

INCLUSION IS ON

A collection of good practices and tools
to foster social inclusion in youth free-time activities



Erasmus+ KA2-YOUTH
2021–2024

Inclusion is On

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Year of publication:

2024



Funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



How to use the tool pack?

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FOREWORD

The tool pack in your hands was produced as a result of a European collaborative partnership project called Inclusion is On, or IncOn, which aimed to map and promote social inclusion and accessibility of youth free-time activities.

The activities of the project included

- sharing good practices related to the topic addressed between the partners
- innovating new tools to promote accessibility in youth free-time activities
- training youth workers in the topic addressed on local and international levels.

The outcomes of the project include

- the tool pack in question
- an initial and a final survey for youth workers
- an innovation model
- five new tools to promote social inclusion
- a training/webinar model
- a podcast series.

This tool pack presents all the good practices, new tools and other outcomes of the project. It is targeted especially for youth workers working in the field of youth free-time activities, but also for all others interested in the topic addressed.

We wish the tool pack guides and inspires its readers on their journey to creating more inclusive and accessible free-time activities for all young people to enjoy.

The project was implemented by seven partners in 2021–2024 and co-funded by the European Commission's Erasmus+ KA2 (key action two) for youth work projects:

- Youth Academy, Finland
- The Finnish Youth Association, Finland
- Tartu Youth Work Center, Estonia
- Federation of Children's and Youth Municipal Councils, Hungary
- Radio-R, Czech Republic
- Le Discipline, Italy
- Croatian office for Creativity and Innovation, Croatia

In spring 2024

ABOUT THE PARTNERS

Brief introductions of the seven project partners from six different European countries.



Youth Academy, Finland

Youth Academy is a non-profit organization that builds bridges between young people and society. Youth Academy works with partner organizations in Finland and internationally to support young people's own projects, ambitions, learning and participation, and provides tools and training for adults who work with young people. Participatory processes and youth engagement are at the core of everything the organization does. Youth Academy has a large network of partners in the field of youth work.

<https://nuortenakatemia.fi/>



Finnish Youth Association, Finland

The Finnish Youth Association offers cultural hobbies, such as dance, theatre, circus, music, and sports, for all ages. Our focus is on cultural youth work. The Finnish Youth Association is the oldest youth work organisation in Finland. It was established in 1881. There are around 600 member clubs across Finland who operate mainly on volunteer basis. Most member clubs are located in rural areas. Organization runs several projects both regionally and nation-wide. The Finnish Youth Association organizes events and courses, produces materials for use, and supports the local clubs with their needs.

<https://nuorisoseurat.fi/>



Tartu Youth Work Center, Estonia

Tartu Youth Work Center is a subdivision of the culture department of the Tartu City Government. The aim of the center is to create an inspiring and innovative youth work environment for the youth of

Tartu for them to grow up to be active, creative, and happy people. TYWC operates five youth centers. The main TYWC activities are open youth work, hobby classes, supporting young people's initiative, primary counseling, city-wide events, street-based youth work, youth trainings and international and local projects for youngsters and youth workers.

<https://tntk.tartu.ee/>



Federation of Children's and Youth Municipal Councils, Hungary

GYIÖT is a non-profit organization whose target groups are the affected members of the youth profession, primarily youth workers, volunteers, local municipalities, and the leaders and active members of the youth communities. The organization provides them the opportunity for participation in developing programs which aim to create a deeper and more regular dialogue—typically at the local level—between the actors, to increase cooperation, and to recognize the benefits of collective thinking and work, both individually and at a social level. Using typically nonformal learning methods and a wide range of national and international programs, GYIÖT contributes not only to individual and community development, but also to the local attachment of young people and thus to the sustainability of local communities. GYIÖT has an extensive network of youth workers, professionals, and experts across Hungary. It provides publications and tools dedicated to fostering active participation among young people. These resources also serve as guides for youth workers and decision-makers, aiding in their understanding of youth participation and how to involve young people in decision-making more at the local level. GYIÖT also enhances collaboration through its biannual conference, providing a platform for decision-makers, active young people, and youth workers to convene and discuss current topics within the youth field.

<https://gyiot.hu/>



Radio R, Czech Republic

Radio R is an educational project based on community cooperation. It is the biggest student-led radio in the Czech Republic and largest radio of its kind in Central Europe. Radio R has more than 100 volunteers. It has operated

since 2008 and it is based at Faculty of Social Studies of Masaryk University in Brno, Czech Republic. Radio R is an NGO, and it is non-commercial. Radio R has done a lot of community projects, like special broadcastings concerning the refugee crisis, death of a Slovakian reporter, elections, etc. They have also supported festivals (LGBTQI+ rights, climate, alternative music, etc.).

<https://www.radio-r.cz/>



Le Discipline, Italy

Le Discipline, established in 2016, is an organization whose primary objective is to foster active participation. Our mission revolves around establishing and safeguarding secure environments that facilitate engagement, connecting young individuals with institutions and inspiring their involvement in community affairs. Our overarching goal is to occupy and enliven the local landscape by forging connections with other organizations and initiating new projects for continuous development. Throughout the year, our efforts predominantly center on non-formal education-oriented training and activities within middle and high schools, as well as among informal youth groups. We are members of the network “We Care,” a consortium of eight organizations spread across Italy. On a regional level, Le Discipline takes on the role of coordinating Libera, the largest Italian social antimafia organization. The association manages a store that markets goods produced from confiscated assets

<https://www.facebook.com/LeDiscipline/>



Croatian office for Creativity and Innovation, Croatia

HUKI is a non-governmental organisation dedicated to promoting entrepreneurial culture and education about creative and innovative approaches to solving real-world challenges in local communities. Young leaders gathered at HUKI are driving their efforts in building an entrepreneurship ecosystem with an emphasis on encouraging innovative and creative thinking and knowledge sharing. With this approach, the organisation aims to contribute to the economic development of society and to generate positive changes in society. HUKI provides individualised support to enable young people to develop the skills they need to access employment and entrepreneurial initiative. HUKI's motto is: Think, Innovate, Solve!

<https://huki.hr/>

HOW DOES YOUTH WORK LOOK LIKE IN YOUR COUNTRY?
WHO IS A YOUTH WORKER?
ARE THERE ANY LAWS OR POLICIES DEFINING THE FIELD?
WHAT DOES “YOUTH” MEAN IN YOUR COUNTRY?



Finland

Youth work has been legislated in Finland since 1972. Among other things, the Finnish Youth Act also defines that a national youth work and policy programme must be adopted by the government every four years.

According to the Finnish Youth Act, all persons under 29 years old are considered young. In 2022, there were approximately 1.8 million young people in the country, which represents around one third of the total population of Finland.

Thus, the government and local authorities are responsible for creating the framework for youth work, as well as for supervising funding and implementation of youth work. Setting up a youth council or a similar group to represent young people's views and guarantee the operational preconditions for it is mandatory for local authorities.

In the past decade, multicultural youth work has developed strongly with the growing number of young migrants in Finland. Promoting antiracist youth work has been in focus, too. There have also been ambitions to promote a so-called human rights perspective in youth work.

Estonia

In Estonia, youth work is regulated at the state level by the Youth Work Act and is supported by the youth development plan. A person aged 7–26 is considered young.

At the state level, the field is managed by the Ministry of Education and Research, whose implementing agency is the Education and Youth Board.

In 2020, there were 288 youth centers in Estonia, the work of which involved approximately 80,000 young people aged 7–26. It is not known how many of these young people also participated in the work of hobby schools.

However, it is known that as of 2022, there were 274,673 young people aged 7–26 in Estonia, of whom 91,365 participated in the work of hobby schools.

While hobby education in Estonia is a systematic, supervised, and consistent activity supported by the curriculum and generally paid for, youth work is voluntary for everyone, creates favorable conditions for young people to discover their abilities and pursue their interests, and participation in it is free for young people.

Hungary

In Hungary, according to our latest census (KSH 2022), there are 2,954,776 person under 29 years old which is 30,77% of the

total population (9,603,634) and 1,561,544 between 15–29 years old.

In Hungary, there is no official definition of youth work. As a youth law is missing, only contextual information and approach can be drawn. Strategical and policy documents often use the term youth work however it is not a mandatory municipality task. Youth community spaces within settlements are seldom found. Moreover, even if such spaces existed, a considerable number of them have regrettably shuttered in the recent years.

In Hungary, youth work primarily resides within the civic sector, with associations and foundations at the forefront of its implementation. The majority of youth workers are affiliated with these organizations. While a limited number operate under local governments, it's noteworthy that their roles often extend beyond youth work to encompass community organizing and related responsibilities.

In Hungary, the status of youth work in terms of its classification under the social or cultural domain is in a constant state of flux. Presently, youth work is situated more within the cultural realm, even in university studies, it falls under the cultural domain. As of 2023, the Deputy State Secretariat for Youth Affairs, under the State Secretariat for Families in the Ministry for Culture and Innovation (Kulturális és Innovációs Minisztérium) is responsible for youth policy and youth affairs.

The diversity of perspectives among youth workers adds an interesting dimension. Opinions vary regarding the essence of youth work – whether it leans towards prevention, the organization of leisure activities, talent development, or other facets. Ultimately, the interpretation of youth work hinges on organisations’ preferences and motivations guiding their interactions with young people. That’s why the landscape of youth work in Hungary presents a diverse picture because dedicated youth workers are primarily associated with civic organizations as members or volunteers.

Czech Republic

In Czech Republic, there is no general law on youth—but there have been discussions on the need to develop such—or a single legal definition on what is meant by young people.

Generally, Czech youth policy focuses on two key pillars: creating enhanced opportunities for education and employment and fostering the active inclusion of all young individuals in societal decision-making processes. These policies also aim to strengthen solidarity between the younger generation and society. To achieve these goals, close collaboration with various partners and ministries involved in youth-related matters is emphasized.

Italy

In Italy, the professional designation of a youth worker remains informally acknowledged. The roles of educators, trainers, and animators are frequently interwoven, leading to confusion within this realm. Nevertheless, recent years have witnessed concerted efforts at both institutional and civil society levels to address this lacuna.

Following the Bonn Conference on youth work, the Italian National Agency embarked on the establishment of a national working group dedicated to youth work. Given the absence of a dedicated academic pathway, they have opted to identify individuals as youth workers based on their experiences within Erasmus+ projects, valuing their commitment to this field and emphasizing the significance of the Erasmus program itself.

Concurrently, a community of practice has emerged, providing a platform for professionals to engage in substantive discussions, share challenges, and celebrate collective achievements. While acknowledging that there remains a substantial journey ahead, Italy has at the very least embarked on a trajectory moving in the right direction.

Croatia

National youth policy in the Republic of Croatia, 'youth' refers to individuals aged between 15 and 30 years old, constituting 15.9% of the total population according to the 2021 census, with a total of 618,054 people falling within this demographic.

National youth policy in the Republic of Croatia falls under the purview of the Central State Office for Demography and Youth and is overseen by the Department of Youth within this office. Although it is acknowledged as a distinct field, youth policy is a collaborative effort across various ministries.

In addition to the central government's role, regional and local self-government units also play a role in coordinating local and regional youth policies, although this is not explicitly mandated by the Law on Local and Regional Self-Government.

Youth advisory boards, established under the Youth Advisory Boards Act, serve as advisory bodies at the local and regional levels, advocating for the rights, needs, and interests of young people.

The needs, potentials, and opportunities for young people are not explicitly outlined or supported by the Law on Youth. Instead, they are addressed through the National Youth Strategy, which serves as the central framework for youth policy in Croatia. Notably, the only legislative act pertaining to the youth sector is the Law on Youth Advisory Boards, outlining fundamental aspects of local youth policy.

WHAT IS SOCIAL INCLUSION?

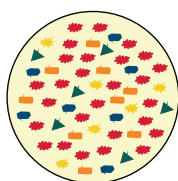
Social inclusion is generally understood as “the process of improving the terms for individuals and groups to take part in society” (World Bank*), for instance shifts in attitudes, greater tolerance, and reduced fear of difference.

As if the opposite, social exclusion refers to a state of isolation from society. Factors such as age, sex, disability, health, ethnicity, religion, socioeconomic status, migration status, sexual orientation, and gender identity are often connected to varying levels of social exclusion.

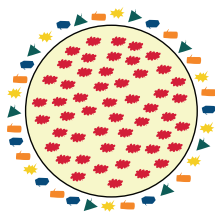
In Europe, the risk of poverty and social exclusion concerns one third of young people**. Many experience, for example, lack of access to social rights, such as right to food, health and education, discrimination, segregation, prejudices and hate crimes. Challenges have arisen also due to growing levels of migration to the EU and the creation of multicultural European societies.

Hence, promoting social inclusion in different societal levels is also one of the eleven core priorities of the EU Youth Strategy***. Many member states have made commitments and their governments created different kinds of policies to support the inclusion of the most marginalized and excluded groups in economic, social, political, and cultural life, including support to youth work activities.

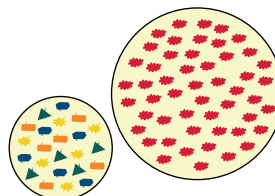
WHAT IS THE FIRST THING THAT COMES TO YOUR MIND OF THE TERM SOCIAL INCLUSION?



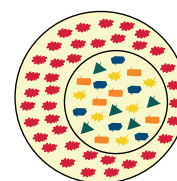
INCLUSION



EXCLUSION



SEGREGATION



INTEGRATION

* World Bank on social inclusion: <https://www.worldbank.org/en/topic/social-inclusion>.

** Youth-Goals: <https://youth-goals.eu/yg3>.

*** EU Youth Strategy: https://youth.europa.eu/strategy_en.

SOCIAL INCLUSION AND YOUTH FREE-TIME ACTIVITIES

Taking part in free time activities can improve the feeling of belonging and thus social inclusion.

One remarkable means to tackle social exclusion is to foster the sense of belonging of marginalized groups. Specifically for young people, free time activities are an important part of their life, but they also play a crucial role in personal development, fostering creativity and building social connections.

These types of activities provide a healthy outlet for self-expression, too. Thus, creating spaces for all kind of youth to participate in different kinds of free-time activities (which they like) is essential for improving their sense and belonging and levels of social inclusion.

It is also important to remember it takes time to fix the consequences of Covid-19. In recent years, the pandemic caused remarkable restrictions to free-time activities, maintaining social relations and support with peers, and led to severe deterioration of youth mental health.

Project participants thoughts on social inclusion and youth free-time activities

As part of the project, two small surveys were conducted to map challenges and collect perceptions from participants to the project and other youth workers on social inclusion and accessibility in youth free-time activities. The results of these surveys were used to increase understanding of the needs in the contexts of different partners of the project (baseline for them to later innovate new tools), as well as to evaluate the outcomes of the project. What follows are some highlights mixed and summed up from the answers to these surveys to provide a general overview of things and ideas the respondents from different countries came up with when thinking about the topic addressed.

Things that came to the respondents mind thinking about equality in free-time activities

persons with disabilities	clarity of information	activities
youth with no covid19-certificate	being with friends	inclusion
gender balance	hard work	socio-economic issues
gendered perceptions of certain activities	difficult to create equality	social exclusion
gender equality	language diversity	poor families
socioeconomic equality	language barriers	everyone welcome
geographical obstacles	sexual orientation	activities built for everyone
digitalization-related possibilities	all welcome	self-progress
economic obstacles	full attention to the target group	dialogue
equal access	acting fairly	choice
equal treatment	diets	space
equal participation	meals	don't condemn by personality
equal opportunities	electronic equipment	free opportunities
diversity	volunteering	sports
youth with fewer opportunities	slippery slope	every free-time activity is as important as others
availability of information	being able to voice one's opinion	same opportunities
location	equality or equity	right to have fun
participation	right to enjoy free-time	educational value of experience
translators	money	freedom to speak
ramps	background	freedom to choose
guides	safety	equal representation
sign-language users	easy to reach	ability to offer our projects to all
deaf youth	same possibilities for everyone	mutual understanding
youth in wheelchairs	marginalized groups	safe environment
leisure activities free of charge	options for the youth to choose from	equality is a basic human right
accessibility for all interested	not enough opportunities for people with special needs	equal communication
open-mindedness	lack of resources	no prejudices
communications	lack of knowledge in voluntary-based sports	sensitivity
		LGBTQI+

Ideas and wishes on how to deal with equality and diversity and better enable free-time activities for all youth:



ABOUT SAFER SPACES AND TIPS TO PROMOTE THEM



WHAT MAKES YOU
FEEL SAFE IN A
GROUP?

Social inclusion can, for example, be improved by shifts in attitudes, greater tolerance, and reduced fear of difference.

Safer spaces refer to inclusive environments where everyone can feel comfortable being and expressing themselves as they are. The purpose of so-called safer space principles is to provide a tool and guidelines or policies for participants or groups to an activity or an event to support creating this kind of safer environments.

It is important that all participants in an activity know and commit to the principles. At the same time, the method recognizes that it is not always possible to guarantee a safe space for every participant and sometimes we all make mistakes. This is why we use the term “safer space” instead of “safe space”.

When problems or misunderstandings arise safer spaces also aim to function as sites of learning and encourage to mediate the situations. If not open and able to do this, the person behaving inappropriately can be removed from the space.

Principles such as not making assumptions of other people’s sexuality, gender, religion, nationality, ethnicity, health, abilities, or socio-economic background are generally agreed to form a starting point for creating safer spaces.

CREATE YOUR OWN SAFER SPACE PRINCIPLES!



TIME:

approx. 20–30 minutes depending on the amount of participants



TOOLS:

pens, post its and paper



Let the participants come up with their completely own safer space guidelines or provide them with a few headlines, such as “respect”, “don’t assume” or “encourage”, stuck on the wall and under which they then position their own ideas on what those headlines mean to them and how are they related to safer spaces.

1 Give all the participants a pen and post its. Explain the basic idea of safer spaces.

Ask the participants:

- What do you need to feel safe and respected in a group?
- What do you think other people might need to feel safe and respected in a group?

3 Give the participants some time to think about the questions first individually.

Divide the participants into small groups to share and discuss their ideas and then to write down their thoughts on the post it’s (one idea per one post it).

4

5

Tell the groups to stick their post its on the wall (under the headlines, if you have such) and let them choose one person to present their ideas to others.

- If you don't have headlines, you can still try to group similar kinds of ideas together on the wall.

6

Close the activity with a summary of the safer space principles just created and ensure all the participants are willing to commit to them.

7

If you have time, you can transcribe the safer space principles into a "poster" or similar and place them in a visible place.



Creating safer space principles together is a good way to create awareness and promote the participants' commitment to encouraging a supportive and respectful environment, but don't push anyone to share things they don't want to talk about.

SAFER SPACE PRINCIPLES OF INCLUSION IS ON



In the beginning of the project, the project team discussed and co-created general safer space principles for the project. These principles were applied to, for example, all the project meetings.

Our spaces are welcoming for all people at all times, regardless of their ethnicity, nationality, language, religion, beliefs, opinions, state of health, sexual orientation, age, gender or any other personal characteristic or trait. To ensure this, all the partners of this project have agreed to the following principles:

- **We do not make assumptions nor generalizations** about someone's identity or experiences and we respect everyone's right to self-determination.
- **We respect** other people's physical, mental, and emotional personal space as well as their boundaries.
- **We do not reproduce** racist, sexist, homophobic, transphobic, or any other stereotypes in our speech, actions, or behavior. This involves not using excluding language in our communication.
- **We ensure** that everyone is equally able to participate in the discussion, as well as give and receive constructive feedback.
- **We are aware of the possibilities of indirect discrimination**, and we also react to seemingly neutral rules, grounds or practices that place a person at a disadvantage based on a personal characteristic.

- **The project implements the principles of positive special treatment.** The organizer is responsible for making reasonable adjustments for, for example, a disabled person. We try our best to use barrier-free and accessible spaces in the project and will communicate any possible restrictions to the participants in advance.
- **We are aware of** the fact that a person with several personal characteristics susceptible to discrimination is at risk of encountering **multi-based discrimination** (for example based on both disability and sexual orientation).
- **We emphasize confidentiality** so that the participants feel safe to share even sensitive matters.
- **We commit to also examine our own prejudices and attitudes** and work actively to change them. We are also proudly diverse ourselves and we are aware that diversity is present in all situations.
- **Everyone has a duty to intervene** in a situation where they notice inappropriate behavior or a violation of mutually agreed upon principles.
- In case you experience or witness any discrimination, please contact the equality representative. The equality representative of [name of the meeting/training] is [name of the equality representative person].

More examples of safer space principles of different organizations and groups can be easily found online.

In addition to the general safer space principles created for the project, all trainings organized as part of the project started with co-creating safer space principles together with all the training participants, so that everyone had the opportunity to express their personal needs and wishes for the training days.

The world cloud summarizes the project participants' ideas on what they considered important for creating safer spaces:

Listen to others. | **Ask if you don't know.** | **Try to socialize with new people.** | **Be honest.** | **It's okay to change your opinion.** | **Apologize if needed.** | **Notice your own prejudices.** | **Use real life examples.** | **Say thank you.** | **Try to get out of your comfort zone.** | **Be open to feedback.** | **Encourage new connections.** | **Notice where you are needed.** | **Don't be afraid to make mistakes.** | **Be polite.** | **Be interested in others.** | **Be understanding of others backgrounds and identities.** | **Respect others' feelings.** | **Don't judge.** | **Notice different cultural backgrounds.** | **Make eye contact with who you speak.** | **Inform yourself on the needs of others.** | **Expect cultural differences.** | **Be open to changing your perspective.** | **Be curious.** | **Remember many have the same goals but different perspectives.** | **Share your own experiences.** | **Don't assume anyone's pronouns or sexuality.** | **Avoid stereotypes and prejudice.** | **Don't be afraid of stepping in.** | **Invite people in.** | **Listening is also participation.** | **Stay focused.** | **Be present.** | **Don't exclude people based on their presumed abilities.** | **Actively get yourself involved.** | **Prefer groupwork.** | **Find fun ways for involvement.** | **Take accessibility into account.** | **Respect different ways of participating.** | **No language shaming.** | **Speak English as much as possible.** | **Be brave.** | **Give feedback.** | **Be kind.** | **Have patience.** | **Help each other learn.** | **Smile.** | **Relax, you are enough.** | **Trust yourself and others.** | **Take breaks when needed.** | **Use breaks to have informal communication.** | **Have coffee without work talk.** | **Don't push yourself.** | **If you need time do not hesitate to leave the group.** | **Dare to say no when necessary.** | **Use your name tags.** | **Introduce yourself.** | **Try to speak clearly.**

GOOD PRACTICES FROM THE PROJECT PARTNERS

This chapter presents good practices, such as previous projects, activities and manuals related to the topic addressed. There is one selected good practice from each participating organization to the project, which also reflect the starting points for the cooperation partners of each of them.



WHILE YOU READ, THINK ABOUT:

- What kind of thoughts does the good practice raise in you?
- Do you have anything in mind you would like to add on the good practice?
- How would the good practice or parts of it fit to your own work?
- Do you have some other similar kind of good practices in mind?

INTRODUCED BY HOBBIES

Accessibility manual to promote the accessibility of free-time activities for young people with immigrant background by Youth Academy (et al.).*

The project “Introduced by hobbies” (Harrastaen tutuksi in Finnish) aimed to make free-time activities more accessible for young people from immigrant backgrounds.

The project sought to promote their integration to the local community, for example through getting to know the locals and the culture. The idea of the project was to promote two-way integration, inclusion of immigrants, equality and develop inclusive practices in the youth field.

The main product of the project’s brainstorming workshops was a unique accessibility manual, which serves as a tool for those who want to be involved in making their free-time activities more open and accessible for everyone. The tools can also be applied for other kinds of services.

* Find the original version of the publication here (in Finnish): [Saavutettavan vapaa-ajan toiminnan askeleet](#).



Did you know: According to Statistics Finland, in 2022 there were 324,000 foreign citizens and 508,000 persons with foreign background (both parents born abroad) in Finland.

Objectives of the project

- to identify the needs of young people who have moved to Finland and channel them into the actions of those who organize free-time activities
- to involve new ideas and volunteers in the youth field and support the development of equality and accessibility of their own activities

Activities

- participatory workshops
- trainings
- hobby projects
- modeling the results

To whom?

- young immigrants looking for free-time activities

- youth 15–29 ages old
- youth clubs, sport clubs, non-profit sector
- workshops carried out in 7 different cities in Finland

Good practices/tools identified in the project

One of the main outcomes of the project was a manual on inclusive youth free-time activities (Saavutettavan vapaa-ajan toiminnan askeleet in Finnish).

It identifies five obstacles to inclusive youth free-time activities from young immigrants' perspective: lack of knowledge and communication, lack of networks and contacts, socioeconomic obstacles, thresholds related to time and area and insecurity and feelings of discrimination.

Below are the key take-aways of the manual on how to overcome these obstacles:



Lack of knowledge and communication

Young people in the area are not aware of all the opportunities available for free-time. What are the adequate channels to reach young people with a migrant or minority background?

How to overcome?

- use different languages
- remember diversity in visual communications material
- head on the spot to communicate with young people (e.g. schools)
- get in touch and cooperate with NGOs
- visit events where young people spend time
- communicate about your activities also through schools
- invest in clear and high-quality materials
- use plain language and multichannel communication
- produce short videos (e.g. to introduce your activities)
- active use of social media channels, for example Instagram



Lack of networks and contacts

It is often a challenge to find the right contacts. Going to an activity without anyone you know feels difficult.

There is a lack of tacit knowledge and networks.

How to overcome?

- pay attention to the diversity of coaches and instructors and offer support to young people interested in coaching; this lowers the thresholds to participate and strengthens connections with different kinds of families.
- involve people from different backgrounds in developing your activities at all levels; ask the young people in your association for advice and encourage them to develop the activities.
- offer mentorship activities or similar kinds of support



Socioeconomic obstacles

Lack of both economic and social resources are repeated in the experiences of young people again and again.

How to overcome?

- organize low-threshold activities in e.g. low-income areas
- make sure it is visible if your activities are free of charge
- communicate your activities also at the municipal level
- arrange free trials for young people to get to know the sport
- contact the municipal youth services and ask for information or support for applying grants
- find out what kind of grants are available to young people
- develop projects in cooperation with other actors
- create a list of free leisure activities in your area



Thresholds related to time and area

Young people have a lot of commitments in life. They must be at school, attend courses and/or work. Transport connections must be good enough so that participating in free-time activities is possible.

How to overcome?

- collect feedback and ideas from young people
- schedule your activities for evenings and weekends or to take place at the school after classes
- locate your activities along good (public) transport connections
- organize joint transports to free-time activities (e.g. carpools)



Insecurity and feelings of discrimination

Free-time activities lack the means to talk about prejudice and the tools to intervene in exclusion. It would be good to have more awareness and tools.

How to overcome?

- coaches and instructors should better understand culturally sensitive activities
- demand/provide training and materials for coaches and instructors
- create a code of conduct together with the group
- pay attention to taking different kind of people into account in planning and carrying out your activities; e.g. ask for participants' opinions
- create common guidelines to tackle discrimination
- pay attention to the transparency of everyday activities
- ensure participants know who to contact in case of discrimination/ other in-conveniences
- offer also non-competitive free-time activities

OUR DOORS ARE OPEN FOR EVERYONE

A guide to more inclusive practices by the Finnish Youth Association.*

Do you think your activities have open doors to all youth? How to know if yes or no?

The Finnish Youth Association is one of the largest youth hobby organisations in Finland. We reach children and young people across the country, especially in rural and remote areas. Some of our member organisations are struggling to find young people to take part in the association's activities and don't really understand why.

We say we have "open doors" but are they really open? To tackle this challenge, we wanted to explore whether this has to do with invisible barriers. Sometimes the main obstacles are the old ways of thinking and doing, the unconscious bias of individual people.

* Find the original version of the publication here (in Finnish): [Ovet auki kaikille! Yhdenvertaisuus- ja moninaisuusosaamisen opas.](#)



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Background

According to the School Health Survey from 2021, about 50% of young people in junior secondary school (age 14–15) have a cultural hobby (girls 66%, boys 34%), in high school 59% (girls 68%, boys 48%) and in vocational school 37% (girls 50%, boys 27%).

The number of sports hobbies is significantly larger, with 47% of junior secondary school goers having an organised sports hobby and 75% a self-organised sports hobby. In high school the numbers are about the same and in vocational school a bit lower.

Today, young people face an increasing number of mental health issues.

In a report on the future of young people, released on 25th of May 2022, 87% of young people said that they want to work in an environment in which everyone is respected as they are and in which they are treated equally. This most likely applies to free-time activities too.

LGBTQI+ youth are at a greater risk to face discrimination and mental health problems due to their gender or sexual identity. According to studies, young people with a multicultural background face the lack of opportunities due to language-related or cultural barriers.

Disabled young people tend to have less sports hobbies than non-disabled youth; there are no statistics about cultural hobbies.

29% of young people who identified themselves as a part of a minority face discrimination in cultural leisure-time activities (National study on young people's cultural free time activities, 2020). The overall number was 20% of all young people.

One third of all young people have experienced discrimination or bullying in free-time sports activities. With LGBTQI+ youth, this percentage is 60% (National study on young people's sports activities on their free time, 2018).

What is the guidebook for more inclusive practices?

Our organisation's values are participation, the sense of belonging (to a community), diversity and equity. In order to "walk the talk", we need to enhance our work with inclusive communities. We decided to start with our staff: we needed to find out how well they are acquainted with DEI (diversity, equity, and inclusion) themes to understand better what needed to be done. We did a survey among our staff to find out what is the level of understanding in DEI themes. This was done in autumn 2020 by one of our staff members, Riikka Järvinen, who was also doing her MA thesis on the topic. We needed to start from our staff so they would then recognise the potential challenges in our member organisation who are mainly in charge of running the free-time activities on local level. The local hobby instructors play a key role, as they are the ones meeting the young participants.

We decided to tailor training and create guidelines based on the findings of the survey. We wanted to investigate their competences, as well as their attitudes, unconscious bias, etc. In addition to training, we needed to develop concrete materials, such as the rules for safer space. We wanted to first train our staff and then our members, as mentioned above.

Key findings of the survey

During November-December 2020, 40 respondents responded to the survey, of whom 75% were in paid employment, 22% in training, and 3% were otherwise involved in activities (e.g. freelancers).

Equality in relation to one's own work in youth clubs provoked much reflection in the open answers.

The survey showed that the importance of diversity, equity and inclusion are recognized both in general and as part of the values of the organisation, but they do not always happen in practice.

Some respondents considered concrete actions (accessibility, inclusion), some whether changes needed to be structural. All recipients were familiar with the concepts of hate speech, language minorities and sexual and gender minorities whereas the concept of socio-economic status was recognised by 77,5% of recipients, gendering 62,5% and the principles of a safer space by 50%. Intersectionality was recognised by mere 27,5% of the recipients.



Content of the guide

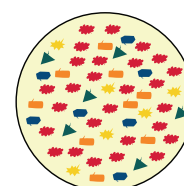
The guide investigates the concepts from the most common topics related to diversity, equity and inclusion, from theory to practice. The identified key concepts are 1) discrimination, harassment, and racism, 2) equality and equity and its different forms and 3) diversity of participants (gender and sexual minorities, different families, mental and physical health status, age and generation, different cultures, etc.). These were important to explain in order to recognize e.g. power structures and to understand one's own position in relation to others. The theory was put together from various sources.

The guide also contains tips on how to use the theoretical things in practice. The training that was developed according to the guide contains e.g. discovering unconscious bias and how to deal with them as well as how to implement the principles of a safer space in all practices that we do. Once we have trained our staff, they can then train our members who run the local branches of the Finnish Youth Association.

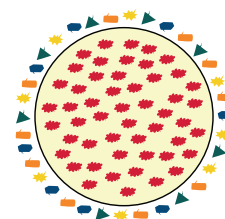
The content is:

1. Purpose of the guide - why is this relevant
2. Theory & vocabulary
3. Steps for making your activities more accessible for everyone
4. Exercises to develop your own understanding
5. Tips and reflection for practical support
6. More information (and literature)

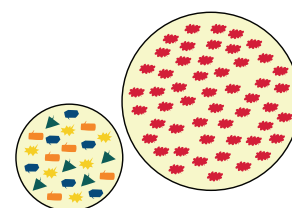
The guide was developed together with the Citizen's Forum, who supported its publication financially, as well as the Finnish Peace Education Institute, who consulted the content.



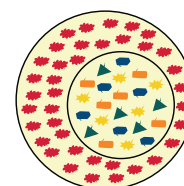
INCLUSION



EXCLUSION



SEGREGATION



INTEGRATION

Implementing the guide in practice

When you start planning for more inclusive practices, ask yourself the following:

- 1** On whose terms do I work?
- 2** What are the key values that guide my work? How do they relate to the Equality Act, the Youth Act, and the professional ethical principles of (cultural) youth work?
- 3** Do I support the specialty in the young person, or do I reinforce the normative behavior to which the participants “adapt” to?
- 4** How do I feel about something unfamiliar to me?
- 5** Do I recognize racism, gay and transphobia, sexism, ableism, or cultural discrimination?
- 6** Do I have enough resources to deal with bullying or hate speech?

These are the guiding questions that will lead us to making our practices safer for everyone and more inclusive.

ACCESSIBILITY OF OPEN YOUTH WORK

Innovation plan “Integrating teenagers with visual, hearing and mobility impairments in Tartu into the activities of youth centres with the support of nature education” by Tartu Youth Work Center.

Did you know: It is estimated that 16% of the global population has a significant disability (WHO).

Overview of the innovation plan

From 19.09.2019 to 30.11.2021, Tartu Youth Work Center implemented the innovation plan “Integrating Tartu teenagers with visual, hearing and mobility impairments into the activities of youth centres with the support of nature education”. The innovation plan was part of the Republic of Estonia Ministry of Education and Research’s comprehensive plan “Involving youth at risk of exclusion and improving youth employment readiness”, which was funded by the European Union.



The objectives of the innovation plan:

- to integrate young people with additional needs into youth work in Tartu, so that they feel like an equal part of society.
- to increase the participation of young people with additional needs in community activities (outside special schools).
- to increase the tolerance and awareness of so-called ordinary youth towards young people with additional needs.
- to make the youth centres of the city of Tartu accessible and user-friendly for young people with additional needs.
- to educate youth work specialists in Tartu to increase their competence in working with young people with additional needs and to create guidance material.

Activities that took place within the framework of the innovation plan

1. Conducting research in schools for young people with special needs and associations that bring together their parents.
2. Adaptation of municipal youth centres to be accessible and autonomously usable for young people of the target group.
3. Changing the attitudes of young people with visual, hearing and mobility disabilities in Tartu and their parents through an information campaign and involvement.
4. Development of Tartu Youth Work Center as a competence centre for other institutions working with young people.
5. Realization of the plan of nature education initiatives.

1. CONDUCTING RESEARCH IN SCHOOLS FOR YOUNG PEOPLE WITH SPECIAL NEEDS AND ASSOCIATIONS THAT BRING TOGETHER THEIR PARENTS.

The Tartu City Government ordered two studies. The first was carried out in schools for young people with special needs and associations that bring together their parents at the beginning of the project in order to get information from the target group regarding expectations and obstacles and to find out the percentage of young people with visual, hearing and mobility disabilities participating in youth work out of all young people with visual, hearing and mobility disabilities. The study was also an input for the preparation of a more detailed action plan. The comparison study among the same target group took place at the end of the operational period of the innovation plan.

2019 survey results (in Estonian)

2021 survey results (in Estonian)

2. ADAPTATION OF MUNICIPAL YOUTH CENTRES TO BE ACCESSIBLE AND AUTONOMOUSLY USABLE FOR YOUNG PEOPLE OF THE TARGET GROUP

All the youth centres of Tartu Youth Work Centre were adapted according to the possibilities:

For example:

- In the Lille youth centre, light signals were installed for persons with hearing impairment, which signal when there is an emergency in the building.
- In the youth centres of Anne and Lille, special tapes were installed on the stairs, which help persons with visual impairment to distinguish the steps.
- Ramps for wheelchairs were installed in the Anne and Lille youth centers. In addition, the surface of the Anne youth center's yard was improved so that it can be passed by a wheelchair.
- In the Anne youth centre, one of the toilets was adapted for wheelchair access.
- Activity tools suitable for young people with visual, hearing and mobility disabilities were purchased for all youth centres. When acquiring the tools, the results and analysis of the study were used to find out which tools are needed for the work of the centre and to achieve user-friendliness. For example, adjustable basketball hoops and wheelchair-accessible table tennis tables were purchased in the courtyards of all centres, shelves were placed in the youth rooms so that also persons in wheelchair can access the things there, blackout curtains were installed in the centres to reduce shadows caused by daylight for persons with visual impairment, and carpets were purchased to reduce the echo for young people with hearing impairment, Braille labels were placed on the board games, and more games were purchased that would be easier to play (for young people with both visual and hearing impairment).
- The social media content of the youth centres was adjusted to be more accessible to all young people (e.g. subtitles for videos, image descriptions for posts, designs with contrasting colours).
- At city-wide events, sign language interpreters were involved, who translated both the workshops and the stage program. Information about some events was also sent out in sign language.

3. CHANGING THE ATTITUDES OF YOUNG PEOPLE WITH VISUAL, HEARING AND MOBILITY DISABILITIES IN TARTU AND THEIR PARENTS THROUGH AN INFORMATION CAMPAIGN AND INVOLVEMENT

- Schools for young people with special needs and organizations of people with disabilities were introduced to the possibilities of youth centres.
- Training programs for youth workers were also held in cooperation with specialists, which increased parents' sense of security and confidence in the activities and services of youth workers.

For example, all the youth workers of the Tartu Youth Work Center completed the initial sign language course. In addition, meetings were held with representatives of professional associations and trainings were held by them (e.g. what should be considered when planning the activities of young people with additional needs).

4. DEVELOPMENT OF TARTU YOUTH WORK CENTER AS A COMPETENCE CENTRE FOR OTHER INSTITUTIONS WORKING WITH YOUNG PEOPLE

- As part of the innovation plan, a separate website was created that deals with work with young people with additional needs (descriptions of various additional needs that must be considered when planning activities and other important information).considered when planning the activities of young people with additional needs).

5. REALIZATION OF THE PLAN OF NATURE EDUCATION INITIATIVES

Since the implementation of the innovation plan took place mainly during the covid-19 pandemic, nature education activities with young people with additional needs were implemented rather few. But still, for example, there was a camp for young people, during which various nature education workshops took place, they went on a hike and learned the tricks of survival in nature.

RESULTS OF THE INNOVATION PLAN

- Cooperation and communication with schools for young people with additional needs continues. For example, Tartu Youth Work Centres information is sent weekly to the school of young people with visual impairment and joint activities are organized for groups in youth centres.
- Sign language interpreters are continuously engaged to translate the workshops and stage program of city-wide events.
- In the new season, a sign language translation will be added to the TNTK podcast “Noorteaken”.
- In the summer, there is a separate work camp group for young people with additional needs.
- TNTK employees continue to share their knowledge and skills with other colleagues working with young people.
- The access detection of the centres is improved every new fiscal year.



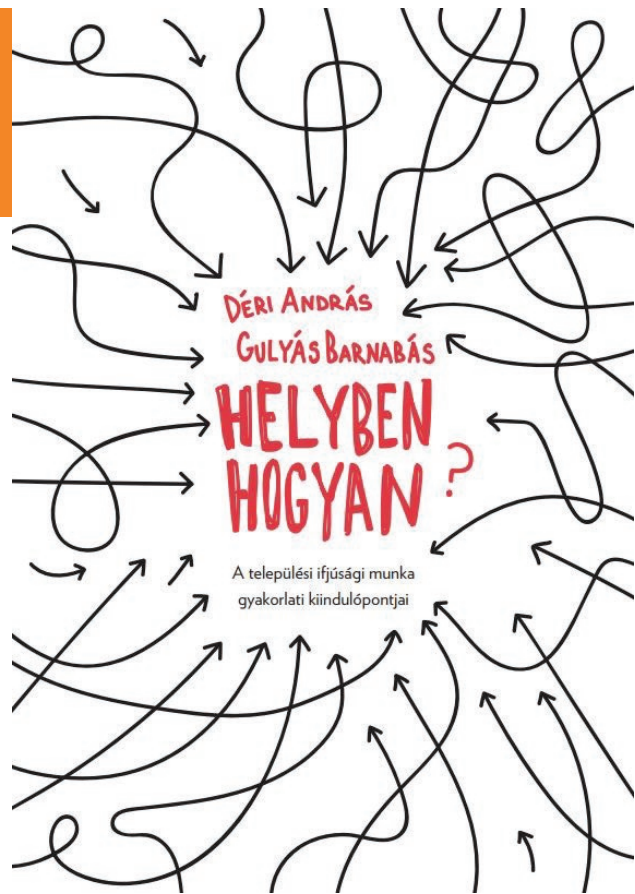
ACCESSIBILITY OF YOUTH COUNCILS AND DECISION-MAKING PROCESSES

A guide for running youth councils and improving decision-making processes by Federation of Children's and Youth Municipal Councils.*

How are youth included in decision-making in your area? What is the rate of youth representation in politics in your area?

The Children's and Youth Municipal Councils operate locally, consisting of democratically elected young individuals chosen by their peers (residents or students) in the settlement. Their mission revolves around organising local youth events, advocating for their interests before the municipal government, and fostering intergenerational connections within the community. This non-political organisation seeks to instil a sense of civic responsibility and participation in the youth from an early age.

* Find the original version of the publication here (in Hungarian): [Helyben hogyan? A települési ifjúsági munka gyakorlati kiindulópontjai](#)



The inception of the first Children's and Youth Municipal Councils in the early 1990s is attributed to the dedicated efforts of Pál Beke, a passionate community development professional advocating the cause. Following his experience in community education in France, he stumbled upon a French publication on Children's Municipal Councils. Inspired, he shared his insights, sparking a movement for study tours. An adventurous minibus journey to France ensued, with community development professionals, cultural managers and, municipal leaders exploring villages and meeting local organisations, leaders, and mayors. During this trip, they, as adults, established a support association for Children's and Youth Municipal Councils. Upon returning home,

the movement took root, establishing the first Children's and Youth Municipal Councils in 1992.

Our organisation, Federation of Children's and Youth Municipal Councils (GYIÖT), was established in 1996 as an umbrella organisation for the Children's and Youth Municipal Councils of Hungary. Over the years, the organisation's structure and objectives have undergone significant changes. However, one of the most crucial goals remains constant: supporting young people in participation and active citizenship, with a particular focus on the local level.

Over time, we recognised that it's not only young people who require support in comprehending the concepts of participation and active citizenship. Equally important is the need for municipal government decision-makers to grasp the significance of youth participation. As a response, we expanded our efforts to collaborate with decision-makers, fostering opportunities for local discussions between young individuals and decision-makers. This interaction facilitates the convergence of opinions and needs, fostering a deeper understanding of participation.

We have developed publications and various tools addressing this theme, specifically designed to foster a dialogue between young people and local decision-makers.

What is the guidebook for running youth councils and improving decision-making processes?

The guidebook titled "Helyben Hogyan? A települési ifjúsági munka gyakorlati kiindulópontjai" (in English: How to do it locally? Practical Starting Points for Youth Work in Settlements) serves as a comprehensive resource for enhancing youth councils and decision-making processes. It addresses key aspects of local youth work, offering insights into defining youth work, exploring various directions for its implementation, and emphasising the role of youth policy in realising effective practices. The guidebook aims to guide decision-makers, municipal staff, and anyone interested in promoting youth engagement and participation.

The concept of local youth work encompasses a multitude of elements that inherently raise numerous questions and points of contention. These debates and inquiries stem from a wide array of interpretative frameworks. To comprehend the "local" aspect, one must be familiar with the characteristics of settlement structures and regions. In the case of youth, it is essential to discern the motivations behind various definitions and their overlapping and distinct features and to remain attuned to the current trends and demands concerning youth work.

About youth councils and how they can be more inclusive - Some important aspects and principles

Youth councils serve as vital platforms for young individuals to voice their opinions and contribute to decision-making processes.

Ensuring the accessibility of these councils and their associated decision-making procedures is of importance. Accessibility encompasses not only physical entry but also the removal of any socio-economic, cultural, or psychological barriers that may hinder the participation of diverse youth.

- Firstly, physical accessibility applies to providing spaces where youth councils are held. These spaces must be inclusive, accommodating individuals with disabilities, and situated in locations accessible by public transportation. Moreover, the timing of meetings should be considerate of young people's schedules, including school and work commitments.
- Secondly, socio-economic barriers must be addressed to enhance the inclusivity of youth councils. Financial constraints should not prevent any young person from participating. Scholarships, subsidies for transportation,

and opportunities for remote engagement can significantly relieve financial burdens.

- Cultural inclusivity is equally crucial. Decision-making processes within youth councils should celebrate diversity, acknowledging the various backgrounds and perspectives that young people bring. Language barriers should be overcome, ensuring that discussions and materials are accessible to non-native speakers.
- Psychological barriers, often overlooked, can dissuade youth from engaging in decision-making. Fostering a supportive and respectful environment where young voices are valued can encourage participation. Mentorship programs, training workshops, and accessible information about the council's activities can allay feelings of intimidation or inadequacy.

In conclusion, youth councils stand as valuable mechanisms for inclusive decision-making. Their effectiveness is contingent upon accessibility in its various dimensions: physical, socio-economic, cultural, and psychological. Upholding accessibility ensures that the voices of all young individuals, regardless of their circumstances, are heard and integrated into decisions that shape their communities. As we move forward, we must continue to refine

and expand the accessibility of youth councils, enriching our communities with diverse perspectives and fostering a culture of participation.

PRINCIPLES OF MUNICIPAL YOUTH POLICY WITH THE INVOLVEMENT OF YOUNG PEOPLE

Involvement

Involvement is always voluntary, guided by clear and open communication conditions and rules. It's essential to clarify how much influence young individuals have, who supports them, and what happens with their suggestions and opinions.

The purpose and extent of their inclusion must be well-defined. Ideally, this involvement should fit into an established, continuous system based on mutual relationships. The nature and function of this relationship depend on local needs and possibilities. It's crucial to focus on making access to decision-making processes as widely available as possible, primarily for young people but also for the entire population, rather than aiming for quantifiable "inclusion." Inclusion serves as a positive example for the youth, mirroring what adults exhibit.

Additionally, involvement empowers young people to understand their rights, responsibilities, and roles in local society and public affairs. Civic education stimulates their participation in community matters, particularly extracurricular activities, as evidenced by our experiences. Before commencing inclusion efforts, one of the most crucial steps is determining our goals: what we aim to achieve through involving the target group.

Relationships / collaborations

When designing local youth policies, collaboration is recommended as it enables efficient resource utilisation and ensures the best measures for the youth. There are various options for establishing relationships, and creativity is the only limit to how local authorities and decision-makers can foster connections not only with young people but also with the entire population. It's important to strive for a broader context when building relationships and not restrict it solely to electoral authorization. Partner-based communication, relationships, and cooperation have a future-building and community-developing impact on the municipality.

A well-functioning local youth policy:

- Identifies the most essential needs of local young people.
- Provides the most effective municipal solutions for these needs.
- Addresses the improvement of young people's life situations and quality of life in a relevant manner.
- Ensures that youth matters are considered by other sectors when planning their guidelines.
- Establishes cross-sector collaboration with those working for and with young people, forming a strong foundation for achieving shared goals.
- Coordinates and channels various local youth initiatives and activities to the municipality.
- Implements a transparent and clear resource allocation system that satisfies the needs of young people and supports the work of organizations beneficial to them.
- Uses diverse means to recognize the contribution of the youth demographic to the local community's development.
- Encourages young people to take an active role in various aspects of community life.
- Creates a framework that guarantees the consideration of young people's needs in the future.
- Strengthens intergenerational dialogue and collaboration at the local level.

INCLUSION AND ACTIVE CITIZENSHIP: CITIZENSHIP EDUCATION GROUP MODEL

Citizenship Education Group model to promote inclusion in the field of active citizenship co-developed by Le Discipline.

How would you describe the relationship between social inclusion and active citizenship?

In Italy, particularly in our city Florence, there are several organisations engaging young people in diverse recreational activities. Additionally, given the city's robust political tradition, there are many student unions in both schools and universities where one can convene to discuss current affairs and politics.

However, our organization has identified a need for something different: a space that harmonizes both these aspects and serves as a safe and inclusive environment.

What we are referring to is both:

- a physical space: because all meeting places are locations where to “consume” something (food, beverages, training courses).

- a mental space: because the available political spaces in the city demand a form of allegiance to a well-defined ideology and often resist open dialogue and diversity of opinions and perspectives.

Hence, the primary goal of our organization is to establish such a space serving as a tool available to anyone desiring to use it for presenting their own content, projects, and initiatives.

THE CITIZENSHIP EDUCATION GROUP (“GEC”) MODEL

To make active citizenship as inclusive as possible, Le Discipline developed together with the WeCare network, the so-called “GEC” model which is now at the core of the educational experience provided by the organisation. GECs—from the Italian acronym of “Citizenship Education Group”—are groups of at least 10 young-sters who come from diverse backgrounds and experiences.

Their interest arises because of activities carried out by the organization. These include workshops on European civic education, sessions addressing discrimination and hate speech, as well as initiatives promoting social justice.

Moreover, some youngsters come from the experience of summer camps held in assets confiscated from criminal organizations. Here they delve into a deeper understanding of the mafia phenomenon; then the focus extends to fostering the ability to reflect on one’s daily behavior and the contribution everyone can make to society by acting as a responsible citizen. These youngsters have chosen to take a step forward and commit themselves to their local community by engaging with our organization.

They meet once a week to learn and grow collectively for several years, guided by a slightly older youth leader referred to as “uncle” or “auntie”. They support the youngsters during their meetings, enabling them to train, discuss and implement awareness raising and community development activities. The uncles and aunties also guide them in understanding how to actively participate in the political and democratic life of their territory.

The GECs provide a training ground for personal growth and active citizenship, as well as a platform for peer-to-peer sharing. All the groups are composed of young individuals aged 16–22 and with diverse social backgrounds, sexual orientations, gender identities, origins, and cultural backgrounds.

What have we done to promote participation of diverse youth? Le Discipline agrees upon an inclusive and comprehensive approach to commitment and engagement. The organisation actively fosters an environment that values and celebrates diversity:

- By establishing open channels of communication: We use free of charge and user-friendly social media such as WhatsApp and Instagram. These platforms enable young individuals with disabilities, social barriers, and limited technological

competences to engage with us, stay informed about our initiatives, and keep in touch.

- By making all the activities free of charge: We apply for local and regional fundings to support our activities and cover expenses (stationary materials, etc.). As for the youth workers who oversee the activities of the groups—the so called “uncles”/ “aunties” –they dedicate their time on a voluntary basis.
- By creating spaces for dialogue where each person’s unique perspective is not only acknowledged but also encouraged. We always sit in a circle to foster horizontal interaction, allowing everyone to make eye contact with others. Within the circle everyone has the right to speak and express themselves; furthermore, to promote active listening, we sometimes adopt a free-sharing policy. During this time, individuals can speak and share their own perspectives or reflections, and no one should interfere.
- By organizing the meeting within our venue, which is fully accessible, we ensure that even people with disabilities can participate.

The added value of GEC is that it represents a model adopted by all the organisations within the WeCare national network. Each year, as a network, we propose a citizenship campaign, which entails a central theme inspiring the activities and reflections throughout the year.

This approach fosters moments of exchange among different GECs, allowing the youngsters to engage with peers from other cities who share a similar experience. This exchange culminates in a 4-days summer camp where GECs from all the organisations come together and meet.

CONCLUSION

Through GEC, we aim to present a model of volunteerism that is inclusive, devoid of a paternalistic perspective, where young individuals are not mere recipients but active protagonists. This is not merely about an inclusive and open participation model; it represents an opportunity, an initial step towards engagement and political activism. For us, education is inherently political, and raising awareness translates into taking action. This embodies our understanding of active and inclusive participation.

ENHANCING ACCESSIBILITY OF UNIVERSITY EXTRACURRICULAR ACTIVITIES FOR YOUTH IN DIFFICULT SITUATIONS

Unlocking Opportunities: Enhancing Accessibility of University Extracurricular Activities for Youth in Difficult Situations by Radio R.



Did you know: Students who participate in extracurricular activities often struggle with time commitments, but generally have more positive educational experiences.

In Radio R, we take pride in giving opportunities to everyone who shows motivation to improve their skillset. As mentioned earlier, our organisation consists of volunteers only, which means we have to treat our members knowing they participate as a hobby. Accessibility is very important aspect as we need to give every youngster same opportunity to join our program of free-time activities.

The importance of free-time activities for youth cannot be overstated, as they contribute significantly to personal development, well-being, and a sense of community. However, youth facing difficult situations such as socio-economic challenges, discrimination, or mental health issues often encounter barriers that limit their access to these enriching experiences.

The impact of free-time activities on youth development

Free-time activities play a pivotal role in shaping the holistic development of young individuals. Engaging in extracurricular pursuits fosters creativity, builds self-confidence, and provides opportunities for skill acquisition. Moreover, participation in recreational activities contributes to improved mental health, social integration, and the development of a strong sense of identity.

Unfortunately, youth facing difficult situations often find themselves on the sidelines, unable to access the myriad benefits of these activities. Whether it be financial constraints, societal prejudices, or inadequate support systems, these barriers impede the potential positive impact that free-time activities can have on their lives.

IDENTIFYING THE CHALLENGES

To address the accessibility gap, it is imperative to understand the multifaceted challenges that hinder youth in difficult situations from participating in free-time activities.

- **Financial barriers**

Economic disparities often restrict access to extracurricular activities. Costs associated with equipment, memberships, or participation fees create a significant hurdle for youth from economically disadvantaged backgrounds.

- **Social stigma and discrimination**

Youth facing discrimination, be it based on race, gender, or other factors, may encounter exclusion and prejudice in traditional recreational spaces. This social stigma acts as a deterrent, limiting their willingness to engage in free-time activities.

- **Mental health struggles**

Those grappling with mental health issues may find it challenging to participate in group activities due to anxiety, fear of judgment, or a lack of understanding from peers and organizers.

- **Limited access to information**

In many cases, youth in difficult situations may not be aware of the available free-time activities due to a lack of information or outreach efforts.

STRATEGIES FOR ENHANCING ACCESSIBILITY

- **Financial support programs**

Implementing financial assistance programs, scholarships, or subsidies for participation fees can help alleviate the economic burden on youth from financially constrained backgrounds.

- **Inclusive spaces and programs**

Creating inclusive recreational spaces and programs that actively combat discrimination and promote diversity fosters an environment where all youth feel welcome and valued.

- **Mental health awareness and support**

Establishing initiatives that raise awareness about mental health and offering support services within recreational settings can encourage youth facing mental health challenges to participate more comfortably.

- **Community outreach and partnership**

Collaborating with community organizations, schools, and local authorities to disseminate information about available free-time activities ensures that youth in difficult situations are aware of the opportunities open to them.

- **Flexible scheduling and remote options**

Recognizing the varied schedules and responsibilities of youth, providing flexible timing for activities, and exploring remote participation options can enhance accessibility.

Ensuring the accessibility of free-time activities for youth facing difficult situations is not only a matter of equity but an investment in the collective well-being and potential of our society. By dismantling barriers through targeted strategies and fostering inclusive environments, we empower these young individuals to thrive, contribute, and shape a more resilient and compassionate community. It is through such concerted efforts that we truly unlock the doors to a brighter future for all.

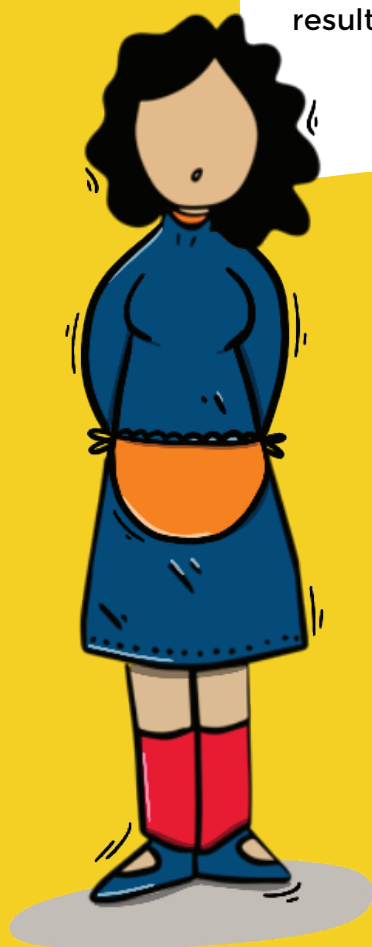


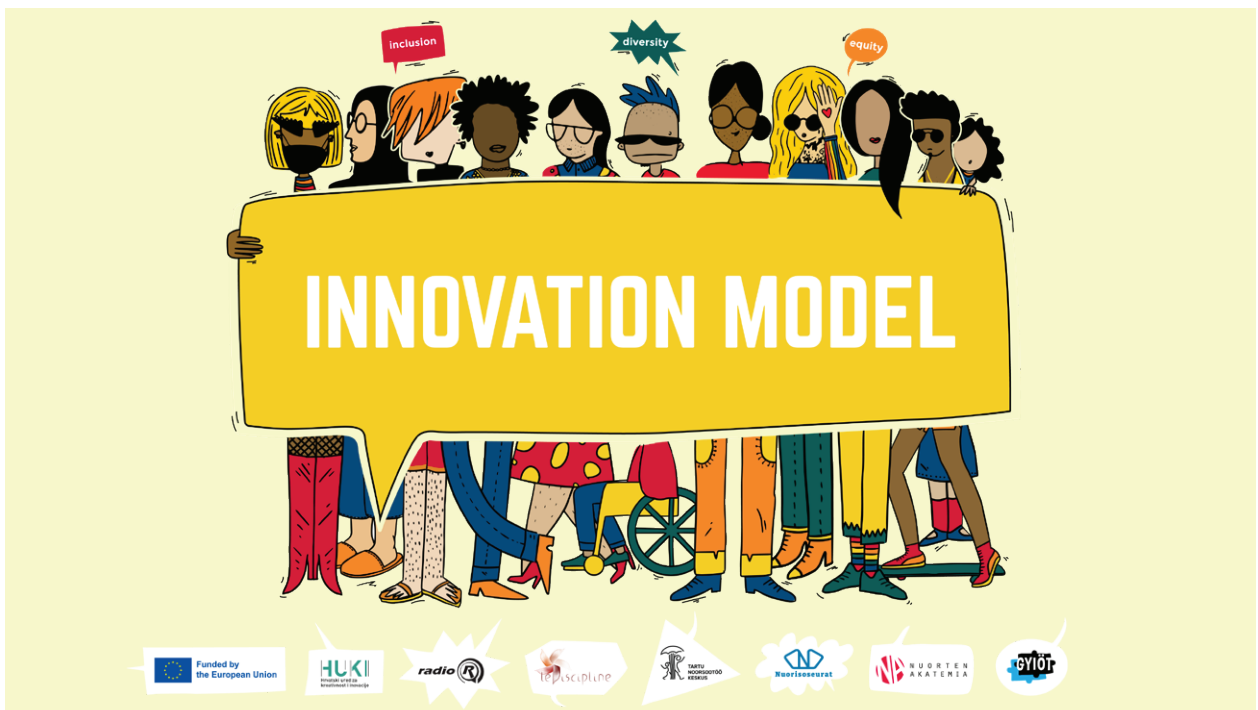
INNOVATION MODEL

The innovation model is based on design thinking, and it offers a systematic approach and structured framework to problem-solving. It can be used to create one's own tools to promote social inclusion and accessibility, or it can also be applied to other thematical areas. Below you find the English version of the model integrated to the tool pack.

Find all the language versions (English, Finnish, Estonian, Czech, Croatian, Hungarian, and Italian languages) of the innovation model in PowerPoint format on the project results' website:

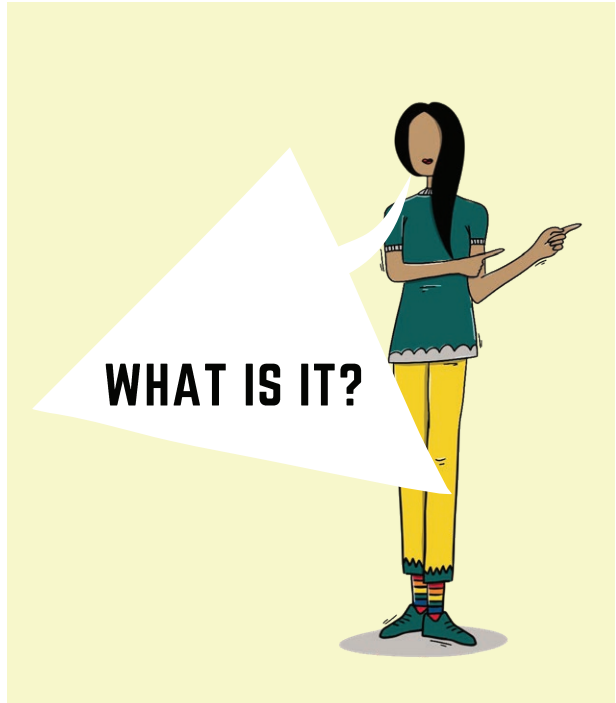
Project Results





 **Funded by the European Union**

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- The innovation model is based on design thinking, and it offers a systematic approach and structured framework to problem-solving.
- It can be used to create one's own tools to promote social inclusion and accessibility, or it can also be applied to other thematical areas.
- The innovation model consists of four phases, employing a collaborative working approach and ideally leveraging real data from beneficiaries.
- It can be used as a whole, or the steps can be applied separately to different needs.

GROUP SIZE



- Preferably 3-5 participants per group
- One facilitator per group who has familiarized with the innovation model and can lead the process.

RESOURCES NEEDED



- At the fewest pens/markers/pencils and blank sheets of paper.
- You might also want to use flipcharts, sticky notes, wall space or cardboard cartons, timer/stopwatch, tape or a laptop.
- (If conducted online you can also use online collaboration tools such as Miro.)

TIME NEEDED (ESTIMATION)

*The minutes here are estimations based on three different examples (half day, one day, two days). This framework can be adapted to the time available and dynamics of the group.

Phase	Activity	Timeframe 1 (half day)	Timeframe 2 (one day)	Timeframe 3 (two days)
Phase 1: Research and insight	Problem tree and method	20	30	60
Phase 1: Research and insight	5 whys	15	30	60
Phase 1: Research and insight	Target group and stakeholders	15	30	60
Phase 1: Research and insight	Personas	15	30	60
Phase 2: Create	Brainstorming	30	45	90
Phase 2: Create	Concept design and modeling	20	30	60
Phase 3: Develop and test	Prototyping	60	120	240
Phase 4: Realization	Activity planning	15	30	60
Phase 4: Realization	Resource planning	15	30	60
Phase 4: Realization	Cost estimation	15	30	60
Phase 4: Realization	Risk assessment and mitigation	15	30	60
Phase 4: Realization	Sustainability assessment	15	30	60
Pitch	Pitch	*Depending on the number of groups, 5 minutes per group	*Depending on the number of groups, 5 minutes per group	*Depending on the number of groups, 5 minutes per group
Minutes total		250	465	930
Hours total		4	8	16

PHASE 1: RESEARCH AND INSIGHT

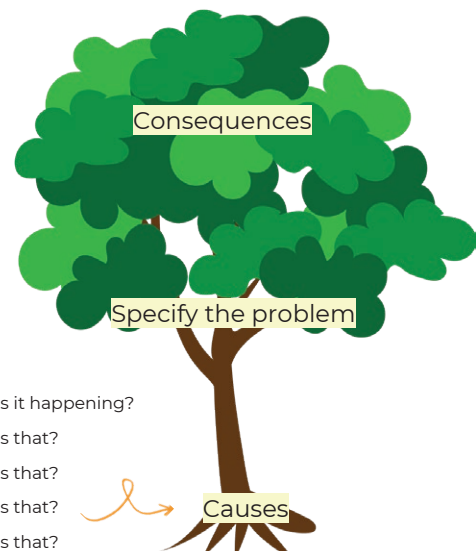


SURVEY/MAPPING WITH BENEFICIARIES

- To start the process, it is recommended to conduct a short survey/mapping with relevant beneficiaries about the problem to solve.
- Create a short survey with basic questions about the problem you want to solve (you can use online survey tool). Put couple relevant questions that will help you determine the problem among youngsters. Distribute the survey to beneficiaries and use the results in the next phases.
- Real data from the beneficiaries and taking it into consideration in the different steps of the process gives more credibility to the final solution.

PROBLEM TREE AND FIVE WHYS

- Have a blank sheet of paper and draw a big tree on it. Define the problem by identifying the core problem (middle of the tree), its consequences (top of the tree), and underlying causes (roots of the tree).
- Complement the problem tree with a so-called five whys technique by considering more in detail the causes of the problem i.e. what you wrote down in the roots of the tree.



TARGET GROUP AND STAKEHOLDERS

Who is affected by the problem? Who can affect it?

- Have a blank sheet of paper and draw a big circle on it. Draw another circle inside the first one and one more core circle inside the second one. Analyze who is affected by the problem and who can affect the problem.
- Understanding the problem necessitates a comprehensive grasp of the target group and stakeholders, providing insights into the issues at hand. Within this phase various methods and tools can be used including surveys, interviews, demographic analysis, observational research, stakeholder mapping.



PERSONAS

- Have a blank sheet of paper and draw, for example, three rectangles/squares on it. In each of the rectangle/square, create profiles for average "fictional" users representing the target group to understand the individuals affected by the solution, fostering a human-centric approach.
- Personas are detailed and semi-fictional representation of an idealized user or customer, created to better understand and address the needs, behaviors, and preferences of a specific target audience. They can also be derived from research conducted within the target group.

Basic
demographical
Needs? info Desires?
Frustrations?
Challenges? Pain points?



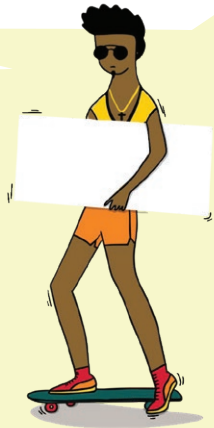
BRAINSTORMING

- Have a blank sheet of paper and write on it as many ideas as possible to tackle the problem.
- Be creative; this time quantity goes over quality!



Generating Concepts

FEEDBACK



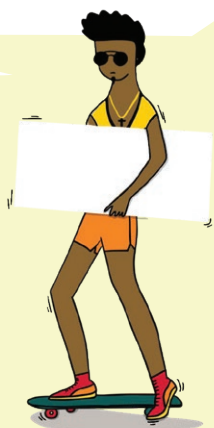
- Have a feedback loop to gather insights from team members, stakeholders, and potential users to ensure that the proposed ideas align with needs of the community.

PROTOTYPE

- Create a tangible representation of the product or service. Use a blank sheet of paper. Prototype doesn't have to be perfect; consider it as an iterative process:
- **Create prototype 1:** Determine the functionality of the product or service: What is the purpose and what should it do? What kind of materials/resources do you need for the product or service? Don't get into details yet.



FEEDBACK



- **Create prototype 3:** Collect feedback from the target audience and stakeholders (through interview or survey). This feedback loop informs further refinements and adjustments to enhance the effectiveness of the proposed solutions. Revisit and refine the product or service based on feedback.

PHASE 2: CREATE



CONCEPT DESIGN AND MODELING

- Group your ideas from the previous phase together (e.g. with different colors) based on relevance and similarities.
- Define and write down the pros and cons of each idea to assess its viability.
- Choose the most promising idea. This will be the foundation for your prototype.



Idea development and prototype selection

PHASE 3: DEVELOP AND TEST



PROTOTYPE

- **Create prototype 2:** First create a so-called user story. Get back to personas and put yourselves in their perspective to define their needs and whether the product or service satisfies their needs. Create a story that will articulate persona needs. After this, revisit the first prototype of your product or service and develop/refine it depending on persona needs.



PHASE 4: REALIZATION



- Have more blank sheets of paper or a computer and make your plan real: plan resources, activities, assess sustainability, estimate costs and think about risk assessment and mitigation (see next slides).
- Recall all the information from previous phases and take them into account here. Keep all the previously created materials nearby as you will need to revisit them in this phase.



PITCH

- Prepare a concise 5-minutes long presentation outlining the problem, solution, value proposition, benefits, and outcomes.
- You can follow proposed structure: introduction, problem statement, solution, execution plan, sustainability and financials, call to action and closing. (Participants can adapt the structure as they see fit. Visual aids and user testimonials enhance credibility.)
- The pitch concludes with a clear call to action and adheres to time constraints.



➤ Risk Assessment and Mitigation:

Identify potential risks, develop mitigation strategies, and create contingency plans to address unforeseen challenges. What are the risks that could arise, how to avoid them and what to do if they still occur? Write down risks on a blank sheet of paper and try to think a strategy for avoiding or minimizing each.

Prepare for your pitch

Introduce your proposed solutions



➤ Activity Planning:

Develop a detailed plan outlining activities, timelines, milestones, and responsibilities, ensuring a systematic approach to implementation. Use your prototype to plan activities.

➤ Resource Planning:

Identify and allocate necessary resources for solution implementation, including personnel, materials, equipment, and technology. Use your prototype to assess resources.

➤ Cost Estimation:

Estimate implementation costs, encompassing direct and indirect expenses, and develop a budget. You can do it in excel sheet or paper. Use prototype, stakeholder map, persona and all relevant materials created in the previous phases.

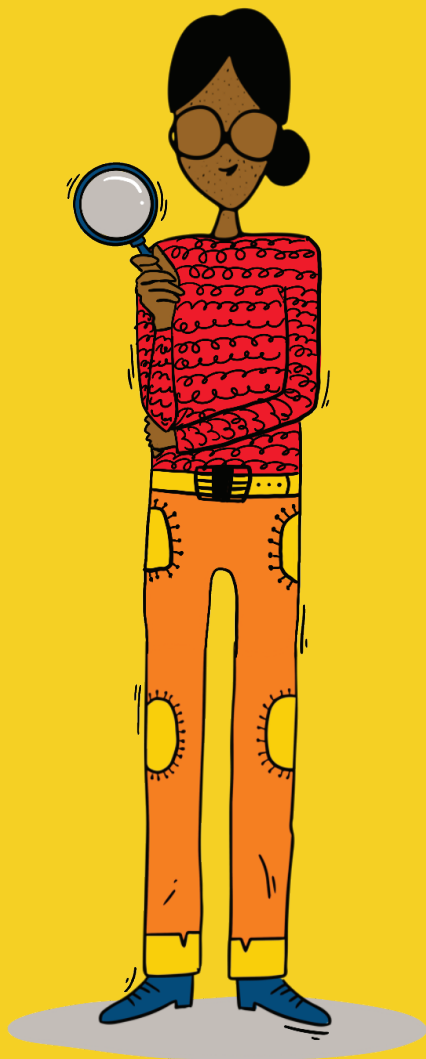


➤ **Sustainability Assessment:**

Evaluate the long-term sustainability of the solution, considering factors like environmental impact, scalability, and adaptability. For example: How does your project impact environment? What are the social implications of the solution, including its impact on local communities? Can the solution be easily scaled up to meet growing demands or populations? Can the solution be customized or modified to suit different contexts or regions? How well can the solution adapt to changing environmental conditions or external factors? You can add different questions depending on your project.

NEW TOOLS

Five out of seven partner organizations made use of the innovation model to create a new tool corresponding to their own context and needs. This chapter presents these five tools, which can be freely used by anyone interested in applying them to their work.



WHILE YOU READ, THINK ABOUT:

- What kind of thoughts does the tool raise in you?
- Do you have anything in mind you would like to add on the tool?
- How would the tool or parts of it fit to your own work?
- Do you have some other similar kind of tools in mind?

FINNISH YOUTH ASSOCIATION: PLAN TO HIRE EMPLOYEES WITH THE RIGHT ATTITUDE TO SAFER SPACES

Problem: How to ensure all our workers understand safer space principles. The principles of a safer space are the default in all events of the organisation but there are still people both on local level and in the association who do not have a complete understanding of the meaning of these principles and their practical implementation. Safer space principles are not used often enough in events, projects, etc.

Cause: Materials exist but people are not familiar with them. The principles of safer space can also seem difficult and laborious from the point of view of a person who is not familiar with the subject in advance. It is important to help them and explain where to start and that it is possible to fix things piece by piece. It has been hoped that these questions would be clarified throughout the organization.

Consequence: There is a need for training on the safer space principles, practical instructions to comply with the principles and method training taking into account the target group. The most important actors here are managers and people acting as front-line employees in the association. Orientation is a particularly important step.

Solution: A 3-step hiring process plan to ensure new employees have the right attitude to safer space principles. As a result of the advocacy work of the employees, safer space principles spread to the awareness of members of the organisation, too.

1. BEFORE HIRING

- Put the values of the organisation in the job announcement.
- Put notice that the organisation follows safer space principles in a job announcement.
- Ask for an essay on these values and what they mean to the job seekers.

2. HIRING PROCESS / JOB INTERVIEW

- Use safer space principles in a job interview.
- In the beginning of the interview, tell the safer space principles and ask if the principles are familiar to the job seeker.
- Ask questions about values and safer space principles e.g.:
 - » What is the most important value for you?
 - » How would you explain our values to volunteers?
 - » How would you create safer space in associations work?

3. AFTER HIRING / DURING EMPLOYMENT

- When new people start their job, talk about the safer space principles to them. Make sure that this is part of the introduction process.
- Organize (an introduction) workshop for staff members about themes of diversity, equity, and equality.
 - » As a material use
 - Our doors are open for everyone – the Finnish Youth Association’s guide to more inclusive practices.
 - Project tools and materials of Inclusion is On.
- Focus on preventing problems.
 - » Use safer space principles throughout the organization and in the actions.
 - » Appoint and use harassment contact persons in activities.
- Create and implement a workshop for all employees on the implementation of these themes in activities with volunteers.
- Regularly train staff in these issues, deepening their basic knowledge.

TARTU YOUTH WORK CENTER: PLAN TO INCREASE THE REPUTATION OF YOUTH WORK

Problem: The main problem is that people have little awareness of today's youth work and its possibilities.

Cause: People have the impression that only young people with fewer opportunities or problems take part in youth work. This probably stems from the earlier times when youth work was not so developed. At the same time, the image can also be affected by people's own contact with youth centers, where youth workers with specialized education may not work, or the purpose of the youth worker is only to keep the center's door open.

Consequence: If young people do not get into youth work, there is a risk that decision-makers will not see a reason to invest money in youth work, and the local government will not support youth work sufficiently.

Solution: The solution to the problem is an image design plan for youth work to improve the image of youth work among the target group, community, and society.

YOUTH WORK REPUTATION DESIGN PLAN FOR SOCIETY:

- Opinion pieces and articles in newspapers and social media: Youth workers must make their voices heard. Therefore, they should write more opinion pieces and articles about youth work in newspapers and social media.
- Nationwide campaign: Youth work is generally introduced by posters at bus stops, in shopping malls and on digital screens.
- Campaign on television: Short advertisements on television introduce youth work or the profession of youth worker.
- Merch: To distribute merch that carries messages related to youth work to, for example, young people and cooperation partners.
- Articles on Wikipedia: Comprehensive articles explaining what youth work is, who a youth worker is, where you can learn youth work, what youth work offers to young people, etc.

YOUTH WORK REPUTATION DESIGN PLAN FOR DECISION MAKERS:

- Roundtables with decision-makers to discuss topics related to youth work.
- Involve decision-makers in various youth work events, both city-wide and inside youth centers.
- Active communication and cooperation with decision-makers; asking for feedback, expressing one's opinion, etc.

YOUTH WORK REPUTATION DESIGN PLAN FOR TARGET GROUP:

- Newsletters: Information about the activities of youth centers for both young people and parents
- Social media: It is important to be in those environments where there are young people and to share information about youth work opportunities there according to the nature of the social media environment.
- Podcasts: Share opportunities about youth work and involve young people themselves in creating podcasts.
- Visiting schools: An opportunity to reach young people in their usual environment.
- City-wide events: To introduce the possibilities of youth work through entertainment.

GYIOT: INITIATING DIALOGUE ON INCLUSIVITY AND CRAFTING A STRATEGIC PLAN FOR ENHANCED INCLUSIVENESS

Problem: In our organisation, the absence of a written inclusion strategy poses a challenge. This lack of strategic direction leaves us without a clear plan on how to make our programs and projects more open and inclusive, as well as determining the target groups we should prioritise for greater involvement.

Cause: Our organisation is highly attuned to specific needs, including dietary requirements, and actively involves and supports young people and youth workers from rural areas. We thoroughly address these needs in our programs and organizational operations, drawing from our personal involvement in these matters. This personal involvement equips us with the knowledge and experience needed to navigate these needs effectively. However, the spectrum of special needs is vast, and our knowledge is limited in some areas where we lack direct experience or connections. While we are diligent in ensuring program inclusivity for participants with special needs, this is happening only if they have already applied. But we lack the capacity to actively reach out and involve young people with special needs.

Solution: We consistently prioritize organisational learning processes. Throughout this project, we successfully

collaborated with an organisation specializing in young people with special needs, and included incorporating blind young individuals into our LTTA. We aim to share the learning outcomes from this experience with our colleagues and integrate them into the organisational workflow. This experience has enlightened us on the next actions required for greater inclusivity. We aim to gain insights into special needs, drawing from the experiences of seasoned youth workers. While our organization already boasts an extensive network of Hungarian youth workers, we aspire to diversify it by actively engaging those who specialize in working with young people with special needs. This strategy ensures that we have a pool of experts to consult when questions about special needs arise. To instill inclusion as a shared organisational value, we aim to initiate discussions within our members. This involves gathering meetings dedicated to this topic and sparking dialogues throughout the organisation.

THE INITIAL STEPS TOWARDS INCLUSIVITY AND TO HAVE ITS STRATEGIC FRAMEWORK:

- We are set to kick off discussions on inclusivity within the organisation, marking the opening step in fostering dialogue, establishing shared understanding, and cultivating it as a core organisational value. These meetings will harness non-formal methods to actively engage and explore thoughts and interests surrounding the topic.
- We seek to specifically include in our network youth workers dedicated to supporting young people with special needs. Although we already have some connections, our goal is to expand this network, ensuring that we can reach out whenever we have questions about specific needs.
- We aim to extend invitations to these experts for a thorough discussion on specific special needs. The objective is to deepen our understanding of the topic, build connections among ourselves, and tap into each other's expertise. Envisioned as a 'Discussion Series with Experts,' these events will be open to both our expert network and youth workers outside our organisation who express interest. To enhance accessibility, we contemplate hosting some of these events online, particularly to accommodate youth workers from rural areas.

While our organisation is at the initial stages of becoming more inclusive, we are wholeheartedly open to the journey ahead. We believe that engaging in conversations within the organisation and discussions with experts will enhance our organisation members' understanding of special needs. It will provide insights on how to effectively address these needs and facilitate inclusive engagement. This approach ensures that all members acquire a knowledge base and establish connections to turn to when questions arise. These initial steps lay the groundwork for crafting a comprehensive strategy for inclusion in the future.

LE DISCIPLINE: PLAN FOR CREATING A SAFER SPACES POLICY IN OUR ORGANIZATION

Problem: In our organization and similar ones with the same topics and values, there is limited awareness of what constitutes safer spaces, resulting in insufficient consideration of how to ensure them. This project has prompted deep reflection on the importance of adopting an internal policy within the association, directed towards both its members and those who engage with us for projects, events, and initiatives.

Cause: Inclusion and accessibility are often taken for granted; we believe our doors are open to everyone. However, this assumption arises from a lack of training among our volunteers and youth workers on the subject. The organization, in turn, has not embarked on a collective reflection process on the topic.

Furthermore, our understanding of the concepts of “inclusion” and “accessibility” is slightly different from what we have delved into through the IncOn project. In Italy, we frequently associate these terms primarily with disabilities (especially physical) and socio-economic vulnerabilities, inadvertently excluding a range of other diversities that we assume are integrated into our environment but may not necessarily feel that way.

Consequence: We have limited awareness of how genuinely welcomed and included individuals feel during our activities.

Solution: We developed a sort of “active plan”, presented below.

1. NEEDS AND REQUIREMENTS ASSESSMENT:

- Initiate a comprehensive assessment of needs and requirements from individuals within our organization, including volunteers, youth workers, the board of directors, and young members of informal groups.
- Extend the assessment to individuals who have participated in our past initiatives to understand their perspectives and experiences.

2. TRAINING AND AWARENESS:

- Launch training programs for volunteers and youth workers on the significance of safer spaces, inclusion, and accessibility.
- Collaborate with external experts or specialized organizations to provide targeted educational sessions.

3. COLLECTIVE REFLECTION:

- Organize collective reflection sessions within the organization to discuss and define what safer spaces mean in our specific context.
- Actively involve members in analyzing current practices and identify areas for improvement.

4. DEVELOPMENT OF AN INTERNAL POLICY:

- Draft a clear and detailed internal policy on safer spaces, inclusion, and accessibility.
- Ensure that the policy reflects the diversity of perspectives and experiences within our organization.

5. PRACTICAL IMPLEMENTATION:

- Integrate safer spaces principles into the organization's day-to-day activities.
- Provide practical resources and tools to effectively implement the policy.

In this regard, the youth workers who have undergone training through the Inclusion is On project have already developed a workshop that has been implemented for the past year prior to each community initiative (Community Week of Citizen Education Groups, summer camps, multi-day training, etc.). The workshop incorporates some of the activities conducted during Inclusion is On meetings and is designed to formulate an ad hoc safer spaces policy specific to that particular experience and those participants.

6. MONITORING AND EVALUATION:

- Implement monitoring systems to assess the effectiveness of the policy.
- Collect regular feedback from participants, volunteers, and members to identify any areas for improvement.

7. CLEAR COMMUNICATION:

- Communicate the new policy openly to members and those interacting with the organization.
- Ensure that all information about the policy is easily accessible to everyone.

8. ORGANIZATIONAL CLIMATE ASSESSMENT:

- Conduct periodic surveys to assess the organizational climate and gather feedback on the perception of inclusion.

9. CONTINUOUS ADAPTATION:

- Be willing to modify and adapt the policy based on evolving needs and new understandings.

By including this initial point, the organization can gather valuable insights and tailor the safer spaces policy to address the specific needs and expectations of its diverse stakeholders.

RADIO R: PLAN TO INCREASE MOTIVATION AND PARTICIPATION LEVEL OF VOLUNTEERS INSIDE OF THE ORGANIZATION

Problem: Within our organization, the priority is to face the challenge of motivating our younger members to actively engage in group projects and ensuring accountability for their assigned tasks. To address this, we are actively implementing strategies to inspire participation and instill a sense of responsibility. Our organization's structure tends to struggle in this department, trying to find ways to make our volunteers equally utilized in the projects.

Cause: All members, including those in management positions, serve as volunteers in our organization. Motivating and holding them accountable can be challenging given their diverse commitments such as school, part-time jobs, and personal time. Cultivating a healthy community is paramount. We aim for our members to find fulfillment in their volunteer work, prioritizing enjoyment over a checklist of tasks. Ensuring their comfort, active participation, and a sense of safety is crucial. Failing in this regard is a managerial shortcoming that hinders community effectiveness. Our commitment to member well-being is fundamental to our organization's success.

Consequence: Our organization currently operates with a structural framework comprising 10-15 proactive members who bear a disproportionate workload in the execution of organizational projects. Regrettably, there has been a tendency to favor this approach rather than instituting a more equitable distribution of responsibilities among the membership. This operational paradigm has resulted in a deleterious lose-lose scenario. Specifically, it has precipitated a burnout effect among our most active volunteers, concurrently impeding the cultivation of meaningful experiences for our younger members—critical for nurturing the next generation of dedicated volunteers.

This unequal distribution of tasks not only places undue strain on our more engaged members but also hinders the organic sharing of knowledge and experiences that is fundamental to the development of a robust volunteer base. Therefore, we are confronted with the risk of members resigning from their roles within the Radio, often attributable to insufficient communication during their initial engagement. The lack of a sense of belonging to the community from the outset leads them to perceive their involvement as an imprudent allocation

of their time, thus undermining the retention of valuable contributors. Addressing these systemic challenges is imperative to ensure a sustainable and flourishing organizational environment.

Solution: Acknowledging the imperative nature of cultivating an environment conducive to enthusiasm, our organization is resolutely dedicated to fostering a collaborative atmosphere that ignites creativity. The establishment of clear expectations and milestones, coupled with systematic check-ins and feedback mechanisms, serves to construct a framework fostering individual accountability within the team.

Additionally, we maintain a steadfast commitment to providing avenues for skill development and personal growth, aligning individual aspirations with the overarching objectives of our projects. The implementation of mentorship programs and workshops serves to augment collaborative learning, underscoring the principle that success is a collective endeavor.

PLAN TO IMPROVE

In recognizing the need for refinement in our internal operations, we identify key areas for improvement:

ENHANCING COMMUNICATION CHANNELS

Amidst the challenges posed by the Covid-19 crisis, our organization has endeavored to enhance internal communication. Utilizing a bespoke tool, namely a Google form, we solicit feedback from our volunteers and members regarding their preferred mode of communication. This feedback informs our practices, enabling us to tailor our approach to better suit the preferences of our stakeholders.

FACILITATING IN-PERSON ACCESSIBILITY FOR VOLUNTEERS

To address the issue of accessibility, particularly in relation to missed meetings, we have instituted dedicated office hours. Both the off-air and on-air managers have allocated specific times during the week to be physically present in the radio spaces, affording members and volunteers the opportunity for in-person interactions and discussions.

CULTIVATING A SENSE OF COMMUNITY ONLINE

To fortify our sense of community in the digital realm, we have implemented a curated close friends list on our official Instagram platform. This strategic initiative allows us to share more informal and engaging content with our members, fostering a deeper sense of community, as we understand humor is an important part of teambuilding, just like freedom of coming up with personal projects.

STRENGTHENING INTERNAL STRUCTURIZATION

Lastly, recognizing the paramount importance of internal organization and management, we have undertaken a concerted effort to streamline our processes. This involves meticulous tracking of management positions, ensuring appointments are made exclusively with responsible and actively engaged individuals who demonstrate a genuine passion for dedicating their free time to our radio endeavors.

TRAINING MODEL

The training model was created to support the adoption of the tool pack: use the training model to organize your own hands-on trainings based on the contents of this tool pack!

The model is suitable for both face-to-face and online trainings. You can apply different parts of the training model separately or together to create a training based on your preferences and time available. Each part starts with facilitation instructions which provide you the detailed steps and necessary equipment for leading it.



Facilitation instructions: How to use the training model?

- The training model consists of several parts, all of them based on the contents of the tool pack produced as part of the Erasmus+ partnership Inclusion is On (2021-2024).
 - See contents on the next slide.
- You can apply different parts of the training model separately or together to create a training based on your preferences and time available. The model is suitable for both face-to-face and online trainings.
- Each part starts with facilitation instructions which provide you the detailed steps and necessary equipment for leading it. Facilitation instructions are hidden slides (not visible in presentation mode).
- All supporting materials for the training model and other outputs of the project are available in: <https://nuortenakatemia.fi/en/incon-projectresults/>

Contents

- Introduction of the project
- Warm-up activities
- Quiz on social inclusion
- About safer spaces
- Good practices
- Innovating new tools: Take the first steps to create a tool
- Tools produced by the project partners
- Word explanations

Find the whole training model (PowerPoint presentation) and all supporting materials for it:

TRAINING MODEL

The training model is available in English, Finnish, Estonian, Czech, Croatian, Hungarian, and Italian languages.

PODCAST SERIES

In a limited podcast series Inclusion is not an illusion, we summarize the main topics of the project and share some gained experiences.

EPISODE 0 – PROJECT INTRODUCTION

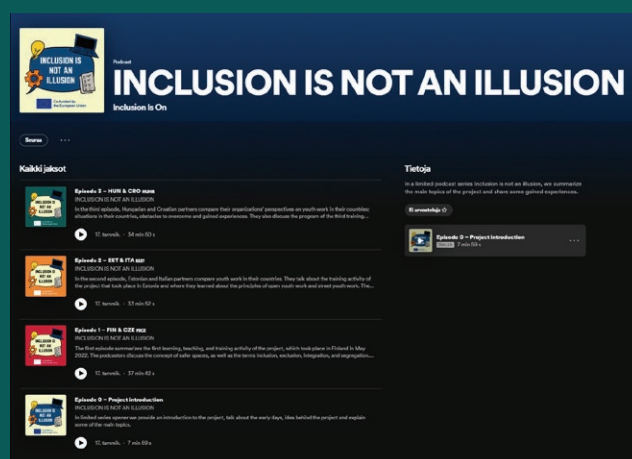
In limited series opener we provide an introduction to the project, talk about the early days, idea behind the project and explain some of the main topics.

EPISODE 1

The first episode summarizes the first learning, teaching, and training activity of the project, which took place in Finland in May 2022. The podcasters discuss the concept of safer spaces, as well as the terms inclusion, exclusion, integration, and segregation. They also briefly talk about youth work in Finland and Czech Republic and share some good practices from these two countries.

EPISODE 2

In the second episode, Estonian and Italian partners compare youth work in their countries. They talk about the training activity of the project that took place in Estonia and where they learned about the principles of open youth work and street youth work. They also discuss



Podcast available in Spotify:

PODCAST SERIES

topics of inclusion in general and what has been implemented and what is planned to be implemented thanks to the IncOn project.

EPISODE 3

In the third episode, Hungarian and Croatian partners compare their organizations' perspectives on youth work in their countries: situations in their countries, obstacles to overcome and gained experiences. They also discuss the program of the third training activity of the project that took place in Hungary.

EPISODE 4

Final episode of the series brings an audio report of the project's final event in Italy, where youth workers from all partner countries gathered to get to know the recently launched project outputs, as well as to network, share their own experiences and knowledge.

GLOSSARY

Did you know that this glossary can be a game? Print out these pages, cut them out on the dotted line and fold each one in half.



ACCESSIBILITY

The measure of something's usability by persons with one or more disabilities. For example, self-opening doors, elevators for multiple levels, raised lettering on signs and entry ramps.

ACCESSIBLE LANGUAGE

Communication method that accommodates everyone. Including people with visual disabilities, lower reading levels, distractions, and different language needs.

ATTITUDE

A way of thinking, feeling or an opinion on something that affects a person's behavior. Can be both negative and positive.

CULTURAL INCLUSIVITY

A policy of inviting people from all cultures into something. Creating a community that is welcoming and respectful to all cultures and cultural identities and that has accessible opportunities and resources for all.

EQUITY

Equity ensures that individuals are provided with the resources they need to have access to the same opportunities. While equality indicates uniformity, where everything is evenly distributed among people, equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

DISCRIMINATION

Refers to a process of treating a person or a group/groups less differently (less favorably) than others, for example based on characteristics such as age, sex, gender, disability, or ethnicity.

DIVERSITY

A range of different things; variety of things or people. Diversity is recognizing differences and then creating an environment that empowers innovations and creativity.

EXCLUSION

An instance of leaving someone out and not letting them in. The act of bypassing someone or something.

GENDER

A group of people in a society who share particular qualities, roles, or ways of behaving which that society associates with being male, female or another identity. As a social construct, gender varies from society to society and can change over time.

HARASSMENT

Humiliating, degrading, and unwanted behavior towards someone. An act that makes the person affected feel uncomfortable or anxious. There are cases that make harassment a crime, e.g., death threat or sexual assault.

INCLUSION

Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

INTEGRATION

In a social sense, integration refers to the process of incorporating, for example, minorities in structures and culture of a society.

INTERSECTIONALITY

Framework to describe and understand how different kinds of characteristics may intersect or overlap with each other and so create, for example, different forms of discrimination and unique oppressive experiences.

IMMIGRANT

A person who is living in another country than that of his/her/their birth.

LGBTIQ+

An acronym that refers to people who identify as lesbian, gay, bi, trans, queer or intersex. The plus stands for the enormous variety of people in terms of sexual orientation, expressing gender identity or sex characteristics.

MARGINALIZED GROUPS

Groups that don't identify as a part of the main group. These groups feel or are made to feel like a less important group of people and are often at a disadvantage when it comes to obtaining health care, decent education, or employment that would improve their well-being.

MINORITY

A smaller group compared to a majority. A group that represents less than the whole of a community.

MULTI-BASED DISCRIMINATION

Discrimination that occurs because of more than one characteristic such as their gender, race, age, religion, sexual orientation, or any other factor.

NEET

An administrative classification for a person that is not in employment, education, or training. Neet is an acronym of the words mentioned.

SOCIAL INCLUSION

The process of improving the terms in which individuals and groups take part in society. It inquires that everyone could reap the benefits of prosperity and enjoy minimum standards of wellbeing, improving the ability, opportunity, and dignity of those disadvantaged based on their identity.

PARTICIPATION

At the most basic level, participation means that people are involved in decisions that affect their lives. Through participation they can identify opportunities and strategies for action and build solidarity to effect change. Participation challenges oppression and discrimination, particularly of the poorest and most marginalized people.

PEOPLE WITH SPECIAL NEEDS

The term is used to describe a person with a physical or emotional difficulty or difference that requires more support or specialized services. The list of diagnoses under this term is enormous, and includes e.g. autism, ADHD, and blindness.

PERSON WITH A DISABILITY

A person with disability has a condition that makes it more difficult for a person to do certain activities or have equitable access within a given society. People with disabilities face discrimination and barriers that exclude them from participating in society on an equal basis with others every day. It is nicer to say people with disabilities that a disabled person, because then the person is not defined by the disability.

PHYSICAL ACCESSIBILITY

Designing features that allow people with disabilities to access buildings, streets, and other areas independently and safely. For example, providing ramps, elevators, automatic doors etc. These features let people participate in life regardless of their disabilities.

PSYCHOLOGICAL BARRIERS

Internal factors/conditions a person is experiencing, such as stress, anxiety, self-esteem, or mental illness, and which affect their capacities to e.g. social interaction.

POSITIVE SPECIAL TREATMENT

Special actions/measures to improve conditions of disadvantaged groups.

PREJUDICE

Unreasonable opinion that is not based on reason or experiences. Can be both positive and negative. The word is often used to refer to a preconceived evaluation of another person that is based on that person's anticipated personal characteristics.

SAFER SPACE (N.)

A space in which an individual or group may remain free of blame, ridicule and persecution and is in no danger of coming into mental or physical harm in any way.

SEGREGATION

Separation of people into groups because of race, sex, or any other factor. Segregation often happens due to a sense of inequality between the group's characteristics.

SEX

Biological trait that determines on the basis of reproductive functions if a person is a male or a female. Sex differs from gender on the matter of understanding and experiencing one self's identity. Sex is only a biological trait.

SOCIO-ECONOMIC BARRIERS

For example, income, education, employment, or safety levels creating thresholds to participation.

RACISM

Discrimination or prejudice against people based on their race, ethnicity or a circumstance relating to ancestry. The idea behind racist practices often is an assumption that people can be divided into separate groups that differ in their social behavior and congenital abilities.

REPRESENTATION

When speaking or acting on behalf of something or someone, representation means the way something is shown or described.

VISUAL, HEARING AND MOBILITY IMPAIRMENTS

Types of disabilities.

YOUTH WITH FEWER OPPORTUNITIES

An umbrella term to refer to youth who are somehow disadvantaged compared to their peers, for example, due to economic, social, health reasons or migrant background.

WHERE TO READ MORE?

Eurodesk Guide on Inclusive Digital Communication in Youth Information Servicess

How to design more inclusive and accessible communication?

<https://eurodesk.eu/2023/11/14/download-the-guide-on-inclusive-communication/>

SALTO Toolbox

Hundreds of tools for youth workers (search by topic “social inclusion”)

<https://www.salto-youth.net/tools/toolbox/>

Social inclusion in EU Youth Strategy

What is the EU’s role and how is this being done?

https://youth.europa.eu/strategy/social-inclusion_en

Social protection and social inclusion by European Commission

How does the EU support and complement the member states in the field of social inclusion and protection?

<https://ec.europa.eu/social/main.jsp?langId=en&catId=750>

T-KIT 8 Social Inclusion by Council of Europe and European Commission

A training kit for youth work practitioners on the concepts of social exclusion and inclusion and on working with youth with fewer opportunities.

<https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>

Youth Wiki: Europe Encyclopedia of National Youth Policies

Presents information on 33 European countries’ youth policies, including policies to promote or challenges related to social inclusion.

Frontpage:

<https://national-policies.eacea.ec.europa.eu/youthwiki>

Youth Wiki on Social Inclusion:

<https://national-policies.eacea.ec.europa.eu/youthwiki/policy-fields/4-social-inclusion>

Youth Wiki Interactive Maps:

<https://national-policies.eacea.ec.europa.eu/youthwiki/comparative-overviews>

SURVEY QUESTIONS

Both in the beginning and end of the project a small survey was conducted for youth free time providers in the participating countries to get an overall idea on what are the biggest obstacles or experiences related to the topic addressed in the project.

Below the survey questions: the first seven of them were the same for both the initial and final survey, while in the rest of the questions there were minor changes (presented here initial survey/final survey).

1. Background information

Country of residence (choose one)

Finland, Hungary, Czech Republic, Italy, Croatia, Estonia

2. Your gender

female / male / other / unknown / do not wish to specify.

3. Your age

Under 20 / 20-30, / 31-40 / 41-50 / 51-60 / over 60

4. Education (highest level of education completed)

Elementary School

Vocational School

High School

Undergraduate Degree

Graduate Degree

Doctorate

Something else, what?

5. What kind of tasks do you work or volunteer with? You can choose multiple answers.

Management of NGOs (e.g. president, treasurer, etc.)

Project work and/or development work

Free-time activity provider/coach/trainer (children/youth)

Free-time activity provider/coach/trainer (adults)

Events

Planning

Communication

Something else, what?

6. Do you work mainly in

Large metropolitan area (population 1,5 million or more)

Metropolitan area (population between 500 000 and 1,5 million)

Medium-size urban area (population 200 000–500 000)

Urban area (population 50 000–200 000)

Small urban area (population 10 000–50 000)

Small city (population 5000–10 000)

Rural area (less than 5 000 people)

Choose one.

7. What sort of free-time activity do you or your organisation provide for young people? You can choose multiple answers.

Sport

Art and crafts

Music

Theatre and cinema

Voluntary work

Libraries and reading

Youth work

Youth councils

Nature education

Culture and entertainment

Education

Active Citizenship

Other, what:

8. What is the first thing that comes to your mind about equality in free time activities? / What was the first thing that came to your mind about equality at free time activities before this training? (Open question)

9. Which of these aspects would you like to improve in order to make your activity more available for all kinds of youth? / In the future, which of these aspects would you like to improve in order to make your activity more available for all kinds of youth? (Choose max. 3)

Communications – all kind of youth don't know about our activities or our communication channels reach only certain people.

Competition of youth free time – lack of time (too much competition of free-time like other hobbies or free-time activities).

Socio-economical obstacles – lack of social contacts and acquaintances of participants, other factor that puts the young participants in vulnerable situations (e.g. low-income family, homelessness, language barriers, etc.).

Disabilities – lack of tools to participate young people with disabilities (a physical or mental).

Health related issues – lack of tools to participate young people with chronic or difficult physical illnesses.

Problems related to education or learning abilities – tools to participate youth with learning difficulties, interrupted studies, youth in danger of exclusion...

Obstacles related to cultural background – tools to work with youth with immigrant background or people in minorities.

Social factors – tools to make our activity equally available for everybody regardless of participant's gender, age, sexual orientation, ethnic/religious backgrounds, or any other background factor.

Geographical factors - tools and methods to include young people who live in rural areas or who have weak traffic connections.

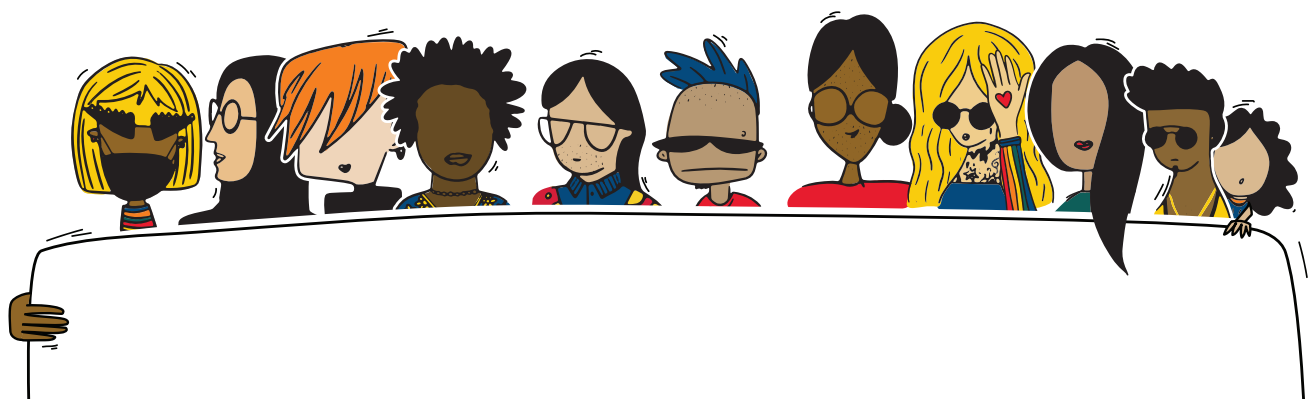
Obstacles related to current Covid-19 situation, describe briefly:

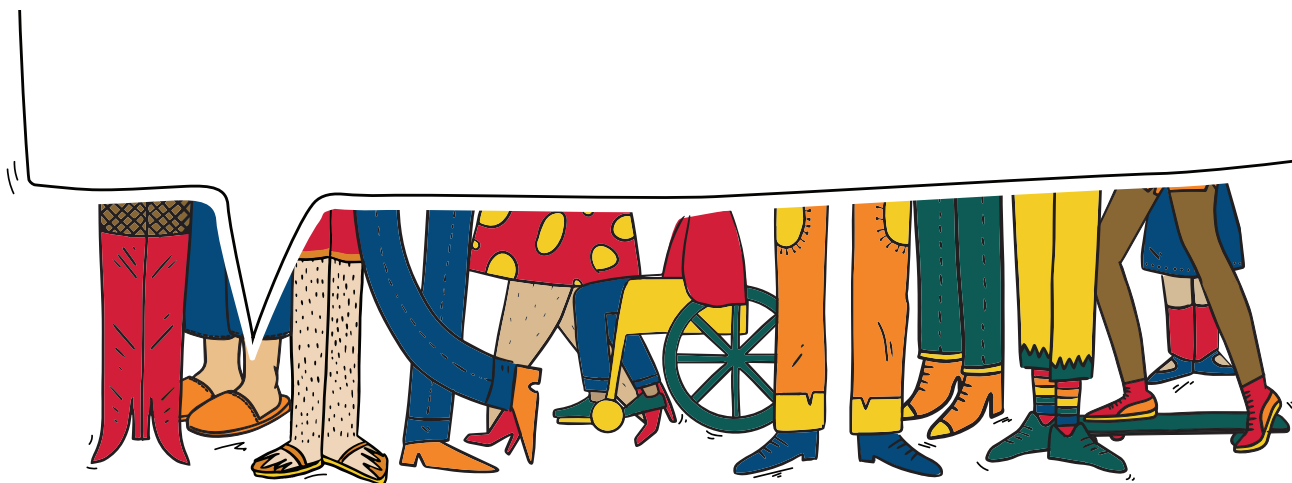
Other relevant factor, that enables accessibility at your activity for youth:

10. Have you defined safer space policy in your activities? / Did you get new ideas to promote safer space policies in your activities?

No / I don't know / Yes, describe briefly

11. Have you got ideas or wishes of how to deal equality and diversity and better enable free-time activities for all youth? / Did you get new ideas to promote equality and diversity and enable free time activities for all youth? Describe briefly. (Open question)





Inclusion is On

Good practices and tools to foster social inclusion in youth free-time activities.

Erasmus+ Youth Partnership
2021–2024



Funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



