebrated in their culture or religion. Organise an event or celebrate them together!

Indicator:

Taking into consideration external factors that might limit the participation of young people from rural areas and remote neighbourhoods (e.g., schedules of public transportation)

What does it mean?

Many factors may be a challenge to inclusion. One of them is the place of living. Young people coming from rural areas or remote neighbourhoods are very often excluded from taking part in the activities as they do not have the possibility to get to the place where such activities are held. Not everyone has a car! Young people who have a limited budget may also lack money to cover transportation costs. Inclusive youth organisations take all those factors into account.

How does it look in practice?

- *Plan your budget:* plan the budget of your activities the way that it includes the reimbursement of transportation costs for young people who come from rural areas or remote neighbourhoods.
- *Planning activities at the right times:* activities should be planned to allow young people to reach the place and also to get back home. Therefore, it is helpful to have a timetable for local transportation at hand.

OUTREACH

Indicator:

Visibility and recruitment efforts consider the specific needs of young people from minority and marginalised/excluded groups in terms of form, language, information channels, accessibility

What does it mean?

Among the challenges that young people from minority and marginalised/excluded groups might face when deciding if they want to participate in certain youth work activities, we must point out that they may feel insecure or afraid of not being made to participate in such activities. Given this, it is crucial to make them feel welcome and wanted over there. People who use a wheelchair might be afraid that space will not be adapted, or recently arrived migrants and refugees might be afraid not to be able to communicate yet. Or those who lack financial resources might be afraid to be asked to pay in advance an amount that they don't have. Different aspects make outreach essential when coming to inclusion, and the main message that we should pass is "we are ready for different situations, and no matter what your situation is, you are more than welcome to participate, and you will be respected".

How does it look in practice?

- *Try to provide as much information as possible beforehand:* for example, if you know where you will host your activity and know that the place is accessible for people with a physical disability, make this information public. If you have within the team a person who speaks a language that is understandable for the migrant community with whom you want to work, let them know. It's quite unlikely to prepare and communicate all details in advance, but the more you communicate, the better.
- *Set procedures that almost everybody can meet:* for example, if you need a specific document to be signed and given to you, provide the possibility for young people who don't have access to a printer to take the form from your office. If you have an online form, you can always fill it together with the family on your laptop. If you need any ID copies, you can make them in your own office.
- *Remember that information is also power:* some people have very good access to information, and some lack such access. So, your goal is to make the information as accessible as much as possible. Communicate online and offline, encourage families to spread the information among friends and other families that might also be interested, make yourself available for clarification in set hours if needed.
- *Count on the existing networks to reach out to those who need it:* get in touch with social services or other groups or organisations that work on specific issues that might affect a part of the target group you will work with. They can also help you reach out to some youngsters who might fear getting close to you, and the fact that another person they already trust passes the information might help get them on board.

Good practice:

An organisation uses a non-discrimination disclaimer in the call for participants to let everyone know that everyone is welcome. It states:

We invite everybody who meets the criteria of the call to apply. We do not and shall not discriminate on the basis of race, colour, religion (creed), gender identity/expression, age, national origin (ancestry), disability, marital status, sexual orientation.

Indicator:

Pro-active measures to reach young people from minority and marginalised/excluded groups are put in place

What does it mean?

We understand that being inclusive in relation to outreach is not only accepting all people who apply for your activities but also putting some specific measures in place that help to inform and encourage young people coming from marginalised/excluded groups to apply.

We often use our standard dissemination channels to inform young people about our activities, but they might not be necessarily helpful for inclusion practices. Sometimes we add criteria to an application form, stating that people from marginalised groups and minorities will have priority in the selection process, but what happens if no one belonging to these groups even applies?

In this sense, being proactive means also devoting enough time for outreach already on the stage of visibility planning, making space for direct contact with young people, exploring and finding new ways of reaching out, communicating differently and through different channels.

How does it look in practice?

- *Research and use proper channels to communicate with young people, virtually and physically:* awareness of your local reality is one of the most important steps towards an effective outreach. Should you use images or texts? Which social network is better to use? Where should you hang your posters? Spaces and channels change over time, and it is always good to run small research before starting the visibility process.
- *Direct contact helps break the ice and spread information:* you can use the events organised in the city to develop relationships with young people from diverse communities and offer them the possibility to participate in your activities. If a group of refugees does a concert, go there; if there is an intercultural meal in one of the migrant neighbourhoods in your city, join it; if there is a discussion on the challenges of Roma women, attend it. In this way, you can develop contacts and connections (and by the way, you can get a lot of learning out of it!).
- *Networking:* pass the information about your activities and the methodologies you use to professionals working with marginalised youth. Remember that it is crucial for them to understand what those activities will be like and, of course, to trust you.
- *Explore different language registers and adopt them:* the same information can be passed and seen through different lenses and filters. Explore them, choose the ones that make communication easier with the people you interact with, and adopt them.

Not recommended practice:

An NGO uses only Facebook to communicate with young people, but after a while realises that most of the content in this social network is mainly used by people aged 30 or more.

Good practice:

You organise a youth exchange and involve young people from a minority group. In this case, you decide to contact the local high school and ask people working there to come to the class and present your activity.

Indicator:

Additional efforts to motivate young people from minority and marginalised/excluded groups to engage with the organisation are put in place

What does it mean?

There are young people for whom it is very easy to engage with an organisation and participate in the activities, and there are some for whom it might be very challenging. It can happen for many reasons, like low self-esteem, feeling that you don't belong/fit or that such activities might not be for them, etc. Therefore organisations need to be proactive not only in terms of letting young people know that they can participate but as well motivating them to do so.

How does it look in practice?

- *Mind the approach*: the way you communicate with young people, the time spent together and the relationships you build with them or their families/close people is very important.
- *It is important to be open to various communication channels, including social media*: in this way, you can have this first contact with a young person and motivate them to become part of your activities. Answer questions online, be available for clarification, provide them contacts if they need help reaching the place, etc.
- *Feeling of ownership of spaces*: the more young people feel good in a physical space, the more motivated they are to engage with your organisation. If they feel that space is safe, they might come back and even bring a friend along with them.
- *Be cool AND inclusive*: mind the content of your activity, make it as good as you can so people feel that they really want to stay and get to learn more because they have a lot of fun while building a better society.

Good practice:

You have worked with a young person to send them for volunteering. They called you the day before their interview to say they could not do volunteering. Therefore, they will not participate in the interview. You asked why, without pressure, but offered to be there during the interview, supporting with the language and whatever this person needed. Finally, they did the interview with you present there and went volunteering abroad.

Indicator:

Partner organisations working with minority and marginalised/excluded youth are engaged in outreach efforts

What does it mean?

We mentioned it already, but we want to emphasise this important aspect of reliable collaboration and networking with different organisations, especially if they work with minorities and marginalised/excluded groups or represent them in civil society.

As an example, let's say there is an association of "youth from Madagascar" in your city. They do many amazing things, but they don't know anything about the opportunities of the Erasmus+ programme and struggle to finance their activities. And your organisation is an expert in youth work and European programmes. So, why not start working together?

How does it look in practice?

- *Knowing and developing professional relationships with different organisations and institutions who work with young people from minority and marginalised/excluded groups:* make collaboration plans, build joint communication channels or support groups, etc.
- *Before offering any activity, ask members of the partner organisation if there are any special needs or issues that you need to be aware of:* you don't want to offer a young person a voluntary project and then say it is not possible because of X reason that you could have known before without creating false expectations.
- *Ask your partner organisation to distribute the information about your project:* they have their own channels and probably know their participants/users/members better. So, they will be better aware of giving visibility to the call and motivating people to join your activity.
- *Create an agreement about mutual collaboration:* it is important to know what each organisation can offer and decide upon specific needs. For example, an organisation that works with the Roma community inform young people with whom they work about the possibility of doing voluntary service. And when they find a person who is interested, they put them in touch with your organisation. They can even decide to put this topic as a theme in their learning support program, if they have one, or find different strategies for merging and amplifying the opportunities based on the capacity of their organisations.

Good practice:

One of your local volunteers agrees on preparing a language course for migrants, for free. You get in touch with a migrant group with whom you collaborate from time to time and ask if anyone wants/needs to subscribe. The responsible person says that there are definitely people, but they consider it better to start the course on their premises because it will be easier for them to participate. You discuss this with the volunteers. You engage with the ones responsible for this activity in designing the program, considering the needs of the participants and the competences and availability of the volunteers.

COMMUNICATION

SUB-CATEGORY: INTERNAL COMMUNICATION

Indicator:

There is a shared knowledge about the inclusion activities the organisation runs and the reasons why they are implemented among all workers and volunteers

What does it mean?

It is necessary to ensure that all staff, volunteers, interns and other members of your organisation are on the same page when it comes to inclusion. And the very first thing that can be done about it is passing information to others. We are talking here about strategies in your organisation that involve inclusive activities, activities that target particular youth groups, etc.

This type of information should be familiar for everyone in your organisation, and it is necessary for two reasons:

- Providing information to your team members contributes to creating a culture of inclusion within your organisation;
- You cannot expect your team members to do an excellent job on inclusion if they do not know they are supposed to focus on that.

Inclusion is a little bit of a fluid thing that always changes shape and is not static. It is important to constantly renew your information, boost everyone's motivation and add new knowledge about it. It means that inclusion should be a topic discussed from time to time in your organisation.

How does it look in practice?

- *Make all necessary documents accessible to all team members:* all team members of your organisation need to have access to the most important documents (strategies, codes of conduct, etc.) related to inclusion measures and activities you implement. Make sure you keep them in virtual storage or physical folders that are easily accessible to all team members.
- *Minutes from meetings:* all team members need to get all updates on what is going on in your organisation. They should be introduced to decisions made if they were not a part of the decision making process. Minutes is one of the ways to keep the most important information mentioned and easily shared to keep everyone updated.
- *Reports from internal trainings for staff and volunteers:* if your organisation's members had training, it is a good idea to have some information written and shared with peers. For example, if at least one member of your organisation could not participate, you can still update them with the most important things. Such reports (not necessarily formal ones) might also help keep track of strategies in your organisation. Let's say you have a strategy for the inclusion of your staff and/or members. So, reports or written feedback might help check if you follow it and if it works in the long term.
- *Internal newsletters:* if you are a part of an organisation with many staff, members or employees, it might be useful to distribute regular internal newsletters with the most important updates about your activities, projects, changes within the organisation, etc.

Good practice:

An organisation has virtual storage for documents and all essential data accessible to all its members. You can upload minutes after every meeting, reports or feedback after training, and documented strategies to dedicated folders. All team members get reminders and notifications about any changes in storage to catch up with all updates.

Good practice:

Global Citizens' Academy is a part of an EU-wide campaign "Our Food, Our Future", that unites 23 organisations. The consortium members receive the internal monthly newsletters with updates about the campaign's progress, updates of what each consortium member is doing in their country, and other relevant information that help them implement activities in their countries properly. Such a measure creates a culture of inclusiveness within the consortium.

Indicator:

There is a common understanding of the need of being inclusive in all aspects of organisational work

What does it mean?

Inclusion should be a principle that is understood deeply and to which we believe with no exceptions for place and time. For example, if we believe that honesty is our value, we are honest at home or work; no conditions really matter. We believe in it, and it is universal. In the ideal case, inclusiveness should also be treated as a value. It does not matter if it is a meeting of staff or volunteers or an event for youth; every person should be treated equally and have the same possibilities.

Sometimes it is hard to identify if we exclude someone from a conversation or discussion. For that, we need to understand as better as possible what kind of people are around us and in what ways they communicate. It is always worth investing in learning how to be inclusive in all organisational processes for a couple of reasons:

- You might have team members who don't feel good working in the organisation because of insufficient communication, and it lowers the productivity of the whole group;
- If your organisation (maybe unconsciously) practices exclusion, it will harm its image. If this happens, you might look unattractive to the local youth and have a small number of members, participants in activities, etc. Also, if you exclude someone from your team, it might be harder to find a replacement for that person when the time comes.

How does it look in practice?

- *Update everyone with information:* again, we can mention meeting minutes and training feedback. Everyone must be on the same page, and all team members cannot fully participate in discussions if they do not have the same information and knowledge.
- *Focus on your team during meetings:* sometimes we don't really notice that a person is missing or not. The reason for lack of participation might be exclusion which, as we already mentioned, might not always be obvious. Pay some attention to that and ask your peers to do the same. Don't forget that your body language plays a huge role here, so keep eye contact, keep your hands open and be an active listener. Never forget about shy people or those who lack self-confidence - they might need extra attention. Attention to small details will help you create a safe and inclusive space to grow gradually and become solid and creative team members.
- *Traditions matter!* Create practices within your team that would make all staff, members, volunteers a part of your team. Having a tradition to celebrate birthdays or to make a joint barbecue every Friday might help create a culture of inclusiveness within your organisation.
- *Reflect inclusion:* find time to discuss with your staff, members, volunteers, individually or in the whole team, how they feel in the organisation. It is always essential to give space for everyone to reflect if they think they are fully included in all organisational processes or what obstacles they face. It might help improve the internal culture of inclusion.

Not recommended practice:

„We had a critical question to discuss in the meeting, but half of the team was not saying anything. So the minority made the decision. For some reason, everyone was still unhappy at the end. Why didn't they say anything?“

Good practice:

„I noticed that some of the members were quiet during an important meeting, and I asked them for their opinion and listened to it. As I uploaded the minutes from the last meeting, during which we were discussing the same issue, everyone knew what we were talking about and could fully engage in discussion.“

Indicator:

Inclusive language is used when communicating within the organisation

What does it mean?

Communication is a crucial and core part of smooth work in a team. If you have a goal to be inclusive to everyone, people within the organisation must act in this manner. In other words - practice what you preach. When it comes to youth or non-governmental organisations, people rotate very quickly, especially if they are not employed. To have a friendly, diverse and well-working team, one thing that you can do is to be the role model of how to communicate and work with each other despite all the differences.

We know that it is easier to say than to do. Many stereotypes and prejudices are rooted very deeply in our heads, and it might take a lot of time to learn to use a different phrase or follow all your thoughts. But if we want to do this right, that's the way.

How does it look in practice?

We do not always think about what kind of words we use, especially while talking with friends, family or colleagues, people that we are used to having around. Also, our language usually reflects our environment. Probably you can remember at least one case when you just catch a phrase or a word from others and start using it yourself. The same might work with exclusive language. For example, we usually don't even notice that we said something sexist because it feels natural. To help you get rid of this kind of language and reflect on what you say, here are a few examples to help:

<i>Avoid saying:</i>	<i>Alternative:</i>	<i>Why?</i>
Hey, guys!	Hello/ Hi, everyone	By saying "guys", you exclude females from the greeting.
Disabled person	A person with a disability	No matter the category, words like "people" or "person" goes first.
Old person / young person	Person	Ageism is an issue, and in many situations, a person's age is not necessary to be mentioned.
He/she	They	In hypothetical situations, use gender-neutral words. There is no need to presume that a person will be a man or a woman. Also, other peoples' gender identification is usually not your business.
Normal person	Don't say anything	There is no possible situation where this saying would be appropriate.
"Those people", foreigners	Immigrants	No matter for how long, they are members of your community anyway; start with their better inclusion with your language.
Poor/ unfortunate	Economically disadvantaged/ A person experiencing poverty	Words sometimes start being used in insulting ways for so long that they get a negative meaning. The same happened with the "poor" - it is rude to use it.
Merry Christmas!	Happy Holidays!	Don't assume that everyone is Christian. If you don't know, better use neutral words.

Additionally, to gender, race, age and other characteristics of a person, don't forget to use terms that all team members would understand during meetings. For example, don't use acronyms or terms that newer team members are unfamiliar with.

Indicator:

Diverse communication channels are used to reach different audiences

What does it mean?

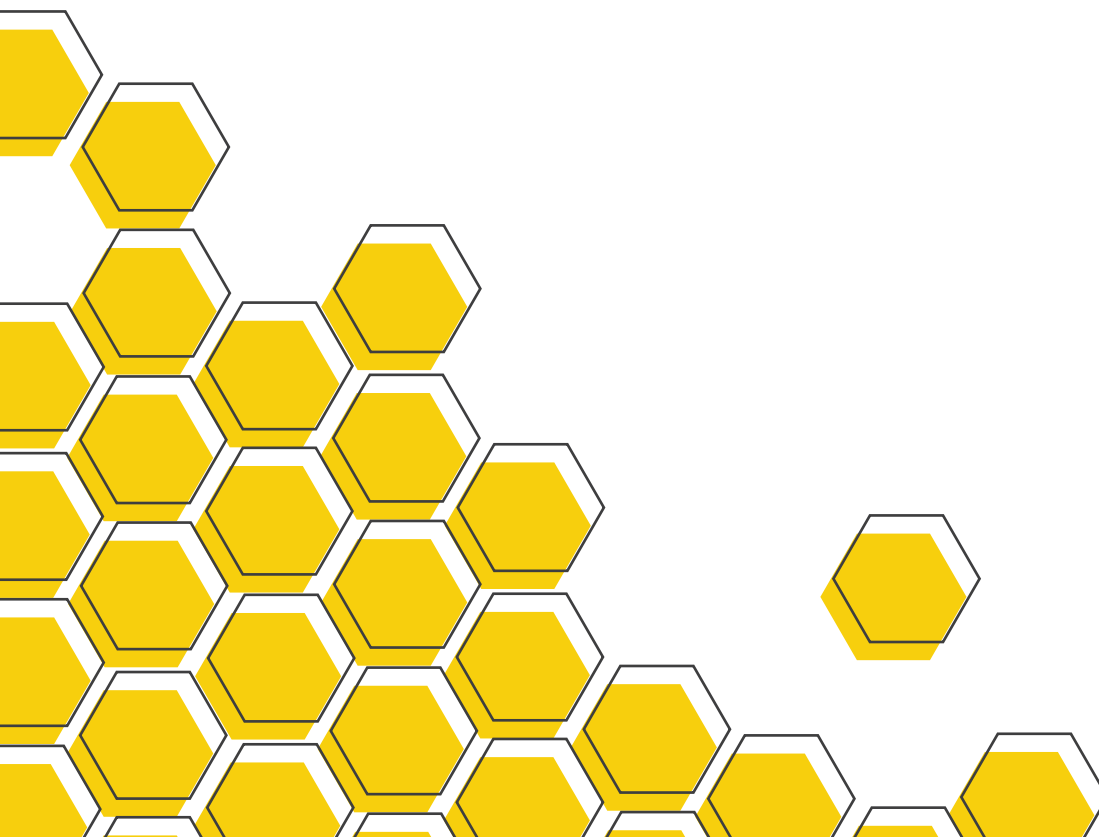
While communicating a message to others, we think about the best communication channel to reach our targeted audience. Most likely, if it is an invitation to an event, we would post it on social media, like Facebook; if it is about research that the organisation did, it would maybe be an article on your website, and so on. We use a channel that the majority use, so it feels like everyone uses it.

Have you ever considered that such channels like Facebook or Instagram are more often used by westerners? How about other cultures' representatives in your community? Maybe they have their own "Facebook", and you are not in it, missing an opportunity to reach them. How about young people who don't have the internet at home? Or a smartphone/PC? They might not have a chance to see your information all the time.

How does it look in practice?

● *Diversify communication channels, constantly update them:* choose the best channel according to what you want to communicate. But there always has to be "what if...". If you posted something online, what if someone doesn't have a chance to be online and see it? You uploaded something on Instagram, but what if a person does not use this application? You uploaded something on your organisation's website, but what if no one visits the websites anymore?

It is also beneficial to research what channels and social media channels youth uses nowadays. You might be surprised with the results, learn new information about people you work with, and maybe get inspiration for new creative ways to get in touch with your community (like via Snapchat, TikTok or others). Also, always try to think about offline communication options, and it might be a poster, a flashmob, or a door-to-door tour around your community. Just think of all possible ways to pass your message to different groups of people.



Indicator:

The message communicated by the organisation considers the needs of different groups and communities (clarity, language issues, etc.)

What does it mean?

Sometimes the messages that we want to pass to the community via posters, events, articles and other ways of communication have flaws. Those flaws can be stereotypes, hints of discrimination or ignoring someone's needs. It is a natural process; usually, we just presume what would work for us how would we deliver a message in the best way. When it comes to inclusive communication, we need to have more empathy, which is why we need to know the community we are working in as well as possible. If we are used to only working and communicating through our own point of view, this might not be an easy task. But when you finally take a step forward, get to know people around you and their needs better, everyone benefits from it!

How does it look in practice?

● *Think about the message:* try to think not only about what kind of channels you use to pass the message but also how you shape the message. For example, your organisation made a poster inviting a disco for the local community and posted it on social media (Facebook, Instagram, etc.).

Not recommended practice:

The poster includes a picture, the information in it is written in a local language, and the text contains phrases like “boys and girls”, “young people”, and so on.

Such a poster would discriminate older people that still would like to participate in the disco. It would also discriminate people who do not identify themselves as boys or girls. The poster would also be not understandable for migrants in your community because of the language. Additionally, people with visual disabilities might have to ask someone to read it for them as it is impossible for them or existing mobile applications that can read the text for them to read pictures.

Good practice:

The invitation is a promo video or a post with additional text and a picture separately. Facebook has a translation functionality, so the user will see the post in the language that their application is set to. There might be a situation that not all your community members use social media or even have the internet or a computer. Try printing a poster and hanging it in a place where more people could see it. For that, you can use old newspapers or posters to upcycle.

Indicator:

Inclusive language is used when communicating with the community

What does it mean?

The language that you use is a perfect reflection of your values. If you want to show that inclusiveness is your value for the community that you work in, use such language. Studies and research show how inclusive language can lower discrimination cases, and it works well in cases of gender. Using inclusive language for your external communication means that just as in internal communication, you should use words that would be respectful for everyone and, even if it is not always easy, inclusive for all groups. So, by organising an event, writing an article, making a post on social media, you need to think about using the most respectful language for all possible social groups.

How does it look in practice?

Just as in internal communication, try to eliminate your prejudices, stereotypes and assumptions before saying anything to the public. Mostly, we make mistakes while talking about peoples' gender; we make presumptions about their sexual orientation; we assign people to a particular social class according to their appearance and origin or by their skin tone. These are parts where we can start making a difference and working on that.

Like in internal communication, try to use language as neutral as possible in all sources of communication that you use. Two most important rules to start with:

1. *Person-first-language*: whatever you want to say about someone, always start with the word "person". So, it is a person with a disability, a person of African origin, and so on. If it is a conversation, it is always good to ask how a person would prefer to be called and use the term they provide.
2. *Gender-neutral language*: never assume the gender of a person just by appearance or name. Use neutral words until you figure out how a person prefers to be called. In general communication, not directly with people, use "they/ them" instead of her/ his, use "everyone" instead of ladies and gentlemen.

Not recommended practice:

We created a character for our organisation to help us promote our activities. We are planning to use it on our posters, videos and others. The character is a white girl with a dress, blond hair and pink shoes.

Good practice:

We created a character for our organisation to promote our activities and events. It is an elephant because it represents our organisation's values. We drew gender-neutral clothing for it, and it will speak in all languages spoken in our community.



Indicator:

The message encourages ALL young people to get interested and get involved in the activities, especially encouraging young people from minority and marginalised/excluded groups.

What does it mean?

As already mentioned in the description of other indicators of an inclusive organisation, young people from minority and marginalised/excluded groups might face challenges when deciding if they want to participate in your activities. Therefore, communication and the shape of a message that we pass also plays a crucial role in encouraging all young people in youth work activities. Therefore, you need to think of our communication measures carefully and ensure that the key messages are shaped to motivate any young person and demonstrate that your activities are open to anyone.

How does it look in practice?

- *Understand barriers:* first, it is necessary to understand the marginalised/excluded groups in your community and the obstacles that prevent them from joining your activities. It might turn out that some of them are simply shy and introverted; some maybe do not feel welcomed. While aware of these obstacles, make sure you consider them properly in your communication messages.
- *Language matters:* make sure your messages are communicated in the languages that people in your community speak. Also, be careful with terms that you use in your messages – maybe they are too complicated or unknown for some groups.
- *Demonstrate support:* organising activities that address the issues of particular social groups might not be enough to encourage young people from such groups to join our activities.

Not recommended practice:

We would like to attract more LGBTQ+ community members to our activities because they rarely participate in our events. We organised an event about LGBTQ+ rights and expected that this would change the situation. The invitation to the event only provides information what the event is going to be about.

The issue with this example is that the organisation is not putting enough effort to encourage the group they would like to involve more. Also, if you want to seem welcoming, the event should not be only about their rights. You need to loudly and clearly state your support; otherwise, it will not work. In some communities, it might seem risky to declare such things, but if you want to make a change, this is the step you need to make.

Good practice:

We organised an event to express our support for the LGBTQ+ community. We clearly stated this in our communication about the event and underlined that everyone is welcome to join. We ensured safety and a welcoming environment for participants. After the event, we made sure that spaces in our organisation would express our position about the LGBTQ+ community; we have some symbols around (let's say rainbows, flyers, posters) that would prove our beliefs.

Indicator:

Young people from marginalised/excluded groups are actively involved in designing and delivering the message.

What does it mean?

In this guide, we talk about the importance of empathy and understanding a lot, and, in most cases, it is a very hard task to do. How can we learn how to really involve young people from various groups in our activities or events? There might be no particular source of information online; it might be that you already tried and failed. Eventually, you just don't know what to do next, as it feels like hitting a wall each time. Therefore, involving young people from marginalised/excluded groups in designing and delivering messages can help you understand what and how to make youth involved in your activities.

How does it look in practice?

- *Ask the youngsters around you:* you can approach members of your organisation that are part of the group you want to target, involve them in the communication process, ask for their opinions and contributions. Most probably, they will be able not just to help you to create more inclusive communication texts or pictures, but will also teach you about their identity or cultural background. As a result, next time, you will be able to make a more inclusive communication product yourself.
- *Initiate dialogue:* if you don't have a representative of a particular youth group in your organisation, you can always organise a focus group meeting. Get in touch with local youth from the group you are targeting and invite them to your organisation. Prepare snacks and drinks, prepare some fun activities to get to know each other better. Then, preferably via non-formal education methods, ask them for advice related to communication and inclusion of their group. Remember, the only way to do this is to be the initiator; the groups at risk of discrimination will not come to you themselves and require change. You need to be the one who starts it.

Good practice:

We couldn't attract youth from one religious minority from our community to attend our activities. We organised a focus group in a convenient location for them and spent a couple of hours playing, exchanging ideas for future events that we could make together. We learned about their lifestyle and now will be able to communicate with them more acceptably.

Indicator:

The process of developing the message and its content do not reinforce stereotypes

What does it mean?

Do you know how stereotypes are just like sneaky snakes in our heads? Hiding somewhere deep-rooted in our minds, it seems like it could stay there forever if we did not try to pull them out. How do we know that we have stereotypes? We think through everything we say and do by carefully assessing if it might be offensive to any other existing group of people. It sounds like a mission impossible, but the more we try, the better is the world we are creating around us. As we, undoubtedly, have stereotypes in our minds, they may find their way out through our communication.

By allowing this to happen, we can insult or ignore the needs of some groups around us. One of your goals should be to make sure that all human beings feel like the information you are transmitting is respectful and inclusive. By putting the effort to deconstruct stereotypes about the social groups in your community, you will contribute to building a more inclusive environment in your local area and beyond.

How does it look in practice?

- *Broader context matters:* when writing an article or a blog post about the issues of inclusion, provide a wider context related to particular groups of people you would like to present. This way, you will contribute to improving public understanding of their realities.
- *Avoid generalisations:* for example, you plan to support people from marginalised/excluded groups. Avoid slogans that make false generalisations in your communication, reinforcing stereotypes that seek to evoke pity or charity. Avoid messages which exaggerate the desperation or demonstrate disempowerment of marginalised/excluded groups.
- *Be careful with images:* avoid images in your communication that sensitise the public and demonstrate vulnerabilities of marginalised/excluded groups, e.g., a person with tears in their eyes, etc.
- *Give the voice to the youth from marginalised/excluded groups,* let them tell their stories, help them to communicate to the public.
- *Be empathetic:* always ask yourself – would you be happy to be portrayed in a similar manner? It will help you understand the feelings of excluded/marginalised groups that you would like to communicate about.

Not recommended practice:

A youth group is organising a local event to support the inclusion of young migrants living in the community. In their communication materials, they use a slogan –
“Join our event and get to know the migrant youth from our community!”

Good practice:

A youth group is organising a local event to support the inclusion of young migrants living in their community. In their communication materials, they use a slogan –
“Join our event and explore the cultural diversity in our community!”

POLICIES

SUB-CATEGORY: CORE PRINCIPLES AND VALUES

Indicator:

The fundamental values of human rights, antidiscrimination, inclusion and diversity are in the organisation's roots (e.g., mission statement, communicated objectives of the organisation, etc.)

What does it mean?

As a rule, all organisations and other bodies that work with young people have a mission statement, objectives and/or core principles that lay the ground of any work the youth body in question would undertake. When registered as legal entities, they are often required by law to have such documents formulated (e.g., articles, bylaws, founding acts), which sometimes results in organisations preparing generic documents without proper discussion among founders, staff, members, and volunteers. However, these core formulations are crucially important and have a two-fold function. On the one hand, they present the youth organisation to the world, serving as the “business card” of the organisation before their target groups, local community, partners, donors. On the other hand, they are also supposed to serve as a point of reference that holds the activities of a youth organisation constantly in line with what has been decided is the core purpose and principles (see also next indicator).

Formulating a mission statement, objectives and core principles is more important – and might be more challenging than we initially think. The challenges come on two dimensions:

1. *Lack of youth participation in formulating mission statement, objectives and core principles:* while working with youth organisations and reviewing some of their core documents, we have found that many are formulated in professional slang with many buzz words. They make a lot of sense to professionals but might make it difficult to fully understand for young people, especially those who have not been involved with organisations before. As it turned out, one of the reasons for that is that young people have not been involved at all in formulating core documents, but they were rather drafted by professionals and sometimes even lawyers or consultants external to the organisation. Consequently, young people from minority and marginalised/excluded groups were also not involved in a participatory process that would have allowed them to voice needs, concerns and ideas that could inform including anti-discrimination, diversity and human rights principles in the core of an organisation.

2. *Setting up a purpose without values:* another challenge is that youth organisations might set up their mission and objectives without linking them to specific values. It is very often the case when it comes to purposes around “youth engagement”, “youth empowerment”, “youth participation”, “youth leadership”, “building skills and values among young people”. These are, of course, all important and noble aims, but let's take a careful look. A neo-nazi organisation with a strong outreach program that engages young is successfully doing “youth engagement”. If they managed to get one of their members elected to the city council, they would have done excellent youth empowerment. To take this to the extreme, think of Hitler-Jugend/Hitler Youth, which effectively built skills and values among young people. You can see why setting up objectives without explicitly linking them with a specific value framework can be problematic and make our core documents void of accurate content. That is why explicitly including the values of human rights, diversity and anti-discrimination in our core documents is so important.

How does it look in practice?

● *Core organisational documents make explicit mentions of human rights, anti-discrimination, and diversity:* we are aware that a mission statement and organisational objectives and/or principles are already in place for most people who read this manual. Now would be the time to revisit them and make sure that they are explicitly linked to the value framework of human rights protection, praise diversity and commit to anti-discrimination. If they don't, there is no room for panic: core documents can be revised, which can be helpful for the overall development of the organisation. It will also give you the chance to make the process participatory and engage the current target groups and stakeholders of the organisation.

● *Participatory process in shaping mission, objectives and principles:* if you are creating an organisation now or have decided to revisit its core documents as advised in the previous bullet point, this will give you the chance to make the process fully participatory. Depending on the organisation's size, this can take one or several meetings involving staff, members, volunteers, representatives of target groups, local partners and other stakeholders (e.g. parents of young people, teachers from schools we work with, etc.). What would be important to ensure is the participation of young people from minority and marginalised/excluded groups, even if they currently might not be actively engaged in your organisation. It will give you the chance to detect needs and barriers that can find their way into the organisation's core principles.

● *Mission, objectives and principles are available, visible and understandable:* engaging young people, including those from minority and marginalised/excluded groups, in shaping the core documents of the organisation can also serve as a check of whether the mission statement and the objectives are easily understandable. It should always be prioritised over sounding professional and sophisticated. Secondly, once the mission statement and objectives are finalised, they should be made available to young people and other stakeholders at all times: as a minimum on the organisation's website and/or on its premises. In your written and oral communication, make sure to refer to them to solidify their links to human rights, diversity, and anti-discrimination.

Good practice:

ERASMUS STUDENT NETWORK

The vision and mission of the Erasmus Student Network were discussed and approved at the Annual General Meeting in Thessaloniki 2019.

VISION By 2025, ESN will be the global network of the Erasmus Generation, committed to improving international education and providing self-development opportunities to two million young people, fostering intercultural understanding and creating positive change in society.

MISSION Enrichment of society through international students.

VALUES The values of Erasmus Student Network that all members stand and work for are: unity in diversity, diversity in the unity (we all have different backgrounds, but share one common aim and goal), students helping students (we passionately commit ourselves to volunteering for the benefits of others), fun in friendship and respect (we enjoy relations based on respect), the international dimension of the life (we are open-minded, mobile, like to discover and explore, to cooperate and to interact to break borders), love for Europe as an area of peace and cultural exchange (we live and benefit from the cultural richness of Europe to the utmost), openness with tolerance (we understand and accept others and learn from them), cooperation in the integration (we share a holistic view towards internationality).⁵

The selected good practice shows three positive aspects. The first one links the organisation's core with specific values in the mission ("fostering intercultural understanding") and its specific design in the values' section, which talks about diversity, cultural exchange, openness, and tolerance. The second one is the simple and understandable way of phrasing the organisation's core principles, making it easy to communicate and comprehend by members and young people in general; this is especially well-illustrated with the short explanations in brackets in the values' section. The third point lays in the very first sentence: "*The vision and mission of the Erasmus Student Network were discussed and approved at the Annual General Meeting in Thessaloniki 2019.*" It gives us information that the organisation's membership body has been consulted and given a chance to work on the core principles. Considering the experience Erasmus students usually have while studying abroad, it is no surprise that intercultural understanding and exchange have their central role in formulating the core principles. It is one more proof of why it is crucial to build our core documents in a participatory way and practice democracy in the making.

⁵ From the website of the Erasmus Student Network, <https://esn.org/mission-vision-values/>.

Indicator:

There is regular monitoring of the compatibility of the activities of the organisation with the core values and principles

What does it mean?

As mentioned in the previous indicator, the point of a youth organisation's mission statement and objectives is to hold all its activities together in relation to approach and philosophy. Nevertheless, even if we have a human rights informed mission statement, this, on its own merit, does not guarantee all of our programs, projects, and activities would automatically be aligned with it. There needs to be a concentrated effort to align activities with objectives and values, especially in bigger organisations with multiple teams, departments, or branches.

It all might sound self-evident, but practice shows that it is not. In their striving to get funding and grow – if not survive – some youth organisations tend to sacrifice their value framework, the scope of work or approach, to meet the demands of specific donors. They might, for example, neglect diversity within their target groups when this is not a priority of a donor who might be more interested in engaging a higher number of young people rather than what is the background of these young people. Or, on the opposite, they might promise engaging young people from minority and marginalised/excluded groups to meet donor requirements without having specific plans, practices and infrastructure to do so in a quality manner. It usually results in tokenism, e.g. engaging young people from such groups for reporting purposes or its optics, which is ethically in breach with a real inclusive approach and human rights values.

How does it look in practice?

There are three main directions to review alignment between what we claim to achieve in our core documents and what happens in practice. Whenever we undertake a project, program, service or another initiative, we have to check how it contributes to our human rights informed mission statement and/or value statements:

- *At the planning stage:* to make this practical, let's imagine our organisation receives an invitation from a partner organisation abroad to join a project they are putting together. The topic and activities sound new and exciting, plus this is also a possibility for our organisation to get some additional funding. Because of these pros, we might tend to get on board without careful reflection on whether and how this new project would contribute to our mission statements, particularly in the values of inclusion and anti-discrimination we have embedded in the organisation's core. In such cases, it always helps to get back to our core documents and discuss – at least on management level – alignment. In most cases, we will find cohesion, but it might also be possible to strengthen this with some extra activities or resources that can easily be incorporated into the project idea if we only ask for it. If this new project idea does not contribute to our mission statement and core values, we should either find ways to adjust the idea to make it a better fit or make a pass on the invitation if this turns out impossible. Saying “no” to some project opportunities is the price we sometimes have to pay to keep the face and integrity of our organisation.
- *At the stage of implementation:* the ways in which our organisation operates in a more inclusive manner can be multiple and are covered all throughout this guide in outreach, communication, methodologies, etc. In many cases, projects and programs give us the flexibility to add elements, approaches or even activities that would further bring them closer to our proclaimed values of anti-discrimination and inclusion on the stage of implementation. We can use these opportunities to make a routine where we come back to our mission/value statements in operational/planning meetings and check again if there's something we can do to better align them with the activities we are implementing. Sometimes, it can be as small as sending an event invitation to a particular minority organisation that can significantly impact engaging young people from a minority community in our program.

● *At the closing stage:* bigger and experienced organisations would probably have monitoring and evaluation mechanisms in place to track the progress and impact of a project, program or activity. In this case, it would help include (if missing) a review of if and how an initiative has contributed to the mission statement and the organisation's values, including human rights, anti-discrimination and inclusion. It can help us identify gaps, lessons learnt and good practices to avoid or embed in our work in the future and make our projects an even better fit to what we have proclaimed as a mission and values statement.

Example:

Practical tool for review of cohesion between new initiatives and the mission and values statement of our organisation.

Is the topic/theme of the project idea related to promoting human rights, anti-discrimination and inclusion?	
Fully	6 points
To a big extend	4 points
To some extend	2 points
Not really	0 points
Does the project idea allow your organisation to answer the needs of minority and marginalised/excluded communities in terms of approach, activities, outreach, procedure?	
Fully	6 points
To a big extend	4 points
To some extend	2 points
Not really	0 points
Overall, is the project idea in its current version in line with the organisation's mission statement?	
Fully	6 points
To a big extend	4 points
To some extend	2 points
Not really	0 points
Can you introduce changes to the project idea to bring it closer to your organisation's mission statement?	
Yes, to a full extend	6 points
Yes, but to a limited extend	3 points
Not really	0 points

For an overall score of 9 or lower, you should consider not taking up the project in its current version.



Indicator:

The organisation has a code of conduct or an inclusion policy, which are shared by staff and beneficiaries

What does it mean?

An organisational code of conduct represents a set of rules which people associated with the organisation – being staff, part-time experts or volunteers – should abide by. It is because their behaviour reflects on the organisation, and even if they don't have representative power, others will relate their words with the organisation. Our experience shows that many youth organisations don't have written codes of conduct, but they usually have a set of rules which they follow and enforce. It usually happens due to an identified need to manage an appropriate behaviour that aligns with its values.

Nevertheless, a written code of conduct or policy, which tackles the issues of anti-discrimination and inclusion, is highly recommended for a couple of reasons:

- It mitigates the risk of associates claiming they didn't know a code of conduct is in place;
- It diminishes the risk of misinterpretation of certain aspects and rules;
- It gives the chance to clearly communicate the code of conduct within associates, target groups and stakeholders. As we will see, this is crucially important regarding procedures for reporting misbehaviour.

How does it look in practice?

Reflecting inclusion and anti-discrimination in the policy and practice of a youth organisation can happen in multiple ways, which do not exclude one another:

- *Embed rules about inclusion and anti-discrimination into a general code of conduct:* one way to introduce rules and procedures on anti-discrimination and inclusion is through embedding them into general codes of conduct, i.e. policies which govern a wider area of practices and behaviour within an organisation. It can be a staff code of conduct, recruitment protocol, customer/patient's rights bill, anti-bullying policy, or another specific policy, which also refers to anti-discrimination issues.

Good practice:

Child Protection Policy

Either as a result of legislative obligations or donors' requirements (e.g. Rights, Equality and Citizenship Programme of the European Union), many organisations in Europe have developed Child Protection Policies that would establish rules, practices, and procedures regarding interaction with young people below the age of 18. Many organisations used this opportunity to include anti-discrimination and inclusion rules within these policies. For example, the Child Protection Policy of Be INclusive project partner SZANSA states: "All employees and associates of the SZANSA Association [...] treat every child equally regardless of their origin, appearance, convictions [...]."⁶

- *Create a specific anti-discrimination and inclusion code of conduct or policy:* another way to introduce a specific anti-discrimination code of conduct, which exclusively governs this field in the life of an organisation. The advantage of this approach is that it can be much more specific in terms of rules and procedures and cover various aspects of the organisation's work: activities and projects, staffing, outreach, provision of services, interpersonal relations, communication, etc. In addition, when an organisation dedicates a specific document/policy to a particular topic, that shows it sees it as a priority, which sends an implicit message both within and outside the organisation. The downsides of such an approach are that an organisation might end up with too many policies and codes of conduct, which – especially in small organisations – might lead to decreased understanding on behalf of staff and volunteers and/or reduced enforcement.

⁶ From the website of SZANSA (in Polish), <https://szansa.glogow.pl/polityka-ochrony-dzieci/>, visited last on January 11th 2021.

Good practice:

Antiracism intercultural code of practice

As part of its Resources, the National Youth Council of Ireland promotes a model for “Antiracism Intercultural Code of Practice”, which can serve as a base for specific policy in the field of inclusion for a youth organisation. The model remains general in many aspects, but details and specific provisions could (and should) nevertheless be introduced by individual organisations, considering its context, practice and existing rules.

The model can be found at: <https://www.youth.ie/articles/anti-racism-intercultural-code-of-practice/>

● **Highlight specific rules on anti-discrimination and inclusion on ad-hoc bases:** regardless of whether or not there is a specific policy in place or specific rules in a general policy, an organisation can and should still invest in communicating values and rules concerning anti-discrimination. It is particularly true when staff or volunteers are engaged in specific activities. In other words, any chance to communicate and enforce practices and rules around inclusion and anti-discrimination should be used.

Good practice:

Guidelines for facilitators working in schools

BE INclusive project partner Pro European Network was working on an antiracist educational initiative called STAR, which included a local phase with hundreds of school workshops. As the organisation relied on a newly trained cohort of over 10 facilitators to conduct the workshops, it put together a guide with training materials and logistical and reporting instructions. Part of the guide was titled “Values and ethical rules for facilitators”, which included, among other rules, the following:

“Facilitators [...]

Observe the emotional state of all students and assess if the process might be traumatising to a student;

Show equal respect to all students in the workshop;

Do not express in any way racist, xenophobic, homophobic and sexist views and as a rule, do not leave such views expressed by others unaddressed;

Are always mindful that their words and actions project onto all other facilitators and Pro European Network as a whole.”

Regardless of which way an organisation might select to go to introduce rules and procedures against discrimination and promoting diversity, the following *minimum standards* must be met:

● **Ban on discrimination:** discrimination is forbidden across the European Union and many other countries, and any notion that something different can be arranged with an organisational policy is untrue and would breach the law. Therefore, organisations should be explicit in banning unequal treatment within their ranks and operations.

● **Praising diversity:** the ban on discrimination is a negative rule, which is, as a rule, a consequence of national legislation. An inclusion policy should go beyond that and enforce values and rules to encourage and praise diversity. It sends a clear message where an organisation stands in terms of values beyond meeting formal requirements.

● **Procedures for reporting:** reporting mechanism should be put in place so that people, internal and external, could signal when provisions in our diversity policies are being breached, particularly concerning discrimination. Depending on the size of an organisation, this mechanism can be complicated or very simple. As a minimum, a responsible person, along with their contact, should be assigned (see below).

● **Enforcement provisions:** good policies are the ones that can be enforced. For that reason, organisational policies, as a rule, should include provisions as to how are they going to be introduced and enforced. As a rule, a responsible person within the organisation staff is assigned to follow the implementation of a policy and periods for monitoring, evaluation, and potential revision (see the model for Antiracism intercultural code of practice above).

As with the general mission statements, articles and values, any policy on inclusion and against discrimination should be shaped and reviewed in a participatory manner, including young people from minority and marginalised/excluded groups.

Indicator:

Financial and logistical procedures consider potential specific needs of young people from disadvantaged communities (e.g., payments in advance, extra costs for participation, etc.)

What does it mean?

Youth organisations tend to think of young people as a homogeneous group with a fixed profile and build their operations around this idea. This profile is built around our experience, but also on self-projecting ourselves and, more often than not – on stereotypes. For example, if we or the group of young people we currently work with have no problem to pre-pay their transportation for an event and get reimbursed a month later (or not get reimbursed at all), we presume that would be the case with all young people we are bound to work with. Of course, that is often not the case.

Youth work was called upon as one of the main instruments to address the group of young people in NEET, i.e. not in education, employment or training. In most cases, young people in this group are in a difficult socio-economic situation, which determines their NEET status and often makes it even more difficult for them to get out of it. If our logistical and financial policies and practice put an economic or another barrier in front of them, we will ultimately fail to engage young NEETs. We ultimately deny access to personal growth opportunities to those who need it the most.

Thus, what needs to be the goal of our policies and practices is the balance between effective (and responsible management) and low threshold for young people with various backgrounds. “Low-threshold” means there should be minimum requirements and barriers for people to have access to the activities, services and programs we offer, while they (could be) tailor-made to diverse profiles of young people. Such barriers are not limited to but could include financial contribution, complicated admission/application procedures, complex language, foreign language requirements, lack of accessibility.

Good practice:

The question with participation fees for activities

Many youth organisations around Europe that work with Erasmus+ and previous mobility programs have introduced the practice of collecting fees for participating young people either when hosting or sending them to mobility activities. It has been contested by many, as European programs, in theory, provide a budget for covering all costs related to mobility. At the same time, youth organisations have financial needs that are often not covered (e.g. preparation, mentoring and support, financial risk) or try to collect funds just so that they can exist, develop and grow. Some also claim that financial contribution on behalf of participants boosts their motivation and ownership of the process. While these arguments are all understandable, they still put barriers for young people in a difficult financial situation who could not afford (or can't currently prioritise) to take part under such conditions.

This dilemma can be, however, solved with a more nuanced approach. Pro European Network in Bulgaria sometimes collects participation fees for their activities, but it always introduces an exception and gives a chance for young people to explain if they currently can't afford the fee. It is included in an optional question in an online application form, making it easier for people who might be ashamed to talk about their financial situation in person. Furthermore, there are no additional complications to the procedure (e.g. proof of financial situation) – the person's explanation is the only requirement. In the organisation's experience, people use this option extremely rarely; nevertheless, the organisation is confident they did not deny a young person in a difficult situation the opportunity to participate in an activity.

How does it look in practice?

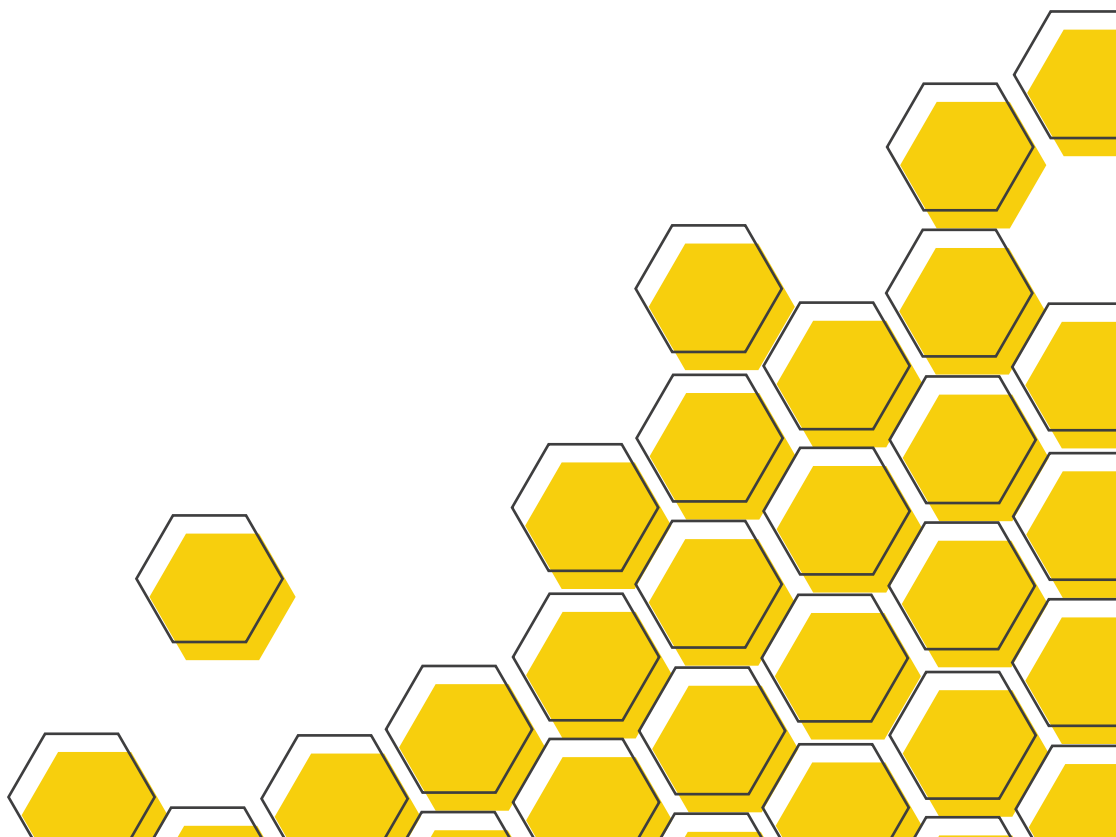
● *Participatory needs assessments and checks:* as with all the other policy-related indicators, the way to go is to involve young people with diverse backgrounds in shaping and/or revising policies and practices within our organisation. When it comes to barriers for disadvantaged young people, we should have in mind that many young people might carry shame for their specific needs, which is why we should not presume that if someone has a particular need, they will definitely voice it. On the opposite, we should explicitly ask for opinions and views on this matter in a respectful manner that gives a chance to people to privately (potentially anonymously) share their experiences and/or needs.

● *Include flexibility and exceptions in your policies:* it is perfectly fine if an organisation introduces policies that seek to guard its resource and minimise unnecessary spending and financial risk. However, nuanced approaches, exceptions and workarounds in the general rule can introduce this balance between operational management and low-threshold for young people with diverse backgrounds. Here are some ideas:

● *Budget more:* experience shows that organisations usually budget specific inclusion costs (for example, on accessibility) only when they work on projects specifically targeting young people from disadvantaged groups (for example, with disabilities). Whenever possible, depending on donors and other funding sources, organisations should budget in a way that additional costs are included (e.g. assistance in mobility, sign language interpretation, financial risks). It will effectively lower the threshold for young people with diverse backgrounds to join, and if they don't, unused funds can be either returned or re-allocated.

● *Communicate your policies:* whenever inclusive policies (or exceptions) are introduced, we need to make sure they are properly communicated across our target groups and stakeholders. Part of the reason young people from minority and marginalised/excluded groups might stay away from organisations is that they don't know if it would be suitable for them and ready to meet their specific needs. That is why communicating our inclusive policies is crucial (check chapters on communication and outreach).

● *Do the best you can with what you have:* it is clear that running an inclusive organisation requires a specific mindset, efforts and sometimes funding. As mentioned, it tests to what extent we are ready to balance efficiency and inclusive operations. Reaching this balance would be different for each organisation. For small ones with limited resources and operations, this might seem overwhelming. On the other hand, smaller organisations have the advantage that bigger ones might lack – flexibility, nuanced approach and close proximity with the target groups of young people. These factors put them at the forefront of the process for more inclusive work.



Indicator:

The needs of young people from minority and marginalised/excluded groups are consulted and taken into consideration in the strategic and operational planning processes of the organisation

What does it mean?

Strategic planning for an organisation usually prioritises its work in terms of themes and organisational development for a certain period (e.g. 3, 5 or 10 years). It is an important process that steps on what we have achieved so far, the immediate needs of the communities we work with, and the interests of our target groups and stakeholders. It allows us to imagine where we want to be and what we want and can achieve in the future. Operational planning covers much shorter periods (a year, a month or a week) and is more concerned with specific tasks, allocation, and needed resources, assuming that they serve the general objectives, vision, and priorities as agreed during the strategic planning process.

In this chapter, we have mentioned multiple times how important it is to engage young people from minority and marginalised/excluded groups in all processes of shaping and revising mission statements, articles, specific diversity policies or general organisational policies and practices, outlining specifics for each case. Not much should be said in this regard; however, here is a summary of the benefits of ensuring diversity in the processes of strategic and operational planning:

- It allows to detect immediate needs in specific communities of young people;
- It deconstructs the stereotypical profile of young people we might have created;
- It allows us to better evaluate our work, achievement and policies from various perspectives;
- It brings in different experiences and points of view;
- It creates a feeling of ownership among young people from minority and marginalised/excluded groups within the organisation.

How does it look in practice?

Strategic planning is a complex process that can take many different forms and methodological approaches⁷, depending on each organisation's size, resources, and specific context. Nevertheless, as a minimum, it requires:

- *Bringing in relevant data for the young people in the community*: this might include municipal or regional reports on youth, educational reports and analysis, existing strategic frameworks. Whenever available, organisations should seek to consult reports on the situation of minority and marginalised/excluded groups, regardless of they specifically cover the situation of young people.
- *Bringing in data for the organisation itself*: it includes financial and technical reports, monitoring and evaluation reports, accomplishments and challenges. Whenever such data is available, organisations should examine the rate at which they work with minority and marginalised/excluded groups, e.g. breakdown of participants in programs by ethnic origin, cultural groups, disability, gender, etc.

Good practice:

Collecting sensitive data

Data on ethnic origin, social and cultural background, sexual orientation and gender identity, disability and health status are all sensitive data not only in the eyes of young people but also according to the General Data Protection Regulation (GDPR, Regulation 2016/679), which is in effect in all European Union member states. Furthermore, national rules might further restrict you from collecting and processing such data. In all cases, such data collection should be optional for participants, and they must know why it is collected, who, how and for what purpose will have access to it and process it. As many of these grounds (ethnic origin, sexual orientation, disability) come with certain levels of stigma and shame, it is recommended that the data is collected anonymously and without the possibility to link belonging to such group to a specific person.

⁷ You can find some concrete methodological tools for strategic planning in youth organizations in the publication 'European toolkit for organizational development of youth organisations', available on https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf

- *Engaging staff, members, volunteers:* depending on the size of an organisation and the methodology for the strategic planning process, this engagement might be through questionnaires, interviews, focus groups or workshops. In all cases, whenever staff, members, volunteers or participants are from minority and marginalised/excluded groups, extra efforts should be put to secure their involvement in the process.
- *Engaging target group representatives:* the target groups of youth organisations are, as a rule, mainly young people. Whether they are members, users of services, local leaders and activists or random participants in activities, their engagement in the process are crucial. As with the previous point, extra efforts should be put to secure the involvement of young people from minority and marginalised/excluded groups, even if they might not have been involved in previous activities or in other ways associated with the organisation.
- *Engaging stakeholders:* views, position, and potential cooperation with other field actors are usually essential in strategic planning. These will include institutions in the formal educational sector, youth councils or municipal officers on youth, sports and leisure organisations, etc. In this consultation process, it would be important to invite representatives of minority organisations or leaders, which would contribute to detecting immediate needs in the minority and marginalised/excluded communities.

In terms of *operational planning*, what was said in points related to the application of data collected by the organisation itself, as well as engaging staff, volunteers and target group representatives, could apply accordingly, again depending on the organisational culture and practices of the specific organisation. The more participatory a planning process is, the better it is to detect specific needs and considerations. However, participatory approaches do take time and resources.

Indicator:

Diversity is reflected in the staff of the organisation (when possible)

What does it mean?

If a youth organisation is to send a message to minority and marginalised/excluded communities that it is an inclusive space and embraces diversity, it is expected that it leads as a role model with diverse staff and/or a core team of volunteers. But diversity within the staff is not just about optics and sending a message. Staff/team members from minority communities can contribute to inclusive processes in the organisation by voicing specific needs or pointing out exclusionary practices. What is more, they can support making the organisation more inclusive with their personal and professional networks and in the overall process of building trust within minority and marginalised/excluded communities.

There are no fixed “quotas” to ensure diversity within a team, and it will again depend on the organisation's size and the team, the specifics of the local context and the target groups. It might be understandable in very small teams working in relatively homogenous regions if no members of minority and marginalised/excluded communities are represented. However, if an organisation prioritises engaging with a specific minority community (for example, Roma), it can be expected to recruit Roma within their team. In all cases, power dynamics should be observed, and certain situations are to be *avoided*, among others:

- Having an all-majority team in an organisation that engages predominantly young people from minority communities;
- Having majority leaders speaking on behalf of/instead of minority communities;
- Having a paid majority staff and unpaid minority team members.

Finally, it needs to be noted that youth organisations should always strive to provide equal opportunities in terms of employment (or other types of recruitment and engagement). In this field, youth organisations are bound by non-discrimination legislation all across the European Union and in other countries.

How does it look in practice?

- *Antidiscrimination and/or equal opportunities disclaimers*: the minimum effort an organisation can make to strive for diversity within its team is including text in a job or other recruitment announcements, which communicates to potential applicants from minority and marginalised/excluded communities that they are welcome.

Good practice:

Disclaimers from the practice:

“We are an equal opportunity employer, and all qualified applicants will receive consideration for employment without regard to race, colour, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, national origin, disability status, genetic information, protected veteran status, or any other characteristic protected by law.” (Model Equal Opportunity Policy, SHRM)⁸

“We look forward to receiving applications from people of all nationalities, religions, genders, sexual identities, different ages and people with disabilities.” (Part of a job announcement of European Youth Parliament, 2021)

“We strongly encourage the participation of young Roma leaders” (Training seminar announcement, Pro European Network, 2020)

⁸ https://www.shrm.org/ResourcesAndTools/tools-and-samples/policies/Pages/cms_007618.aspx

The three examples show how important phrasing is when it comes to conveying ideas about diversity. The first disclaimer is quite formal and states that all applications will be considered. In this case, the employer simply repeats it will observe its obligations under anti-discrimination legislation. Nevertheless, it might still resonate as reassurance for people from minorities who might have faced discriminatory employment practices in the past. The second example is more inviting, as the words “we look forward to receiving” hint at embracing diversity. The third example is even more assertive, as it “strongly encourages” certain applications, mentioning a specific underserved group.

● *Communicating recruitment possibilities*: when a job or other recruitment announcement is out, it does make a difference where and how it will be disseminated. In practice, we are open to hearing from organisations that they would be happy to recruit people from disadvantaged groups, but the latter show no interest. There needs to be a critical analysis of where “no interest” comes from, as we have not reached these groups in our communication in many cases. If we are seeking applications from specific minority and marginalised/excluded communities, we should consider appropriate communication channels to reach them. For more details, please check the chapters on outreach and communication.

● *Building leadership*: many youth organisations invest in capacity building within the young people they work with later become core team members or paid staff. It is an advantage to recruit people who already know the specifics of the organisation and its work. Thus, if a youth organisation successfully engages young people from minority and marginalised/excluded communities, it can invest in building leadership and strengthening its own team in the future while securing diversity.

CAPACITY BUILDING

Indicator:

There is periodical training for all staff on inclusion issues

What does it mean?

People in an organisation can learn about inclusion in many ways: they can read suggested literature on inclusion issues, talk with people in the organisation and ask questions when they have doubts or want to clarify things; they can observe and learn from it. All these are valid learning experiences, but they may be incidental, partial or even sometimes misleading in many situations. If the organisation takes inclusion issues seriously, it should provide training to all staff on inclusion issues. Such training has very concrete learning objectives and should follow staff's learning/training needs and expectations. This way, the issues the staff is concerned about can be reflected upon and discussed in a constructive manner, and solutions may be found to things that need to be solved. Such training is an opportunity to discuss practical matters and critically reflect on own practice and raise awareness on inclusion issues. Training activities, especially when using non-formal learning approaches, can be a good occasion for the staff to get better to know each other and build the group.

How does it look in practice?

- *Assumptions may be deceptive*: when working in an organisation that promotes inclusion or works with marginalised groups or young people from minority groups, there might be a tendency to assume that all people sincerely believe in values that an organisation publicly promotes. Another assumption is that all staff have the necessary knowledge about inclusion and are aware of inclusion issues. All this can be very deceptive. Training activity of inclusion issues may contribute to a common understanding of inclusion and its necessity in the organisation.
- *Needs and expectations are the key*: the training activity has to be based on the participants' concrete learning/training needs and expectations. Only then, there is a great chance that all topics discussed within the activity will have their practical application. Therefore, it is helpful to do needs analysis before the training course and collect all expectations from the participants.
- *Participatory approach*: the training should be based on the principles of non-formal learning. The participatory approach considers different ways people learn and their dispositions. Some people may be shy to express themselves in public; some may be very outspoken and take a lot of space. The participatory approach takes all this into account and provides a space for everyone to express themselves. Therefore, it is helpful to use different methods throughout the course, such as group work, individual reflection, simulation activities, etc.
- *Focus on values and ethics*: the course should focus on values and ethics. It is good to make sure people in the organisation understand the values that the organisation promotes and the required ethical conduct. The course is a good opportunity to discuss all this and clarify issues that may be difficult or unclear.
- *Issue-based training activities*: the course does not have to be on inclusion in general, as this is quite a broad topic and touching it a bit without going a bit deeper into the subject might be even harmful and create more misunderstandings and frustration. Therefore, it is useful to organise training activities that focus on a specific topic, such as discrimination and anti-discrimination, ethical conduct in the organisation, etc.
- *The balance between theory and practice*: it is important to make sure the training balances well theory and practice. While the participants may expect ready solutions to their concerns, the activity should also include a considerable amount of knowledge to be understood. It helps people realise where certain practices come from and how they relate to general inclusion theories and practices.

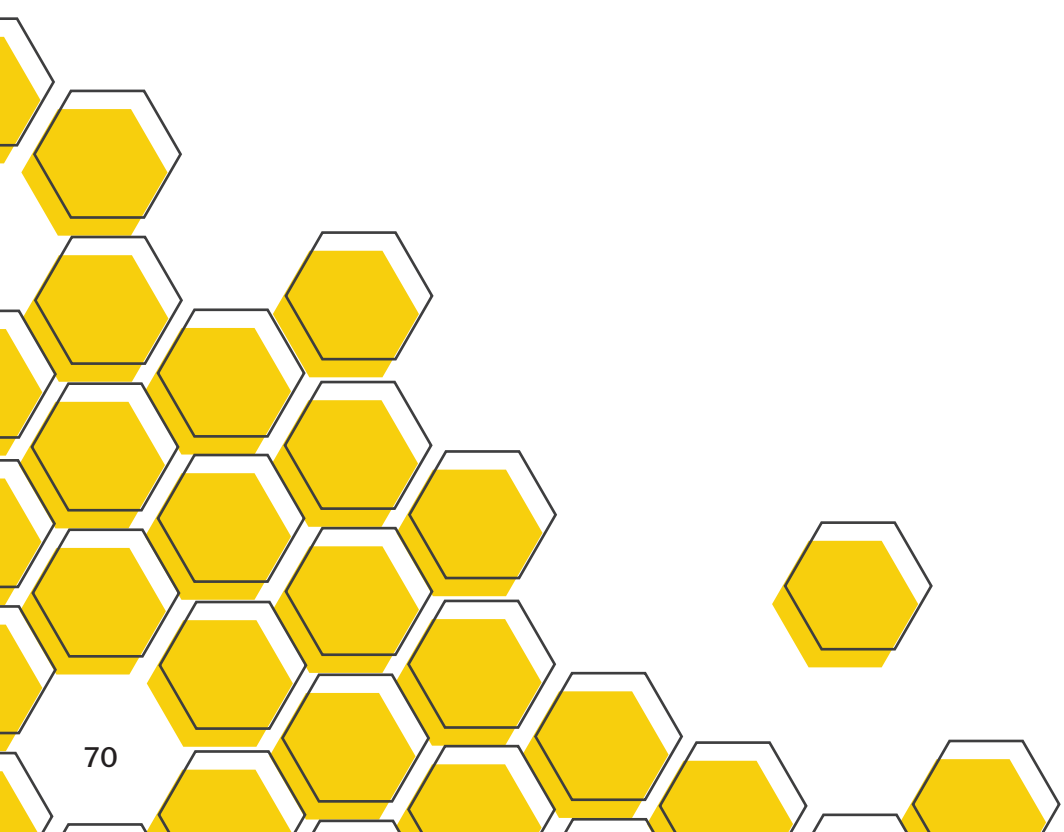
- *Timely training activities:* one training is not enough, people forget things very quickly. The best way to go about training activities about inclusion issues is to organise them regularly, e.g. a series of training activities that deal with a specific topic.
- *Internal or external experts:* people feel comfortable when they have to work with other people whom they know. However, inclusion is often about stepping out of the comfort zone. Therefore, it is advisable to invite external experts from time to time to bring a different perspective to the learning process.
- *Obligatory training activities:* there is always the question of whether such training activities should be mandatory for all staff. We believe they should. Only then we can be sure that all people are on the same page about inclusion issues, and we are sure all staff is properly trained to perform their tasks in the organisation.

Not recommended practice:

The organisation conducts one training activity on anti-discrimination as the board decided to implement anti-discrimination provisions in the organisation. Once the training is finished, all participants are expected to follow the provisions. No further training is organised. Inclusion is not a static topic; it evolves with different new challenges that appear. Assuming that all people understand discrimination and know how to follow anti-discrimination provisions is very deceptive. Further training or mentoring is needed.

Good practice:

The organisation proposes a series of one-day training activities and puts them in the organisations' activity plan. All staff are informed about it. Before the training activities, all staff are asked to fill out a needs assessment form online with a few simple questions: what topic is interesting for them, what they want to learn, what they expect. The list of learning needs and participants' expectations is handed out to the trainers responsible for the training activities.



Indicator:

A competence assessment system is put in place in the organisation (e.g., self-assessment)

What does it mean?

When it comes to inclusion in the organisation, things should never be taken for granted. As we already mentioned, assuming things usually does not work. One training or a nice website with all values promoted by the organisation listed will not solve all problems that may appear. The organisation should regularly check if inclusion practices are understood by all staff, volunteers and young people who participate in the activities. Once set, certain procedures or provisions are never written in stone, and they should be checked, evaluated, and updated. This process helps people in the organisation be on the same page when it comes to inclusion, and it stimulates participation - all people are involved in the assessment of inclusion practices and provisions. It also helps the organisation to adapt to new challenges and situations.

How does it look in practice?

- *Self-assessment on different levels:* assessing inclusion practices should happen on different levels. First, it is helpful to provide staff with a possibility to self-assess their individual approaches and inclusion practices. It can be done using an individual self-assessment tool that is peer-reviewed by another colleague or discussed with the management. It can also be used for individual reflection to identify own learning/training needs and then look for training opportunities. Another level is the organisational level. Such an assessment can be done using different tools (like self-assessment forms) or discussed openly during specially organised meetings. However, each assessment should be done against clearly defined criteria or indicators.
- *Full participation is needed:* it is useful to involve different people in the assessment process to make it as open and transparent as possible. It will help collect very different opinions and inputs that can sometimes be omitted when the process is organised in a closed group, e.g., the organisation's board. This group can consist, for example, of the board members, representatives of the employee group, volunteers and young people who take part in the activities. Assessment may also be organised in separate groups and then discussed in a joint meeting.
- *Good tools:* there are many tools that can be used to do such an assessment. The organisation can develop such a tool and define clear criteria and indicators related to inclusion. You can also use the self-assessment tool that we developed (and which you can find in this manual) and adapt it to your particular needs.
- *Assessment routine:* assessment should be done regularly to respond to the emerging needs and make sure all staff, volunteers, and young people understand what values are promoted in the organisation and the practical aspects of inclusion work.
- *Proper and effective follow-up:* each assessment meeting or procedure should be followed up by the designated group of people, which will be responsible for, e.g. introducing changes to provisions and procedures.

Indicator:

There is a reflective learning practice for all staff where the issues of inclusion can be addressed (e.g., supervision, reflection groups, intervision)

What does it mean?

Being a reflective practitioner is crucial in inclusion work. In its simplest form, reflective practice is thinking about or reflecting on what you do and how effective it is. It is closely linked to the concept of learning from experience, in which you think about what you did and what happened and decide from that what you would do differently next time. Such reflection is very useful when facilitated as it provides the opportunity to get feedback. Inclusion issues may sometimes be complicated and never one-sided or neutral, as they are very much based on values. Therefore, providing staff with the opportunity of reflective practice is helpful, if not crucial, to improve work and be effective in inclusion practices. It can be done in different forms: organised reflection groups (or pairs), e.g. each week, supervision with an external expert to get an inside from “the outside”, or writing an individual journal. Reflective practice has huge benefits in increasing self-awareness and developing a better understanding of others. It can also help you develop creative thinking skills and encourage active engagement in work processes.

How does it look in practice?

- *A specific time for reflection*: it is useful to design a particular time for reflection, so people feel they have this time for themselves and do not have to always ask for it, which might be uncomfortable.
- *The culture of reflection*: reflection should be done regularly; it should be “in the blood” of the organisation. Everyday work may be very demanding and tiring, not allowing proper reflection. If people in the organisation know there is time for reflection and they understand its value, they will be more willing to do it, and, with time, they will realise its benefits.
- *Getting the view from the outside*: it is helpful to get an external perspective in the reflection process and organise supervisions, especially for people involved in working with very challenging situations or with very challenging people. Such a process will let them check their practices and thoughts about concrete cases.

Indicator:

Staff participates in capacity building activities organised by other organisations/institutions

What does it mean?

Staff that work in the organisation may need very specific training on inclusion issues, e.g. how to work with particular groups of young people. It might not be possible for the organisation to provide such a training programme due to a lack of human resources competent to deliver such training activity. Therefore, it is essential to provide opportunities for staff to develop their competences in other places, e.g. take part in an online course or a residential training activity organised by a different organisation or institution.

How does it look in practice?

- *Good flow of information:* staff should be open about communicating their learning/training needs when they emerge. On the other hand, staff should also be informed about different learning/training opportunities that exist outside the organisation. It is useful to subscribe to various mailing lists of the organisations/institutions that offer training and circulate them among the staff in an internal email or newsletter or put them on the intranet page if the organisation has one.
- *The culture of learning:* it is important to create a culture of learning in the organisation where all staff are encouraged to develop their competences and participate in training activities.
- *Budget for learning:* the organisation should have a separate budget for the staff who want to participate in training activities outside the organisation. Many training activities are provided for free, but sometimes, especially very specialised courses, can be very costly. We realise that it can be challenging to cover all costs as the organisation's budget may be very limited, and it is worth thinking about covering at least travel and/or accommodation expenses in such situations.

PARTNERSHIPS, NETWORKING

Indicator:

Cross-sectoral cooperation strategy and practice on inclusion issues and/or policies are put in place in the organisation

What does it mean?

Each youth organisation willing to act as a force of inclusion to engage the most excluded youngsters in its activities and consequently in the community should set a detailed action plan to achieve its aim, defining a detailed strategy shared and agreed by as many entities with the same aim.

Cross-sectoral cooperation is a core element to guarantee the effectiveness of the actions implemented addressing this complex challenge: different stakeholders from the private sector, public institutions, schools, groups of youngsters and other organisations of the third sector could have a different perspective which should be considered when talking about the inclusion of marginalised youth.

An action shared and coordinated by a diverse set of entities will have a more relevant impact in improving inclusive youth policies, considering the needs and ambitions of the different actors involved.

How does it look in practice?

- *A list of partnership/cooperation members:* to reinforce partnerships and networking, the first thing to do can be to make a list of entities (NGOs, associations, schools, universities, public institutions, private companies, etc.) that could be our collaborators in inclusion work. Official network recognition could be considered an added value in terms of relevance and impact of the actions developed and implemented.
- *Attendance lists from partnership meetings:* every meeting attended by the members should be followed by minutes reporting topics discussed and decisions taken; an attendance list should be filled during every meeting to certify the different actors' participation and keep track of the activities.
- *A document outlining the cross-sectoral cooperation strategy:* debates and discussions during the meetings implemented should lead to a shared plan described in detail; it should contain common needs, the final aim of the network, specific objectives and activities to achieve them.

Not recommended practice:

„Our NGO is one of the members of a local network aimed at the inclusion of marginalised youngsters. We do not really give many inputs to our partners, we attend the planned meetings only sporadically, and we do not really share our ideas to plan new actions since we fear that other entities could use them to realise their projects, taking credits instead of us...“

Good practice:

„Our NGO is firmly convinced that inclusion of marginalised youngsters is a priority in our community. We are aware that a shared strategy and cooperation among diverse actors could have a stronger impact: identifying common ground and creating a solid bridge between policymakers and other stakeholders could be a key factor in developing more effective youth inclusion policies. We promote the organisations in meetings involving as many interested entities as possible; we are proactive in sharing our knowledge with the other members, stimulating dialogue, available to compromise to set a common strategy. We have virtual storage for documents and important data accessible to all the members. We realise and share minutes and reports after every meeting; we disseminate and promote the visibility of the network and its activities.“

Indicator:

Challenges, practices and strategies related to inclusive youth work are shared and discussed with other organisations that work on inclusion issues

What does it mean?

To set a shared cross-sectoral strategy, it is essential for all organisations that aim at marginalised youngsters' inclusion to periodically organise events where the representatives of different sectors could discuss and debate about challenges, needs, aims and ambitions, to set a common ground which will work as a basis to plan strategies and actions to be taken. A structured and recognised network of different actors would help gather voices, ideas, and knowledge and share/increase the scope of existing good practices. Recommendations that will stem from the detected issues and the shared strategies will be seen and considered more relevant by the policymakers and the public institutions capable of influencing youth policies at a local level.

Creating a centralised press office can be an element of structural and political strength for a group of associations within a network and a strength that amplifies the voice of associations in community life. Being present in the traditional mass media is equivalent to being present in the mainstream political and cultural debate. For this reason, a press office fulfils an essential strategic function.

How does it look in practice?

- *Minutes from partnership meetings and meetings with decision-makers:* the content of every meeting implemented should be reported in a document to consult about the decisions taken and the issues discussed both by the network members and by other stakeholders. Minutes could then be taken to create recommendations to be sent to the local public authorities.

- *Recommendations or any documents developed by the network/partnership:* one of the network's main aims should be the development of recommendations to be addressed to local/national institutions and policymakers. The work done by the network in terms of advocacy should contribute to creating new local youth policies or the improvement of the ones already existing, achieving the final goal of fostering the inclusion of disadvantaged youngsters.

- *Publications/posts on social media:* social media are very effective tools to raise awareness of the local community both on the youngsters' needs/issues and the activities/programmes implemented by the network.

- *Press office:* the network's press office should be composed of one or two operators. It should operate in a "bottom-up" manner: each association communicates this to the press office at the time of carrying out an activity (whatever it is). The press office will develop a press release to be disseminated through various communication channels.

The articles and television services obtained will become the press review of the network. In this way, the organisations might benefit from the visibility acquired thanks to being part of a politically strong subject such as a network. In turn, the network will present itself as an authoritative subject whose strength will automatically be transmitted to the associations.

The visibility of the network:

- Facilitates the recognition both of the work done and of the network as a reference point for the local public institutions;

- Increases the chances to reach new potential members of the network;

- Makes the youngsters aware of organisations that provide professional and personal growth opportunities.

Good practice:

„CASMI is an Italian Regional Committee composed of 16 NGOs focused on promoting international youth learning mobility and active participation. Born in 2017 by the initiative of TDM 2000, it cooperates with the Regional Government, other public institutions (municipalities, 2 Sardinian universities, primary and secondary schools) and with representatives of the business sector.

CASMI periodically organises round tables and meetings to foster cooperation between the 3 sectors of the society strengthening the links between youngsters' needs, education, training, youth policies and promoting the involvement of young people in the decision-making process.

The commitment to creating structured mechanisms of cooperation involving youngsters and policymakers is an element that characterises the work carried out by the network at the local level. Thanks to the advocacy activities done by CASMI, Sardinia is one of the few Italian regions that support international youth learning mobility through the Regional Law 7 August 2009, n.3, - Art. 9: “Provisions for education, culture, entertainment and sport” foresees a determined allocation of funds per year to be assigned to youth organisations with proven experience in the field of international mobility, which has the following purposes:

Carry out international youth mobility projects, promoting interculturality and European citizenship;
Promoting youth exchanges [...].“

Indicator:

Inclusion youth projects/activities are developed and implemented in partnership with other organisations and/or stakeholders (e.g., parents)

What does it mean?

Based on the strategies planned by a cross-sectoral collaboration, all the actors involved participate and contribute to the realisation of projects and activities to improve the inclusiveness of the youth work and stimulate youngsters' social engagement. Projects and activities designed and developed by a structured network formed by entities representing more sectors will consider several needs and perceptions of different stakeholders, raising common issues and maximising the impact of the activities implemented in the community. It is essential to reach and involve external stakeholders even if they are not part of the network; the aim is to broaden the impact of the activities implemented and gather inputs from different actors interested in achieving the same goals. Partnerships ad hoc could be set to implement specific actions involving the members of the networks and other stakeholders (e.g. schools, parents, public and private institutions).

How does it look in practice?

● *Project applications, project reports, project contracts:* ideas and strategies developed by the network and the involved stakeholders should result in the application presented, approved and co-financed by private and public granting institutions (Local/National/International level). Reports of the implemented projects will also serve to disseminate the activities done and keep track of the steps already taken to increase the inclusiveness of the youth sector.

● *Photo and video documentation of joint projects and initiatives:* all the activities done under the umbrella of the network's projects should be documented, apart from written reports, with tools able to increase the visibility both of the single project and the entities realising them. Photos and videos should be disseminated through different media (FB, Instagram, Twitter, Youtube, Newsletters, Newspapers, Websites, etc.).

Good practice:

„A shared needs analysis will be the basis of the applications designed by the network; this will guarantee actions addressed to tackle the most relevant issues concerning disadvantaged youngsters' inclusion. All network members should be committed to sharing their experience and knowledge with other members, working to compensate gaps among the partners and aiming both at the growth of the less experienced members and of the network as a whole“

Creating networking spaces is essential to achieve the aim. The best practice shared concerns an already tested mechanism that managed to guarantee association TDM 2000 a fruitful cooperation with a diverse set of actors at the local level.

The Large-Scale Local Event called “Connections”, realised every year in Sardinia, Italy, brings together youth NGO members, other associations, public authorities, policymakers, business and other stakeholders.

The event aims to:

- Facilitate cooperation and the creation of local networks among different actors promoting active youth participation (schools, universities, youth councils, sports associations, NGOs, policymakers, public authorities and representatives of the business sector)
- Promote the recognition of youth work;
- Promote cooperation between different entities to set a strategic plan, draft recommendations, influence local youth policies, with the final aim to improve the level of inclusion of the most marginalised youngsters in the local community.

The event consists of various activities realised in 2 days:

- Formal presentation of the new ERASMUS + program, youth work, active participation and European values;
- Organisations' fair;
- Workshops on different models of active participation (from solidarity to voting to digital civic engagement);
- Round tables with youth workers, NGOs, policymakers and representatives of the public institutions.

Examples of activities carried out during the event:

- Open space debates run by experts on different topics linked to youth participation and to draw up new youth policies and recommendations;
- International NGO Fair with the participation of local, regional, national and international organisations from all over Europe and neighbouring countries;
- “Ted Talks” - ambassadors of youth participation bring new examples and models and discuss them with experts;
- Round tables to exchange experiences among policymakers coming from different areas;
- Live polls using online platforms (Mentimeter or Kahoot) and stimulating the dialogue;
- Recommendation table with young people, youth organisations and policymakers to discuss and write them;
- Informal parts with live questionnaires to collect data and statistics for the final report of the event;
- Simulation about European parliament decision-making process between young people voting amendment;

SUPPORT AND RESOURCES

Indicator:

A support structure is available for the organisation to facilitate inclusion work (e.g., interpreters, cultural mediators, supervisors, therapists, etc.)

What does it mean?

As made evident by some of the other categories and indicators, inclusion work within a youth organisation is not a sporadic effort but requires a systematic approach, policy and practices in place, network of collaborators and resources. It should not scare anyone away, as it can happen gradually as long as there is a willingness within the organisation's leadership.

A useful analogy can be made with accounting. Each organisation needs to keep its accounting records governed by specific rules and procedures, monitoring, specific expertise, accounting software, and either an accountant on staff or an external accountant that processes documents, payments, etc. Even if accounting is not the organisation's primary purpose, it is a necessity, which requires a support structure in place. The situation is similar with inclusion work, where – even if it is a horizontal rather than a primary objective of the organisation – it requires a structure to hold the work.

It has become evident that in some cases, inclusion work requires specific expertise – that would be the case of working with young people who have suffered violence, which might require support from a therapist; with young people from migrant (or even local minority) background who struggle with the local language; or with deaf young people who might need sign language interpreter. Many organisations would not be able to cover such expertise at staff. But just like with an external accountant, there are ways to build relationships with experts, stakeholders and partners that hold specific expertise or other resources (networks, dissemination channels, etc.) and could provide support when needed.

How does it look in practice?

● *Appoint inclusion coordinator:* for a support system to be created, maintained and developed, there needs to be a responsible person for it within the staff/core team of the organisation. For most organisations, this position will be included in the job/tasks description of a person with another position (however, big and financially stable organisations might have the need and resources to create a position dedicated solely to inclusion work). While one responsible coordinator is needed to keep the system in place, they should not be left alone or expected to individually secure inclusion policies and practices within an organisation, as this will always require a collective effort.

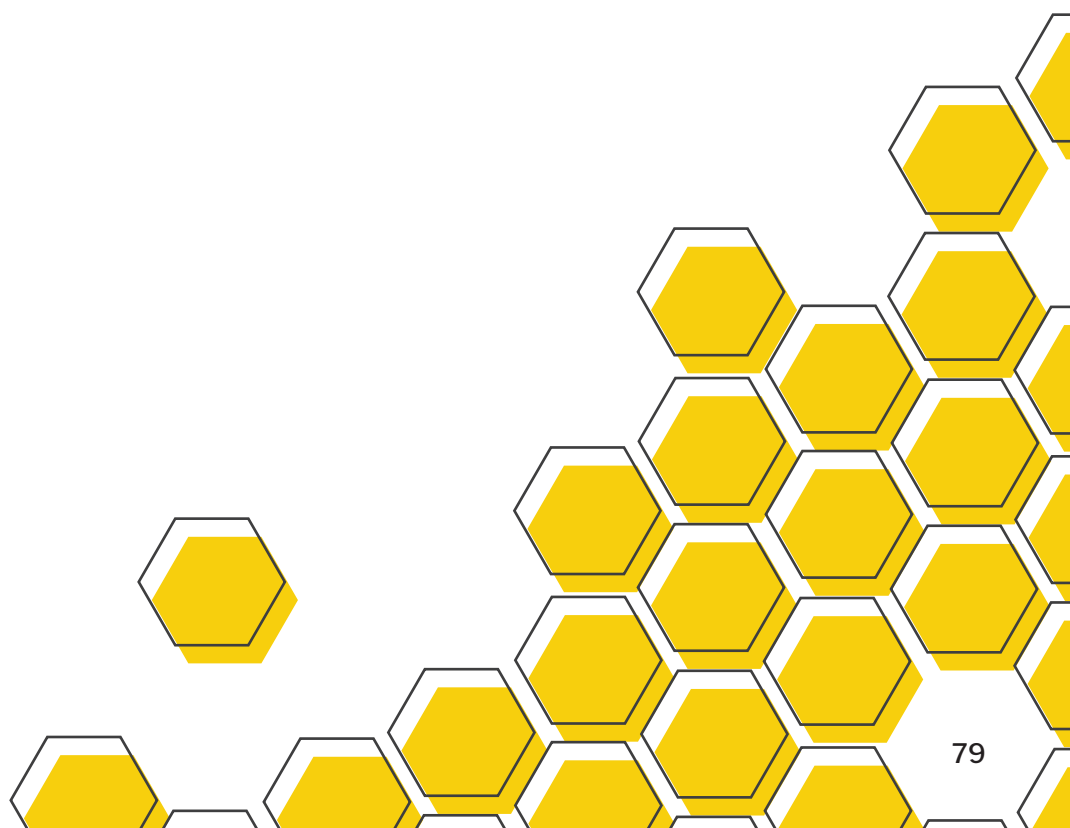
Example:

Tasks description of an inclusion coordinator

- Initiates and facilitates policy and practice revision processes from the perspective of inclusion;
- Initiates and facilitates discussion on projects and programs in terms of inclusion;
- Identifies and communicates good practices and provides guidance on outreach, communication and work concerning reaching out to minority and marginalised/excluded groups;
- Identifies learning resources and know-how and keeps an updated library for staff and organisation's members, provides recommendations for readings and materials;
- Initiates and/or supervises staff, members and volunteers training on anti-discrimination and inclusion;
- Receives, investigates and resolves signals for discriminatory behaviours, hate speech and/or other breaches of anti-discrimination/inclusion code of conduct or other policy;
- Builds and updates a list of contacts with internal and external experts who support inclusion practices within the organisation;
- Provides input on budget needs for supporting inclusion policies and practices and coordinates efforts to secure funding for accessibility improvements;
- Proactively networks and builds partnerships with organisations of minority and marginalised communities.

● *Build relationships and contact lists:* as already mentioned, not all youth organisations are expected to have in-house expertise that might be required to meet the needs of young people from minority and marginalised/excluded groups. However, to show preparedness to meet such needs rapidly, it is expected to build relationships with reliable experts with the needed expertise, know-how or other resources. These relationships might be informal (list of contacts and conditional agreement for cooperation) or formal (partnership agreements, framework agreements, subscriptions, etc. More importantly, tested or recommended experts or services are preliminary identified and kept in an index/contact list accessible to staff/team members. Here is a non-exhaustive list of expertise that might be identified as needed: therapists, foreign and local minority language interpreters, sign language interpreters, captioning services, disability support assistants, cultural mediators, minority leaders, openly queer activists or peers, queer support specialists or peers, accessibility experts, accessible venues, accessible transportation services.

● *Communicate support structure:* as with other aspects covered under various indicators, it is not only essential to build infrastructure that allows for inclusive work but also to communicate with (potential) target groups that this infrastructure is in place. It will give young people from minority and marginalised/excluded groups a chance to request support they might not have imagined could be provided and might have been a reason for lack of participation in the past.



Indicator:

Resources allocated in each activity implemented in the organisation take into account the needs of young people from minority and marginalised/excluded groups

What does it mean?

Usually, youth organisations are used to doing a lot with a minimal budget due to funding ceilings and/or competition for resources. However, this practice can result in underpaid staff, compromise with quality and what matters currently for us – compromise with the inclusiveness of our work. It has already been mentioned that inclusive youth work requires resources – in terms of time, effort and know-how, but also in terms of financial resources. Donors should be (made) aware that inclusive work is likely to cost more, resulting in a more significant social impact.

In the end, budgeting expenses for inclusiveness in our work is again about balance: the balance between our costs allowing flexibility to answer specific needs of young people from minority and marginalised/excluded communities, without sky-rocketing in a way to make our projects and programs less competitive/fundable in the eyes of donors. That is why budgeting comes with a strong narrative as to why we want to engage young people from minority and marginalised/excluded communities and how this brings value to the project, the organisation and the local context.

How does it look in practice?

This indicator is all about planning and budgeting. It is important to consider the costs of answering specific needs in advance to avoid the situation where we can't afford to accommodate them in the implementation phase. Based on identified needs through experience or consultation processes, the organisation will gradually get used to budgeting for inclusive purposes. It would be the role of the inclusion coordinator (see the previous indicator) to provide input and revise budgets to make sure needs for inclusion are considered.

Example: Sample budgets for a training event	
Original budget	Budget reflecting special needs
Outreach: online channels: 0 €	Outreach: online channels with limited printing costs for disconnected young people: 20 €
-	Translation of training offer to Arabic for targeted outreach in migrant communities: 25 €
Transportation of participants to training venue in the mountain – own contribution of participants: 0 €	Transportation of participants to training venue in the mountain – own contribution of participants, unless financially challenged: 50 €
Accommodation for 20 participants and 2 trainers for 2 nights: 1320 €	Accommodation for 20 participants, 2 trainers and 2 assistants (interpreters) for 2 nights: 1440 €
Conference room rent for 3 days: 300 €	Conference room rent accessible by elevator for 3 days: 300 €
Fees for 2 trainers for 3 days: 1200 €	Fees for 2 trainers and support staff (interpretation): 1800 €
TOTAL: 2820 €	TOTAL: 3635 €

Indicator:

Efforts are made to obtain financial support to make spaces and activities accessible and available for young people with different needs

What does it mean?

Physical accessibility of offices and venues remains a big challenge for many youth organisations who might anyway struggle to support a permanent office or venues for activities. Many would settle for buildings and spaces that could be rented at a lower cost or provided at small or no cost by local authorities. To put it simply, youth organisations don't always have full control over what they could use, which is why they may end up with offices, premises or activity venues that are not fully or at all accessible. The most significant barriers – and the ones that are usually the most demanding to overcome in terms of efforts, expertise and funds – are for wheelchair users.

Accessibility of spaces was covered in another chapter, but it still needs to be noted that it is not solely determined by the location on ground level or the availability of an elevator. It is because 1) even if the premise is located on ground level, it often has steps either on entry or in other parts of the premises (between rooms or to access balconies, for example); 2) it is not enough to have an elevator, but an elevator that is spacious enough to accommodate a person with a wheelchair, opens automatically and has buttons located at a level to be reachable by a wheelchair user; 3) doors although the premises should be wide enough; 4) toilets should also be designed in a way that would allow a wheelchair user to use them independently – door width, space for the wheelchair in the toilet, handles that allow independent use, etc.

Keeping in mind all that, it is inevitable that turning an inaccessible space into an accessible one requires time, effort and, as a rule – a solid financial investment. It requires the involvement of architects and other professionals and, in some cases, going through administrative procedures with local authorities if serious construction changes are necessary. Note that many countries have specific standards for making spaces accessible, and these need to be followed. Besides that, consultative meetings with disability organisations and/or young people are strongly encouraged to make sure that any changes will answer all their needs.

Good practice:

Consultative meeting

In 2012, the Youth Department of the Council of Europe held a Consultative Meeting “Inclusion of Young People with Disabilities in the Youth Activities of the Council of Europe” took place, which brought together 24 participants, half of which with different disabilities. Along with other objectives, the meeting served to assess the accessibility of the European Youth Centre in Budapest. Although accessible in general terms, the venue did show some weaknesses like high doorsteps (balcony and basement) that make it difficult to access certain areas and rooms; telephones are placed too high and are impossible to reach; emergency information is not available in Braille, etc.

See the full report here: <https://rm.coe.int/168070236c>

The example also reminds us that while wheelchair accessibility is usually the biggest issue, there are many other specific needs that can/must be accommodated in our **organizations**: signs/information in Braille, noise, lightning, equipment, etc.

Making an organisation's premises fully accessible will thus not happen overnight and will normally require a serious investment. While this process is completed, it is important to make sure it is actually moving forward with attempts on behalf of the organisation to secure it financially.

How does it look in practice?

Securing funding for accessibility of premises and buildings requires a long term strategy and efforts and will normally include one, two or all four of the following directions for work:

- *Seeking grants:* funding opportunities for youth organisations rarely allow for infrastructural investments, especially in big scope. Nevertheless, some donors allow for such costs, usually when they are needed/connected to specific activities. Organisations can gradually invest in improvements through such funding possibilities in a coordinated manner that puts different investments under the different projects as part of the bigger plan for accessible premises.

- *Fundraising campaigns:* fundraising campaigns can be addressed to the local community or businesses (or both). As a rule, fundraising campaigns result in cash flow, which does not need to be strictly reported as with donor-funded projects, which gives a lot of flexibility to organisations. If successful with big corporate donors, fundraising campaigns can generate considerable resources. While for donor-funded projects, organisations need to invest in often complicated application forms, logical models and indicators, fundraising campaigns are more focused on telling a compelling story.

Good practice:

Riverside Youth Centre

The London-based organisation Youth First ran a fundraising campaign to restore and modernise the local Riverside Youth Centre. The funds would “kickstart the Riverside Restoration Dream Plan - a project that embodies the desires of many local people to make the centre more accessible and safe while empowering local young people with lots of new opportunities.” Their fundraiser resulted in over 270 000 £.⁹

- *For-profit activities and business plans:* in some cases, funding can be secured (through a donor or a loan) through a business plan that proves the investment will have financial returns. It can be an opportunity for an organisation that seeks to make accessible bigger premises (with conference/working rooms), especially in a region where truly accessible venues are limited. In that case, the organisation can offer rentals of spaces to external parties when they are not used for their own activities. Such investments, especially if funded through loans, should be carefully considered and well-informed.

- *Advocacy before local authorities:* finally, organisations can advocate for funding or accessible premises in local authorities. These efforts are usually more promising when the organisation has already a proven track record of successful projects and programs, which are evident to local authorities. Advocacy efforts can take different forms: from meetings and letters to petitions and other mobilisations that can put more pressure on decision-makers. Support from the local community and stakeholders is usually crucial in such efforts.

⁹ See details on the campaign here: <https://www.justgiving.com/campaign/riverside-lewisham/>

Indicator:

Learning/development resources are made available and shared among all people involved in inclusion work within the organisation

What does it mean?

It has already become evident that inclusion work is a complicated process that cross-cuts nearly all aspects of the work of a youth organisation and requires certain attitudes, know-how and resources. It is an ongoing process that ideally leads to constant improvements in the way of an organisation becoming more inclusive. It requires staff and team members to acquire an understanding of different issues and needs of specific groups, along with existing good practices, tools and know-how. That is why an organisation should compile and update a library of resources and materials to support this learning.

How does it look in practice?

In the first indicator under this category, we have provided an exemplary job description of an inclusive coordinator. One of the tasks is “Identifies learning resources and know-how and keeps an updated library for staff and organisation’s members, provides recommendations for readings and materials”. This indicator can be fulfilled in practice with a list of resources and materials available to the staff and members of the organisation – online or in physical copies – and would support the organisation’s overall learning on its way to becoming more inclusive.

To start you off, here are some open-access materials you can include in your library (in English):

- 8 Steps to Inclusive Youth Work, National Youth Council of Ireland, <https://www.youth.ie/documents/nyci-8-steps-inclusive/>
- Constellations: A manual for working with young people on the topic of racism and invisible racism, Cazalla Intercultural and partners, <https://www.invisible-racism.eu/manual>
- Equality, Inclusion and Intercultural Resources, National Youth Council of Ireland, <https://www.youth.ie/documents/equality-inclusion-and-intercultural-resources/>
- Inclusion By Design, Salto-Youth Inclusion Resource Centre, <https://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionbydesign/>
- Inclusive Organisations, Centre of Multicultural Youth, <https://en.unesco.org/interculturaldialogue/resources/204>
- No Barriers, No Borders: Mixed Mobility Project, Salto-Youth Inclusion Resource Centre: <https://www.salto-youth.net/rc/inclusion/inclusionpublications/nobarriers/>
- Rethinking Inclusion in Youth Work: The CHARM process, C.E.G.A. Foundation and partners https://issuu.com/emilmetodiev/docs/the_charm_process_english
- Towards Inclusive Policies and Practices in Youth Work: Report on State of Art and Needs, Global Citizen’s Academy and partners, <https://www.inclusive-youth-work.eu/the-research>
- T-Kit 8 Social Inclusion, The Youth Partnership between the European Commission and Council of Europe in the field of youth, <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>

Of course, don’t forget to include this guide in your library!

Partners of the **BE Inclusive** project

Global Citizens' Academy (Lithuania) – project coordinator



Web: <http://www.globalcitizen.lt/>

Facebook: <https://www.facebook.com/pasaulio.pilietis/>

Contact person: Indre Augutiene, indre@globalcitizen.lt

Pro European Network (Bulgaria) – project partner



Web: <http://proeuropean.net/>

Facebook: <https://www.facebook.com/penetwork/>

Contact person: Vladislav Petkov, v.petkov@proeuropean.net

Stowarzyszenie Dla Dzieci I Młodzieży Szansa – project partner



Web: <http://www.szansa.glogow.pl/>

Facebook: <https://www.facebook.com/SzansaGlogow/>

Contact person: Dariusz Grzemny, dariusz.grzemny@szansa.glogow.pl

Cazalla Intercultural (Spain) – project partner



Web: <http://cazalla-intercultural.org/>

Facebook: <https://www.facebook.com/cazalla.intercultural/>

E-mail: info@cazalla-intercultural.org

Associazione TDM 2000 – project partner



Web: <http://www.tdm2000.org/>

Facebook: <https://www.facebook.com/associazionetdm2000/>

Contact person: Davide Cadeddu, davidecadeddu@live.it

