GUIDEBOOK

FOSTERING INCLUSION THROUGH INNOVATIVE METHODS IN NON-FORMAL EDUCATION

CONTENT

1. INTRODUCTION

Welcome to this comprehensive manual on inclusion in non-formal education. This manual is designed for practitioners like you who are passionate about creating inclusive learning environments. Inclusion is a fundamental principle that ensures equal opportunities for all individuals, regardless of their background, abilities, or circumstances. By embracing inclusion, we can foster a sense of belonging, respect, and empowerment among participants in non-formal educational settings. This manual aims to provide you with theoretical knowledge, practical strategies, and resources to effectively implement inclusive practices in your work.

This manual is designed to provide youth workers and other non-formal education practitioners with innovative methods for fostering inclusion. The manual is based on the latest research and best practices in inclusion, and it has been created in a diverse setting during the "Local innovative bootcamp" activity within the Erasmus+ project "Digital transformation of inclusive Youth Work, 2022-2-HR01-KA220-YOU-000096214".

What is Inclusion?

Inclusion is a complex concept with many different definitions. For the purposes of this manual, we will define inclusion as:

- Creating an environment where everyone feels welcome, valued, and respected. This means that everyone should have the opportunity to participate fully in all aspects of life, regardless of their background, abilities, or beliefs.
- Recognizing and valuing diversity. This means that we should appreciate the different perspectives and experiences that each person brings.
- Removing barriers to participation. This means that we should identify and address any obstacles that prevent people from participating fully in our societies.

Why is Inclusion important?

There are many reasons why inclusion is important. Here are just a few:

- Inclusion is a basic human right. Everyone has the right to be included in society, regardless of their background, abilities, or beliefs.
- Inclusion is essential for creating a more just and equitable society. When everyone has the opportunity to participate fully in society, we all benefit.

How can Youth Workers and Practitioners Foster Inclusion in non-formal learning settings?

There are many things that youth workers and practitioners can do to foster inclusion in their non-formal education programs. Here are a few tips:

- Create a welcoming environment. Make sure that everyone feels welcome and comfortable in your program. This means using inclusive language, being respectful of different cultures and beliefs, and providing opportunities for everyone to get to know each other.
- Build relationships. Get to know the young people in your program. This will help you to understand their individual needs and strengths.
- Set high expectations for all learners. Believe that all young people can learn and succeed. This will create a positive and supportive learning environment.
- Use differentiated instruction. Provide different learning activities and materials to meet the needs of all learners.
- Celebrate diversity. Recognize and appreciate the different perspectives and experiences that each person brings to the program.

Innovative Methods for Fostering Inclusion

This manual includes a number of innovative methods that can be used in non-formal education programs when addressing the topic of inclusion. These methods are based on the latest research and best practices. They are also practical and easy to implement.

Here are a few examples of the innovative methods that are included in the manual:

- Universal design for learning (UDL). UDL is a framework for designing learning environments that are accessible to all learners, regardless of their abilities or needs.
- Social-emotional learning (SEL). SEL is a set of skills that help young people understand and manage their emotions, build relationships, and make responsible decisions.
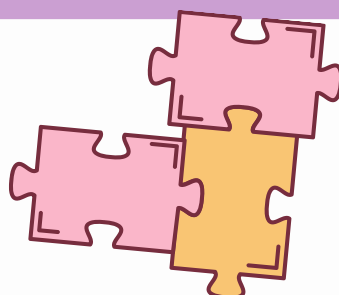
CHAPTER 1: UNDERSTANDING INCLUSION

1.1. WHAT IS INCLUSION?

Inclusion is a guiding principle that promotes equal opportunities, access, and participation for all individuals, regardless of their background, abilities, or circumstances. In an inclusive environment, diversity is celebrated, and differences are seen as assets rather than barriers. Inclusion goes beyond mere tolerance or acceptance; it aims to create spaces where every person feels valued, respected, and empowered to fully engage in educational experiences.

Inclusive education extends beyond formal educational settings and encompasses non-formal education as well. It recognizes that learning takes place in a variety of contexts, such as community centers, youth organizations, and extracurricular activities. Inclusion in non-formal education means ensuring that all individuals, including those who may have been traditionally marginalized or excluded, have equal opportunities to participate and benefit from educational programs and activities.

Creating an inclusive environment involves addressing physical, social, and attitudinal barriers. It requires adapting teaching methods, materials, and environments to meet the diverse needs and preferences of participants. Inclusion is not a one-size-fits-all approach; it requires ongoing reflection, collaboration, and flexibility to ensure that every individual can fully engage and thrive in their learning journey.

1.2 BENEFITS OF INCLUSION IN NON-FORMAL EDUCATION

Inclusion in non-formal education brings numerous benefits to both individuals and the broader community. By embracing inclusive practices, we create a learning environment that fosters personal growth, social cohesion, and positive change. Some key benefits of inclusion in non-formal education include:

1.2.1 PERSONAL GROWTH AND DEVELOPMENT:

Inclusion allows individuals to develop a positive self-concept, self-esteem, and confidence in their abilities. It provides opportunities for personal exploration, skill development, and the acquisition of new knowledge. Inclusive environments encourage individuals to discover and embrace their unique strengths, interests, and potential.

1.2.2 SOCIAL COHESION AND EMPATHY:

Inclusive non-formal education promotes understanding, empathy, and acceptance of diversity. It helps participants develop a broader perspective, challenge stereotypes, and build positive relationships with individuals from different backgrounds. Inclusion fosters a sense of belonging and connectedness, creating a supportive and inclusive community.

1.2.3 ENHANCED LEARNING OUTCOMES:

When diverse perspectives, experiences, and ideas are valued and integrated, the quality of learning increases. Inclusive non-formal education encourages collaborative and cooperative learning, enabling participants to learn from one another and broaden their horizons. It facilitates critical thinking, problem-solving, and creativity through diverse interactions and perspectives.

1.2.4 SOCIAL JUSTICE AND EQUITY:

Inclusion in non-formal education is a powerful tool for promoting social justice and equity. It challenges societal barriers and discrimination, striving for equal opportunities for all individuals. By addressing systemic inequalities and creating inclusive spaces, non-formal education contributes to building a more just and equitable society.

1.3 KEY PRINCIPLES OF INCLUSIVE EDUCATION

Inclusive education is guided by several key principles that shape its implementation and practice. These principles provide a framework for creating inclusive environments and ensuring equal opportunities for all participants. Some of the key principles of inclusive education include:

1.3.4 COLLABORATION AND SHARED RESPONSIBILITY:

Inclusive education involves collaboration among educators, participants, families, and support networks. It recognizes that creating an inclusive environment requires collective efforts and shared responsibility. Collaboration ensures that diverse perspectives are considered, and decision-making is inclusive and participatory.

1.3.1 RESPECT FOR DIVERSITY:

Inclusion embraces the uniqueness of every individual and recognizes that diversity enriches the learning experience. It values and respects differences in culture, language, abilities, and backgrounds. Inclusive education promotes an environment where all participants feel valued, accepted, and free from discrimination.

1.3.5 CONTINUOUS IMPROVEMENT AND REFLECTION:

Inclusion is an ongoing process that requires continuous improvement and reflection. Educators and practitioners engaged in non-formal education must regularly evaluate and reflect on their practices to address challenges, identify areas for improvement, and adapt strategies to better meet the needs of participants.

1.3.2 EQUALITY OF OPPORTUNITY:

Equal opportunities are at the core of inclusive education. It ensures that every individual has equitable access to education, resources, and support. Inclusive practices aim to remove barriers that may prevent individuals from fully participating and benefiting from educational programs.

1.3.3 INDIVIDUALIZATION AND DIFFERENTIATION:

Inclusion recognizes that individuals have diverse learning needs, styles, and preferences. It emphasizes the importance of individualized and differentiated instruction to meet the specific needs of participants. Inclusive education encourages flexibility in teaching methods, materials, and assessments to accommodate different learning styles and abilities.

1.4 THE ROLE OF NON-FORMAL EDUCATION IN PROMOTING INCLUSION

In the pursuit of an inclusive society, education plays a pivotal role in breaking down barriers and empowering individuals from diverse backgrounds. While formal education systems are fundamental in providing foundational knowledge and skills, non-formal education has emerged as a powerful tool in promoting inclusion. Non-formal education encompasses a wide range of learning experiences that take place outside the traditional classroom setting and can be tailored to the specific needs and circumstances of learners.

1.4.1 ENHANCING ACCESS AND PARTICIPATION

Non-formal education plays a crucial role in reaching marginalized and underserved populations, including individuals with disabilities, refugees, migrants, and those living in remote or disadvantaged areas. It provides flexible learning opportunities that can be adapted to accommodate the unique needs and circumstances of these individuals. By offering alternative pathways to education, such as vocational training programs, community-based initiatives, and distance learning platforms, non-formal education ensures that everyone has an equal chance to access and participate in learning experiences.

1.4.2. FOSTERING LIFELONG LEARNING

Inclusion goes beyond simply facilitating access to education; it also entails creating opportunities for lifelong learning. Non-formal education promotes a culture of continuous learning by offering diverse and relevant learning experiences throughout an individual's life. It recognizes that learning does not stop after formal schooling but continues across various settings and contexts. Non-formal education programs, such as adult education classes, skills development workshops, and community-based learning initiatives, enable individuals to acquire new knowledge, skills, and competencies, thereby enhancing their employability, personal growth, and social integration.

1.4.3. PROMOTING DIVERSITY AND INTERCULTURAL UNDERSTANDING

Non-formal education provides a platform for embracing diversity and fostering intercultural understanding. It encourages dialogue, collaboration, and the exchange of ideas among individuals from different backgrounds, fostering empathy, respect, and appreciation for cultural differences. Non-formal education initiatives, such as intercultural exchange programs, global citizenship education, and cultural awareness workshops, play a vital role in promoting inclusive societies by challenging stereotypes, breaking down prejudices, and nurturing a sense of belonging among individuals from diverse communities.

1.4.4. EMPOWERING LEARNERS AS AGENTS OF CHANGE

One of the key aspects of non-formal education is its emphasis on empowering learners as active agents of change. Non-formal education programs prioritize learner-centered approaches that encourage critical thinking, problem-solving, and active participation. By engaging learners in decision-making processes, promoting civic engagement, and nurturing leadership skills, non-formal education empowers individuals to become advocates for inclusion and social justice. It equips them with the knowledge, skills, and confidence to challenge inequality, discrimination, and exclusion, both within their own lives and in society at large.
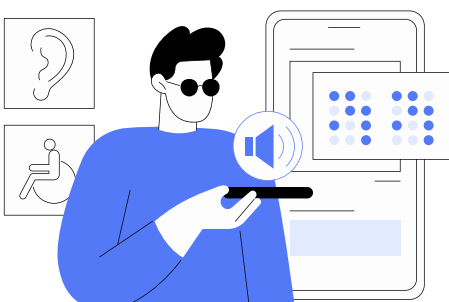
Chapter 2: Different Aspects of Inclusion

Inclusion is a multifaceted concept that aims to create an environment where every individual feels valued, respected, and included. It recognizes and celebrates diversity in all its forms and promotes equal opportunities for all. In this chapter, we will explore various aspects of inclusion and discuss strategies to foster inclusivity in different contexts.

2.1 Inclusion of Individuals with Disabilities

Inclusive education for individuals with disabilities is a crucial aspect of promoting equal access to education and society as a whole. It involves creating an environment that supports the learning and development of students with disabilities alongside their peers without disabilities.

Some key considerations for promoting inclusion of individuals with disabilities include:

Accessibility

Ensuring physical accessibility of the learning environment, such as ramps, elevators, and accessible washrooms, to accommodate individuals with mobility impairments. Providing accessible learning materials, such as braille or audio versions, for students with visual impairments.

Assistive Technology and Support Services

The use of assistive technology and support services is instrumental in enabling individuals with disabilities to fully participate in educational settings. Assistive technology includes devices, software, and tools that assist individuals with disabilities in accessing information, communicating, and engaging in learning activities. Examples of assistive technology include screen readers, speech-to-text software, adaptive keyboards, and alternative communication devices. Support services, such as special education teachers, speech therapists, occupational therapists, and sign language interpreters, provide additional assistance and guidance to individuals with disabilities, ensuring that their learning needs are met effectively.

Individualized Support

Recognizing that individuals with disabilities may require individualized support and accommodations to fully participate in educational activities. This may include specialized instructional strategies, or additional support from teaching assistants or resource professionals.

Collaborative Partnerships

Building effective collaborations between educators, families, and relevant professionals to ensure a holistic approach to meet the diverse needs of students with disabilities.

2.2 Inclusion of Ethnic and Cultural Minorities

Promoting the inclusion of ethnic and cultural minorities involves fostering an environment that respects and values diverse cultural backgrounds. It aims to create a sense of belonging and equal opportunities for individuals from different ethnic and cultural backgrounds.

Some strategies for promoting inclusion of ethnic and cultural minorities include:

Cultural Awareness and Sensitivity
Educating staff and students about different cultures, traditions, and values to promote understanding and respect. Encouraging open dialogue and celebrating cultural diversity through activities and events.

Multicultural Curriculum
Incorporating diverse perspectives, stories, and experiences into the curriculum to reflect the cultural diversity of the student population. This can help students develop a sense of pride in their own culture while fostering empathy and appreciation for other cultures.

Language Support
Providing language support and resources for students with limited proficiency in the dominant language. This may include bilingual programs, language support classes, or translation services, ensuring that language barriers do not hinder educational opportunities.

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2.3 Inclusion of LGBTQ+ Individuals

Some strategies for promoting inclusion of LGBTQ+ individuals include:

Promoting the inclusion of LGBTQ+ individuals involve creating a safe and supportive environment that respects and affirms diverse sexual orientations and gender identities. It aims to ensure that LGBTQ+ individuals feel valued and included without fear of discrimination or prejudice.

Safe and Inclusive Spaces
Creating safe spaces where LGBTQ+ individuals can be themselves without fear of judgment or harassment. This includes implementing anti-bullying policies, promoting acceptance, and providing resources and support for LGBTQ+ students.

Inclusive Language and Curriculum:
Using inclusive language that recognizes and affirms diverse gender identities and sexual orientations. Incorporating LGBTQ+ perspectives and experiences into the curriculum to foster understanding and promote inclusivity.

Supportive Networks:
Establishing support networks, such as LGBTQ+ student clubs or alliances, to provide a sense of community, support, and advocacy for LGBTQ+ individuals. Additionally, providing access to counseling services or external LGBTQ+ support organizations can be beneficial.

2.4 Inclusion of Socioeconomically Disadvantaged Groups

Some strategies for promoting inclusion of socioeconomically disadvantaged groups include:

Promoting the inclusion of socioeconomically disadvantaged groups involves addressing barriers and providing equal opportunities for individuals from low-income backgrounds. It aims to ensure that socioeconomic status does not hinder access to education and other opportunities.

Access to Resources
Providing equal access to resources, such as educational materials, technology, and extracurricular activities, regardless of socioeconomic background. This may involve securing funding or seeking community partnerships to bridge resource gaps.

Scholarships and Financial Aid
Offering scholarships, grants, or financial aid programs to support students from low-income backgrounds in pursuing higher education or skill development opportunities.

Wraparound Support Services
Providing additional support services, such as counseling, mentoring, or tutoring, to address the unique challenges faced by students from socioeconomically disadvantaged backgrounds. Collaborating with community organizations and social services can enhance the effectiveness of these support systems.

2.5 Inclusion of Individuals with Diverse Learning Styles

Promoting the inclusion of individuals with diverse learning styles involves recognizing and accommodating different ways in which individuals acquire and process information. It aims to create a learning environment that caters to the unique learning needs of all students.

Some strategies for promoting inclusion of individuals with diverse learning styles include:

Flexible Assessment Methods
Allowing for alternative assessment methods that consider individual strengths and preferences. This may include options for oral presentations, projects, or demonstrations.

Differentiated Instruction
Implementing instructional strategies that address different learning styles, such as visual, auditory, kinesthetic, or tactile. This may involve incorporating multimedia resources, hands-on activities, or group work to engage students with diverse learning preferences.

Chapter 3: Creating an Inclusive Learning Environment

Creating an inclusive learning environment is essential to ensure that all participants feel welcome, respected, and valued. It involves adopting strategies and practices that promote inclusivity and address the diverse needs of individuals. In this chapter, we will explore various aspects of creating an inclusive learning environment and discuss practical approaches to foster inclusivity.

3.1 Building Awareness and Sensitivity

Some strategies for building awareness and sensitivity include:

Building awareness and sensitivity is the foundation of an inclusive learning environment. It involves fostering an understanding of diversity, challenging biases, and promoting empathy among participants and facilitators.

Education and Training
Providing workshops, training sessions, or discussions on diversity, inclusion, and cultural competence. These educational opportunities can help participants and facilitators develop a deeper understanding of different identities, experiences, and perspectives.

Reflective Practice
Encouraging participants and facilitators to reflect on their own biases, assumptions, and privileges. This self-reflection can promote personal growth, empathy, and a willingness to challenge stereotypes and prejudices.

Open Dialogue
Creating a safe and respectful space for open dialogue and conversations about diversity and inclusion. Encouraging participants to share their experiences, ask questions, and engage in meaningful discussions can contribute to a more inclusive learning environment.

3.2 Adapting Program Activities and Materials

Some strategies for adapting program activities and materials include:

Adapting program activities and materials is key to accommodating diverse learning needs and ensuring equal participation. It involves making necessary adjustments to ensure that everyone can engage and benefit from the learning experience.

Multiple Modalities
Incorporating multiple modalities, such as visuals, audio, and hands-on activities, to cater to diverse learning styles. This ensures that participants can engage with the content in ways that best suit their individual preferences and strengths.

Flexible Grouping
Implementing flexible grouping strategies that allow participants to work individually, in pairs, or in small groups, depending on their comfort level and learning needs. This promotes collaboration, peer learning, and inclusive participation.

Modified Instructions
Providing clear and concise instructions that are tailored to the needs of participants. Breaking down complex tasks, offering additional support, or providing alternative approaches can help individuals with diverse learning needs understand and engage with the activities.

3.3 Effective Communication Strategies

Effective communication is essential in creating an inclusive learning environment. It involves using clear, inclusive, and respectful communication strategies that promote understanding and participation.
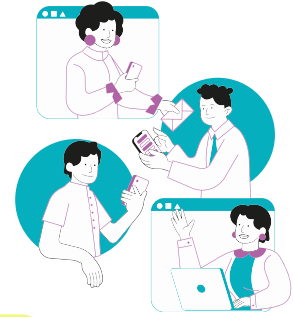
Some strategies for effective communication include:

Clear Language
Using clear and concise language that is easily understood by participants with diverse language abilities. Avoiding jargon, using visual aids or demonstrations, and checking for comprehension can enhance communication effectiveness.

Active Listening
Practicing active listening by giving full attention to participants, acknowledging their contributions, and valuing their perspectives. This demonstrates respect and encourages active participation from all individuals.

Nonverbal Communication
Being mindful of nonverbal cues, such as body language and facial expressions, to ensure that communication is inclusive and respectful. Nonverbal cues can convey messages and emotions that complement verbal communication.

3.4 Collaborating with Participants, Families, and Support Networks

Collaboration with participants, families, and support networks is crucial for creating an inclusive learning environment. It involves building partnerships, seeking input, and involving stakeholders in decision-making processes.

Some strategies for collaboration include:

Support Networks
Collaborating with support networks, such as community organizations or professionals, to provide additional resources, guidance, and expertise. These networks can offer valuable support to participants with specific needs and contribute to their overall inclusion.

Family Engagement
Actively involving families in the learning process by providing regular updates, seeking their input, and encouraging their participation. Recognizing families as valuable partners can enhance the overall learning experience and promote a sense of belonging.

Participant Input
Encouraging participants to provide input, share their experiences, and contribute to the planning and implementation of activities. Valuing their perspectives and involving them in decision-making processes fosters a sense of ownership and empowerment.

3.5 Addressing Challenging Behaviors and Conflict Resolution

Addressing challenging behaviors and conflict resolution is an important aspect of maintaining an inclusive learning environment. It involves establishing clear guidelines, addressing conflicts promptly, and implementing effective strategies to manage and resolve challenging behaviors. By addressing these issues proactively, practitioners can create a safe and respectful space for all participants to learn and grow.

Here are some strategies for addressing challenging behaviors and conflict resolution:

Clear Expectations
Set clear expectations for behavior from the beginning of the program. Communicate these expectations to participants and emphasize the importance of respect, inclusivity, and positive interactions. Make sure participants understand the consequences of their actions and the benefits of adhering to the guidelines.

Positive Behavior Reinforcement
Implement a system of positive reinforcement to encourage and reinforce positive behaviors. Recognize and acknowledge participants' efforts and achievements through verbal praise, rewards, or certificates. Celebrating their positive contributions creates a culture of appreciation and encourages others to follow suit.

Restorative Practices
Utilize restorative practices to address conflicts and challenging behaviors. Instead of focusing solely on punishment, restorative practices aim to repair relationships, promote understanding, and encourage personal growth. Facilitate open dialogues where participants involved in conflicts can express their perspectives, listen to others, and work towards resolutions that benefit everyone involved.

Active Listening and Empathy
When conflicts arise, practice active listening by giving participants the opportunity to express their thoughts and feelings. Show empathy and validate their emotions, creating a safe space for open communication. Help participants understand the impact of their actions on others and encourage them to consider different perspectives.

Mediation and Conflict Resolution Techniques
If conflicts persist, employ mediation techniques to facilitate discussions and reach mutually satisfactory resolutions. This may involve a neutral third party, such as a trained mediator or facilitator, who can guide the process and ensure that all voices are heard. Teach participants effective conflict resolution techniques, such as compromise, negotiation, and finding common ground.

Behavior Management Strategies:
Implement effective behavior management strategies to address challenging behaviors. This may include setting up a system of warnings, time-outs, or logical consequences that are fair and consistent. Use these strategies as a means to redirect behavior, teach appropriate alternatives, and promote self-reflection and personal growth.

Supportive Interventions
Provide additional support and interventions for participants who may require extra assistance. This may involve referring them to counseling services, involving their families or support networks, or collaborating with relevant professionals to develop personalized strategies. Individualized support plans can help address underlying issues and promote positive behavior change.

Continuous Communication
Maintain open lines of communication with participants, families, and support networks throughout the process. Regularly update them on progress, involve them in decision-making, and seek their input. Collaboration and transparency can strengthen relationships and create a shared responsibility for maintaining an inclusive learning environment.

Remember, addressing challenging behaviors and conflict resolution is an ongoing process. It requires patience, flexibility, and a commitment to promoting positive growth and learning for all participants. By addressing these issues proactively and consistently, practitioners can foster an inclusive learning environment where everyone feels valued and supported.

Chapter 4: Overview of Inclusive Policies in Youth Work in Europe

Youth work plays a crucial role in fostering inclusion, diversity, and social cohesion across Europe. In this chapter, we will examine some of the key policies, recommendations, strategies, and initiatives that support inclusive youth work practices at regional, national, and local levels. Learning about these frameworks provides guidance on developing inclusive programs that comply with relevant standards and leverage available support.

4.1 Council of Europe's Recommendations on Inclusion

The Council of Europe has issued several recommendations regarding inclusion in youth work. The 2010 recommendation on youth work emphasizes principles of participation, inclusion, and non-discrimination. It urges member states to provide youth-friendly information and support for marginalized groups. The 2018 recommendation on youth work in rural areas stresses adopting outreach strategies to engage underrepresented youth. The recommendations emphasize youth participation in decision-making and highlight key competencies for inclusive youth workers.

4.2 European Union's Strategies and Funding Opportunities

The leading document related to youth and youth work in Europe is the **EU Youth Strategy.**
The EU developed a new EU Youth Strategy and wants young people to engage and become active citizens involved in democracy and society.

The new EU Youth Strategy is a framework for EU youth policy cooperation for the period 2019-2027, established on the basis of the Council Resolution of November 26, 2018. The strategy encourages the participation of young people in democratic life and encourages the social and civic engagement of young people. The goal is to ensure that every young person has the necessary resources that will enable them to participate equally in society.

In its introductory part, the strategy states the information that served as a guideline for the creation of a new strategy, where it says that:

"…despite the economic recovery and the lower unemployment rate, there are still intergenerational inequalities. For the first time since World War II, there is a real risk that today's generation of young people could be poorer than their parents. In the age group from 16 to 29 years, 29% of people are subject to the risk of poverty or social exclusion, 11.6% of people from 15 to 24 years are not employed, not in education or training, and 15.9% of young people in that age group is not employed, which is twice the rate of the general population. Socioeconomic and democratic exclusion are closely related. Disadvantaged youth tend to be less active citizens and have less trust in institutions. They also benefit less from mobility experiences like the Erasmus+ program".

During the 2017-2018 dialogue process which included young people from all over Europe, 11 European youth goals were established:

1. *Connecting EU with Youth*
2. *Equality of All Genders*
3. *Inclusive Societies*
4. *Information & Constructive Dialogue*
5. *Mental Health & Wellbeing*
6. *Moving Rural Youth Forward*
7. *Quality Employment for All*
8. *Quality Learning*
9. *Space and Participation for All*
10. *Sustainable Green Europe*
11. *Youth Organizations & European Programs*

The stated goals try to identify cross-sectoral areas that affect the lives of young people and indicate challenges. To mitigate potential challenges, the EU Youth Strategy builds on several instruments such as joint learning activities, future national action planners, the EU Youth Dialogue, the EU Youth Strategy Platform and evidence-based tools. An EU Youth coordinator was established and he represents the contact and visible reference point of the European Commission for youth. The EU Youth Coordinator will work in cooperation with different stakeholders in order to establish and ensure consistent communication with young people in the best way.

The new EU youth strategy relies on three main areas of action within which activities will be undertaken:

INCLUSION: encouraging the participation of young people in democratic life.

CONNECTING: connecting young people across the EU and beyond, to encourage voluntary participation, learning mobility, solidarity and intercultural understanding.

According to the new strategy, the feeling of being EU citizens is stronger among people born after 1980 (73%) than among those born before 1946 (54%). Accordingly, the EU's new dialogue with young people will be strengthened, the European portal will be consolidated as a unique digital access point for cooperation with the EU, and work will be done to increase interest in participatory action and participation in democratic life.

Within this area, work will be done on connecting young people inside and outside Europe by creating youth networks within the Erasmus+ program, supporting the implementation of the European Solidarity Forces, as well as increasing participation in cross-border mobility for the purpose of learning and solidarity within the Erasmus+ program and the European Solidarity Forces with an emphasis on people with fewer opportunities.

EMPOWERMENT: encouraging the empowerment of young people through quality, innovation and recognition of work with young people.

There is a greater need to recognize non-formal learning within youth work as a way of improving employability and entrepreneurial skills. The recognition of non-formal learning will especially affect those with a lower level of formal education, as they will have the opportunity to be more competitive in the labor market thanks to the skills they have acquired through non-formal forms of education.

The main measures of the new strategy are, above all, the improvement of intersectoral cooperation in all policy areas, the monitoring of EU funding for youth, the initiation of a new and more inclusive dialogue of the EU with young people with an emphasis on young people with fewer opportunities, the implementation of the Youth Work Agenda in order to increased recognition of non-formal learning, and strengthened the link between EU youth policy and related EU programs (E+ and ESS).

In order not to increase efficiency, a two-pronged approach is proposed, namely strengthening the perspective of young people in all policy areas at the EU level and better directing the strategy.

Ensuring a strong link between transnational cooperation activities and national agencies implementing the Erasmus+ program and the areas identified in the national action plans will increase the coherence between policy and program implementation. Intersectoral cooperation should be strengthened at all levels of decision-making, looking for synergies, complementarity between measures and including greater engagement of young people.

The strategy promotes the effective use of EU programs and financial resources, such as the Erasmus+ program, the European Solidarity Corps, the European Structural and Investment Funds, Horizon 2020, among others, the Marie Skłodowska-Curie Activities, the Creative Europe program and their successors.

The strategy aims to enable young people to shape their own destiny, become resilient and acquire life skills to cope with a changing world, encourage young people to become active citizens, bearers of solidarity and positive change for communities across Europe, inspired by EU values and European identity, to help prevent the social exclusion of young people, and to improve the effect of political decisions on young people within the framework of dialogue and by addressing their needs in different sectors. The Erasmus+ program is a key funding source for inclusive international youth projects. Areas like social inclusion, diversity, and participation receive priority funding. National agencies provide guidance on applying for Erasmus+ grants to support inclusive local initiatives.

VALUES

4.3 National Policies and Initiatives Supporting Inclusion

Inclusion is a fundamental principle in non-formal education, ensuring equal access and participation for all individuals regardless of their background, abilities, or circumstances. Croatia, like many European countries, has national policies and initiatives that support inclusion practices. This chapter explores these policies and highlights innovative methods from Germany, Austria, and Sweden for further inspiration.

National Policies and Initiatives in Croatia:

National Strategy for the Development of Lifelong Learning 2020-2030: This strategy emphasizes the importance of inclusivity and accessibility in adult education, promoting flexible learning formats and targeted programs for disadvantaged groups. (**Source: Ministry of Science and Education**).

National Action Plan for the Improvement of the Quality of Preschool Education and Upbringing 2016-2020: This plan focuses on creating inclusive preschool environments by providing resources and training for educators to address diverse needs. (**Source: Ministry of Science and Education**).

Law on the Prevention of Discrimination based on Disability: This law guarantees equal rights and opportunities for people with disabilities, including access to education. (Source: Croatian Parliament).

Examples of Innovative Methods from Other Countries:

Germany: "Bildungsurlaub" (educational leave) allows employees to participate in subsidized further education programs, promoting social inclusion and reskilling. (**Source: Federal Ministry of Education and Research**). In Germany, the Youth Inclusion Act funds projects addressing poverty, disabilities, and migration.

Sweden: Folkbildning (adult education) system offers free, inclusive, and flexible learning opportunities for all, tailored to diverse needs and interests. (**Source: Swedish National Agency for Education**)

Austria: "Integration durch Teilhabe" (integration through participation) program provides funding for projects that promote social inclusion for migrants and refugees, including non-formal education initiatives. (**Source: Federal Ministry for Social Affairs, Health, Care and Consumer Protection**)

Other countries implement unique initiatives and legal frameworks promoting inclusive youth work. For example, in France the Délégation Interministérielle à la Ville oversees programs for underprivileged youth. In Italy, the Youth Guarantee Program ensures opportunities for all young people. Practitioners can learn about national policies to leverage additional support and stay compliant with local standards.

This chapter explores successful methodologies and initiatives from across Europe that promote inclusion in youth work and non-formal education. These examples demonstrate how organizations are tackling common challenges and creating accessible environments where everyone can thrive.

Building a Culture of Inclusion:

Finland: The 'Everybody Included' movement fosters collaborative efforts between organizations to create inclusive youth activities and events. **(Source: https://en.wikipedia.org/wiki/Finns_Party)**
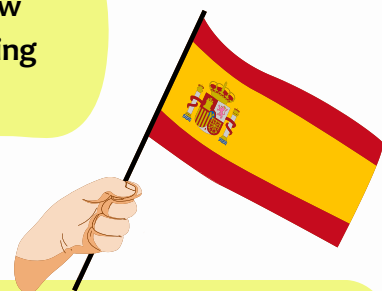
Spain: The 'Red Injuve' network connects youth organizations across the country, sharing best practices and facilitating collaboration on inclusivity initiatives. **(Source: https://www.injuve.es/)**

Addressing Specific Needs:

Austria: The 'Jugendinfo' platform provides accessible information on youth activities and programs targeted at diverse groups, including people with disabilities and migrants. **(Source: https://www.jugendinfo.at/)**

Sweden: The 'Folkbildning' system offers specialized learning opportunities for people with disabilities, ensuring participation and skill development. **(Source: https://folkbildningsradet.se/om-folkbildningsradet/translations/english/the-swedish-national-council-of-adult-education/)**

Engaging Diverse Communities:

Germany: The 'Interkulturelle Woche' (Intercultural Week) organizes community events and workshops celebrating diversity and promoting intercultural understanding among youth. **(Source: https://www.interkulturellewoche.de/)**

Ireland: The 'SpunOut.ie' platform provides mental health information and resources specifically tailored for young people, fostering safe spaces for open dialogue and support. **(Source: https://spunout.ie/)**

Empowering Youth Participation:

Italy: The 'Youth Guarantee' program connects young people with training and employment opportunities, promoting social inclusion and active citizenship. **(Source: https://ec.europa.eu/social/youthguarantee)**

Greece: The 'Youth Parliaments' initiative enables young people to voice their opinions and participate in decision-making processes, fostering civic engagement and social inclusion.**(Source: https://en.wikipedia.org/wiki/Youth_Parliament_%28Greece%29)**
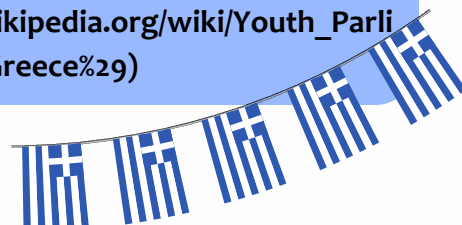
Accessibility and Flexibility:

Estonia: The 'Open Academy' model offers flexible, online learning modules tailored to individual needs and accessibility requirements. **(Source: https://www.artun.ee/en/open-academy/)**
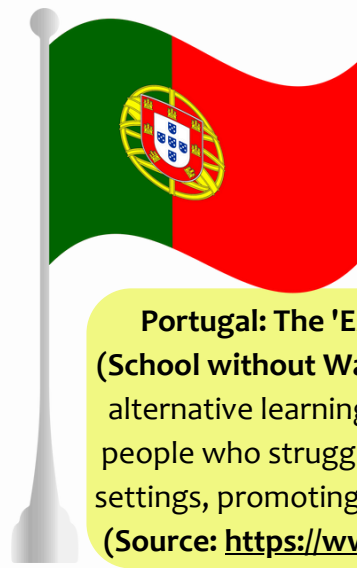
Portugal: The 'Escola sem Paredes' **(School without Walls)** program provides alternative learning pathways for young people who struggle in traditional school settings, promoting educational inclusion. **(Source: https://www.aeparede.edu.pt/)**

There are also programs such as Ireland's EPIC program that empowers Roma youth leaders. In Portugal, youth work cooperatives conduct outreach to isolated rural youth. Finland's Monikulttuuri Nuoriso ry advocates for migrant youth. Poland's Akcja Demokracja trains youth leaders in multiculturalism. These programs yield valuable lessons on partnership models, cultural sensitivity, empowerment strategies and overcoming barriers to participation.

Remember:
These examples offer a glimpse into the diverse efforts taking place across Europe. By understanding the regional and national frameworks that support inclusion, youth practitioners can ensure policy compliance, access funding opportunities and implement effective strategies informed by best practices across Europe. This enhances their ability to create truly inclusive programs that benefit all young people.

Additional Resources:
SALTO Inclusion Resource Centre: [https://www.salto-youth.net/inclusion/]

5. EDUCATIONAL PROGRAM: INCLUSION

Name of the session	5.1 „ Brushstrokes of belonging "

Objectives

Objectives of this session combine the use of abstract drawings with elements of self-reflection, collaboration, and skill recognition, to create a holistic and engaging creative workshop focused on icebreakers and team building.

Icebreaking through Abstract Expression:

Objective: Through sharing and discussing their creations, individuals will connect on a personal level, breaking the ice and creating a positive and open atmosphere for the workshop. Participants will use abstract drawings as means of introducing themselves to the group, expressing their unique personalities, and fostering an initial sense of mutual trust and friendship.

Team Building through Collaborative Artwork:

Objective: To enhance team dynamics and establish a foundation for effective communication. Participants will engage in collaborative abstract drawing exercises that require teamwork and communication. By working together on a shared canvas, individuals will strengthen their collaborative skills, appreciate diverse perspectives, and build a sense of unity within the group.

Recognition of Personal Skills and Strengths:

Objective: To boost self-esteem, foster a sense of achievement, and encourage participants to appreciate their own capabilities. Through guided reflection during and after the activities, participants will identify and articulate their individual strengths and skills. Emphasis will be placed on recognizing and acknowledging unique talents that each participant brings to the group.

Objectives	**"I am really good at..."** **Objective:** To encourage a supportive environment for recognizing and celebrating each other's accomplishments. Participants will recognize a skill, talent or specific knowledge they are proud of through abstract drawings. The group will engage in a gallery-style sharing / presentation. **Tools for Self-Care Reflection:** **Objective:** to raise awareness about the importance of self-care, promote a culture of well-being within the group, and encourage participants to share and learn from each other's self-care strategies. Participants will use abstract drawings as a tool for reflecting on their personal methods of self-care. Through artistic expression they will visually represent the tools and practices they use for maintaining well-being in their daily lives.
Duration (in minutes)	90 min.
Min and Max number of participants	10 -36
Resources/materials/ equipment needed	• Cards with abstract images (at least 1 image per participant) • Flipchart papers, markers
Rules and description step-by-step (content elements, methods)	**Name and gesture (name game) (10 min)** All participants are standing in the circle, facilitator says their name and shows the gesture. After that participant next to them repeats facilitators' name and gesture and tells and shows his/her own name and gesture. The next participant repeats the name and gesture of the facilitator and the second participant, and tells and shows his/her own, etc., and this continues until the last participant, who has the task to repeat all the names and gestures. It is recommended that the facilitator also repeat all the names and gestures at the end of the game.

Contextualization: (5 min)

The workshop leader will explain to participants how relevant is CREATIVITY in all the active participation paths. Being creative is more than just discovering the most appealing idea; it involves having an open mindset that enables you to uncover solutions, alternatives, and connections. This capacity to integrate these insights into your problem-solving journey is crucial. Every one of us possesses the potential for creativity and it can be trained just like any other skill. This exercise is designed to help us nurture and develop our creativity.

Individual creativity (15 min)

Participants will individually attend the following questions and answer based on their personal interpretation of an image that will be provided by the workshop leader. We suggest the images not to be specific icons, but diverse shapes without any actual representation (abstract), that will open participants' imagination. This can be one possible set of such images, while another can be found in the handouts of this manual, although there are millions of such (You can even make your own.)

The facilitator randomly gives one image to each participant.

First step: Participants take the image card, choose orientation (vertical, horizontal, diagonal) and answer the following question based on what they see and interpret on the image.

- **What is your favourite hot drink?**

After 2 minutes of thinking, some of the participants, if not all, have the chance to share their visions (3 more minutes). The workshop leader can also randomly ask some of them to share their image and their answer.

Second step: participants keep the image card and turn it over, in the exact opposite direction as they took it initially, and answer the following question based on what they see and interpret on the image.

- **What are you going to do this weekend?**

After 2 minutes, some of the participants can share their answers (3 more minutes). It's recommended that the ones that did not speak in the last round, speak in this one.

Third step: In this round participants should take their left side partner's image, and work on the new image they have in their hands. They should answer the same question as in the previous round, based on what they see and interpret on the new image. (The reason for repeating the same question is to prove that different people can "see" different things in the same image. Imagination has no limits and our perspectives are usually different!)

|	
Rules and description step-by-step (content elements, methods)	**Team creativity (50 min)**
	First step: Participant exchange the image cards and have individual task to "recognize" the answer on the following question (2 min):
	• **"If you had to give a lecture on one thing, what would it be?"**
	Second step: Split participants in small groups, with 4 to 6 participants in each, and give them the task to work collectively over a table, taking all their images and putting them in a straight line, as a way of presenting their group program. (15 min).
	Third step: presentation of each team in plenary. (8 min).
	Fourth, fifth and sixth step: Repeat the previous 3 steps with a different question:
	• **"What's your favorite self-care activity?"**
	If you have less groups (2 or 3), they can even prepare a short lecture on self-care methods as their presentations. If the group is bigger, the presentations should be limited to listing different methods.
	Debriefing (10 min)
	Wrap up with debriefing.
Questions for Evaluation/Debriefing	**Here are some suggested questions for debriefing. You can add yours or use only some of these (depending on your time limits, group size, etc.)**
	• *What happened during this session? What did you experience?*
	• *How did you feel? Were the tasks difficult for you? Were they easy?*
	• *What did you learn?*
	• *How can you transfer that to your daily life?*
Modifications for virtual environment	Use Zoom / Google Meet / Microsoft Teams for communication and Padlet to upload all abstract drawings.
Tips for trainers/facilitators	• If you have more time in the beginning, you can engage participants to draw abstract drawings and exchange them after that.
	• You can prolong the reflection part.
	• The third step in the individual creativity part can be optional.
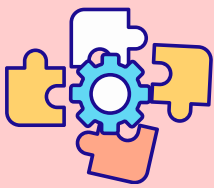
Expected outcomes

- Through the sharing and discussion of these creations and breaking the initial barriers between participants a positive and open atmosphere is established.
- Mutual trust and friendship has been initiated, setting a comfortable tone for the remainder of the workshop.
- Participants have experienced firsthand the importance of diverse perspectives in achieving a collective goal.
- A sense of unity within the group was cultivated, laying the foundation for improved team dynamics.
- Participants have engaged in guided reflection, identifying and articulating their individual strengths and skills.
- Increased self-esteem and a sense of achievement was fostered among participants.
- The group developed a collective awareness and appreciation for the diverse talents and capabilities each member brings to the team.
- Each participant has recognized and celebrated a specific skill or talent through their abstract drawings.
- The group sharing / presentation part contributed to a supportive environment, encouraging positive reinforcement and mutual celebration of accomplishments.
- Increased awareness about the importance of self-care was established within the group.
- A culture of well-being was promoted, and participants were encouraged to share and learn from each other's self-care strategies, fostering a supportive community.

Name of the session	5.2 „ Through the Lens of Empathy "
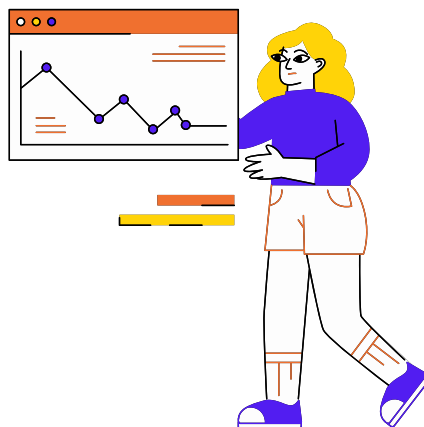
Objectives

Objectives of this session integrate photography as a medium for team building and fostering group dynamic cohesion, emphasizing the exploration of participants' emotions and values. The workshop aims to create an environment where individuals can reflect and express their feelings, as well as explore and share core values.

Recognizing Emotions:

Objective: To explore the visual language of emotions, fostering a deeper understanding and connection among the group members. Participants will use photography to visually "capture" and express a range of emotions such as love, anger, fear, happiness, sadness, etc.

Values Through the Lens:

Objective: To explore and share the alignment of participants values through the creation of visual narratives, promoting a shared sense of purpose and understanding within the group. Participants will use photography as a tool to articulate and represent their personal values, such as solidarity, tolerance, equity and more.

Photo Sharing and Storytelling:

Objective: To encourage open communication, active listening, and empathy among participants, fostering a supportive atmosphere for personal expression. Participants will engage in a structured photo sharing and storytelling session, providing a platform for individuals to express the stories behind their chosen photographs.

Collaborative Photo Project:

Objective: To strengthen interpersonal bonds and create a shared sense of achievement. To enhance teamwork and collaboration, participants will work together on a collaborative photo project. This exercise requires coordination, creativity, and communication to synthesize individual perspectives into a cohesive visual representation.

Objectives

Reflection and Dialogue:

Objective: To deepen connections, promote understanding, and strengthen the group's cohesion. Participants will engage in reflective exercises, individually and as a group, to analyze the emotions and values portrayed in their photographs, providing a safe space to share their reflections on the visual expressions of their peers.

Duration (in minutes)

90 min.

Min and Max number of participants

10-36

Resources/materials/equipment needed

- 100 photo cards from the provided set
- Printed or written handouts with emotions
- Printed or written handouts with values
- Smartphones or cameras
- Flipchart, markers
- Projector and screen

Rules and description step-by-step (content elements, methods)

Introduction (5 min)

Prepare beforehand 100 photo cards, either on a table or on the floor. All participants sit in the plenary. Start the workshop with an intro on what they can expect during this session. Tell participants that we'll start exploring emotions and values while using photography as a tool, both for exploring as well as for teamwork. Continue by telling participants that they will individually answer some questions by choosing one card from the table / floor and showing in to everyone else.

Individual reflections (10 min)

The first question is: "How do you feel?". Provide some time to participants to choose one card and show it to everyone. Ask each participant to share their answers. Tell them to put the card back.

The second question is: "What's something you couldn't live without?". Each participant should again choose one card that represents the answer, show it to everyone and share their answer. Third question is: "What do you value most in a friendship?". Repeat the whole process.

Collective exhibitions (15 minutes)

Now continue by asking participants to choose three cards that represent love for them. Once they choose them, tell them to go around the room and pair up with someone they feel have the most similar cards or understanding of love. Once paired up tell them to again go around the room and create a 4-person small group with another pair they feel have similarities with. Once they form the small groups, tell participants that their task is to share their individual choices and explain why they chose those cards in the group. When they finish sharing, they have to make a group choice of 6 cards they feel are the best or represent love the best. When they do that, tell them to continue by preparing a small exhibition / gallery. Continue by inviting all participants to walk around the room and look at all the galleries.

Photo shooting (50 min)

Continue the session by gathering the participants again in the plenary. Divide the group into several smaller groups with 4 to 6 participants in each (depends on the group size, if there are 24 participants divide them into 4 groups with 6 pax in each; if there are 36 participants divide them into 6 groups with 6 pax in each). Once the participants are sitting in a small group, start by explaining the task. Tell participants that they will work in small groups with a task to create a series of minimum 4 to maximum 8 photos on a given topic.

The first topic is emotions and they will get one of 11 different emotions. Explain to them that each group will randomly choose a small piece of paper with one emotion written on it and that they should not share what they got with anyone else beside their team members. The following emotions should be included: **surprise, sadness, anger, fear, happiness, disgust, love, confusion, rage, pride, the feeling of being discriminated.** After that the facilitator should roll up all the papers and put them in a hat / box / bag and go around the room telling each group to pick one.

Once they do, explain to them that they have 15 minutes to create the series of photos that represent the emotion they got. The photos can be abstract, meaning they can take photos of objects or the surrounding, or they can be models and recreate / show the emotion using their facial expressions and body movement. Tell them to use their imagination and creativity 😊

The second topic is values. Once they finish the first task, divide the papers with different values on them, again picking one per group. The following values should be included: **inclusivity, tolerance, freedom, equity, rule of law, nondiscrimination, solidarity, gender equality, justice, democracy, respecting human rights.**

Objectives

Once they pick one, they should repeat the task, and create a series of 4 to 8 photos.

After all the groups finished their tasks, they should either send their photos in a common WhatsApp or Facebook group or to upload them to a Google Drive folder or any other appropriate online tool. Gather the participants in a plenary and continue with the presentations from each group on a big screen. Alternatively, if you have the resources, you can print the photos of each group and tell each group to tape them on a big flipchart and present. Once each group presents, other participants should try to guess with emotion and value they had. Provide some time for guessing and then ask the group which one they had.

Wrap up (5 min)

Explain to participants that photography is a powerful tool. Use some photographs that when divided in half each of them tells a different story (examples provided within the manual).

Round up for debriefing (5 min)

Here are some suggested questions for debriefing. You can add yours or use only some of these (depending on your time limits, group size, etc.)

- *What happened during this session? What did you experience?*
- *How did you feel? Were the tasks difficult for you? Were they easy?*
- *What did you learn?*
- *How can you transfer that to your daily life?*

- Use Zoom / Google Meet / Microsoft Teams for communication and Padlet for the photos that are prepared in advance and for the results.
- If done in a virtual environment, change the photo shooting task. Divide the participants into small groups (put them into breakout rooms) and tell them to find photo collections (4 to 8 photos) on the Internet that, according to their opinion, represent both emotions and values. Another option is that each of the group members takes some photos in their environment and sends it to the rest of the team. They should again choose 4 to 8 photos, and when they reach consensus upload it as a group to Padlet or other similar online tool.

Tips for trainers/facilitators

- You can use creative energizers for group division, such as fruit salad, molecules and similar, or you can use the 1-2-3-4 method (it's up to your choice and the time you have).
- Facilitator can write the papers with emotions on post-its on the spot or print them in advance.
- In order to promote a greater sense of belonging and creativity you can tell the small groups to create their groups' name.
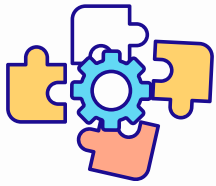
Expected outcomes

- *Participants have visually captured and expressed a range of emotions through photography.*
- *A deeper understanding and connection among group members was fostered as they explored and shared their visual representations of emotions.*
- *The workshop created an environment where emotions can be openly acknowledged and discussed, contributing to increased emotional intelligence within the group.*
- *Participants have used photography as a powerful tool to articulate and represent their personal values.*
- *Visual narratives created during the workshop showcase a diversity of values, fostering a shared sense of purpose and understanding within the group.*
- *The exploration and sharing of values through photography contributed to a deeper connection among participants, emphasizing commonalities and promoting a supportive community.*
- *The structured photo sharing and storytelling session have encouraged open communication, active listening, and empathy among participants.*
- *A supportive atmosphere for personal expression was established, allowing individuals to share the stories and emotions behind their chosen photographs.*
- Participants gained a deeper insight into the experiences and perspectives of their peers, strengthening interpersonal connections within the group.
- The collaborative photo project served as a visual representation of teamwork, creativity, and communication among participants.
- Interpersonal bonds were strengthened as individuals worked together to synthesize diverse perspectives into a cohesive visual representation.
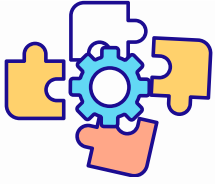
Expected outcomes	• The shared sense of achievement from the collaborative project enhanced a feeling of unity within the group. • Participants engaged in reflective exercises, both individually and as a group, to analyze the emotions and values portrayed in their photographs. • The workshop provided a safe space for participants to share their reflections on the visual expressions of their peers, promoting understanding and strengthening the group's cohesion. • Increased self-awareness and empathy became evident as participants delved into the deeper meanings behind their chosen images, fostering a supportive and understanding community.
Name of the session	**5.3 „ Unheard voices, unseen narratives "**
Objectives	Objectives of this session support maximized use of digital tools to facilitate creative expression, emphasizing the act of writing and reflection on personal stories of exclusion. The workshop aims to create a supportive environment for participants to articulate, reflect upon, and extract the most important aspects and insights from moments of exclusion through digital multimedia tools **Writing of personal stories** **Objective:** To encourage expression of personal experiences. Participants will engage in writing sessions to articulate their personal stories of exclusion, emphasizing the importance of reflection on the situation where participants have been excluded but also situations where they have excluded someone else.

Objectives

Multimedia Reflections:

Objective: To encourage participants to delve into the nuances of their personal experiences and express them through a combination of digital multimedia tools (collage, comic, graphic design, audio and video). Participants will "document" moments of exclusion and use digital tools to create multimedia representations of their reflections. The combination of different visual elements allows dynamic exploration of their narratives. This activity serves as a creative outlet for participants to express emotions, thoughts, and the lessons learned from their real-life experiences.

Duration (in minutes)

120 min.

Min and Max number of participants

10 - 36

Resources/materials/equipment needed

- Papers A4, pens, markers
- Good internet connection
- Mobile phones or laptops, one per team, when it comes to teamwork
- Small papers with written titles of the digital multimedia tools (collage, comic, graphic design, audio and video). In case of bigger group write two papers for each tool)
- Video projector

Rules and description step-by-step (content elements, methods)

Writing of personal stories (50 min)

Step one (10 min): Participants sit around the tables with paper and pen and have the task to write a personal story that starts with the following sentence:
"Once upon a time I felt excluded when…"
Step two (10 min): They continue to write the story with the following sentence:
"Once upon another time I excluded someone when…"
Step three (10 min): They continue writing the story with the following sentence:
"From both these experiences I learned…"
Step four (20 min): Split the big group into small groups with 4 to 6 participants in each and give them the task to share their personal stories and then choose the one that is the most powerful according to their opinion.

Multimedia expression (40 min):

Randomly give each team one small paper with a multimedia tool and the task to prepare a product. The products should be comic, collage, graphic design (can be a poster), flyer or digital book, audio work or video work, that represents the most impactful (key, crucial) moment from the chosen story. You can choose all the tools, or just some of them (this also depends on the group size).

Group presentation (20 min)

Each group presents in plenary and participants comment on the works, while also trying to figure out what is the story behind and what is that impactful moment.

Round up for debriefing (10 min)

Here are some suggested questions for debriefing. You can add yours or use only some of these (depending on your time limits, group size, etc.)

- *What happened during this session? What did you experience?*
- *How did you feel? Were the tasks difficult for you? Were they easy? What did you feel reading your story? What did you feel listening to other people's stories?*
- *What is exclusion for you?*
- *What did you learn?*
- *How can you transfer that to your daily life?*

Use Zoom / Google Meet / Microsoft Teams for communication, and PADLET or similar tool for sharing the stories and final works.
*Prepare the list of free apps and software for multimedia production.*

Rules and description step-by-step (content elements, methods)

Questions for Evaluation/Debriefing

Modification for virtual environment

Tips for trainers/facilitators

- Check the energy level within the group during the session and make some energizers if you think it's necessary.
- Encourage participants to be really honest in the writing process.
- Before production, remind the participants that their process of collective work is more important than the product itself.
- In the production part the groups can take another groups' story and create the final product, maybe recognizing a different moment to be the most impactful one.
- If they finish earlier, prolong the debriefing part.

If this session is implemented in a learning environment that takes place for more than one day you can add another topic for the stories, and that is discrimination. In that case the participants first write individual stories about an event when they felt discriminated against, and continue by writing about a time they discriminated against someone else, and close the story by writing what they have learned from both experiences. After that step, they continue with the second story about being excluded, excluding and learning from experience. The next step is to wrap up and discuss with the group on the differences between discrimination and exclusion, and provide some theoretical input on these topics. After that, the multimedia expression part becomes another session, where you follow all the steps, but you give participants the option to choose which story (discrimination or exclusion) they want to cover with multimedia tools.
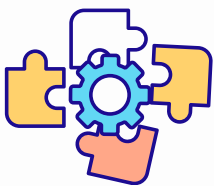
Expected outcomes

- Participants have written personal stories that vividly articulate moments of exclusion they have experienced or contributed to.
- Increased self-awareness and reflection on situations of exclusion, both as recipients and perpetrators, was encouraged among participants.
- The act of writing served as a therapeutic outlet for participants to express and process their emotions related to exclusion.
- The combination of different visual elements provided a dynamic exploration of their narratives, allowing for a rich and nuanced expression of their experiences.
- The workshop fostered a creative environment where participants can experiment with various digital media to communicate the complexities of their stories.
- Participants gained or increased familiarity and comfort with various digital tools for creative expression.
- Digital literacy skills, including the ability to use multimedia tools effectively, were enhanced among participants.
- The workshop contributed to building confidence in utilizing digital platforms for personal expression and storytelling.
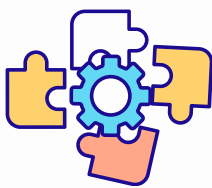
Expected outcomes	• The multimedia reflections served as a medium for participants to convey not only the challenges but also the lessons learned and personal growth rooted from their experiences. • The workshop facilitated a deeper understanding of the nuances surrounding exclusion, encouraging participants to highlight meaning and understanding from their narratives. • The workshop fostered a supportive and empathetic environment where participants feel comfortable sharing their personal stories. Increased understanding and empathy among participants contributed to a sense of community and shared humanity, promoting mutual support and understanding.
Name of the session	**5.4 „ Amplifying voices "**
Objectives	*Dissemination Session* **Objective:** To empower participants to effectively share the outcomes of previous workshops. This session also aims to foster digital collaboration and communication. In small groups, participants will utilize their individual social media channels and diverse web platforms to disseminate the creative expressions generated during workshops, promoting a wider audience engagement. In this session they will share their collective creations with diverse audiences, extending the impact of the workshops beyond the immediate participants and fostering a sense of digital community engagement.
Duration (in minutes)	20 min.
Min and Max number of participants	10 - 36
Resources/materials/ equipment needed	• Good internet connection • Mobile phones or laptop for each participant or at least one per team

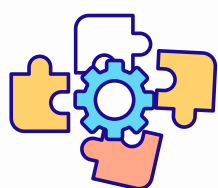## Rules and description step-by-step (content elements, methods)

Online dissemination (15 min)

Split the participants in small groups (4 to 6 in each) and give them the task to share their results from the previous session online, using their own resources (social media accounts) and different websites and platforms. The participants can work in the same group as they did in the session before and share their groups' results, or you can mix them in different groups and ask each group to choose the result they want to share.

Sharing reach (5)

Each group shares in plenary what was the result of the mini campaign, how many people they managed to reach, how many likes they got.

Modification for virtual environment

Use Zoom / Google Meet / Microsoft Teams for communication, and PADLET or similar tool for sharing the print screens of the results.

Tips for trainers/facilitators

If this session is implemented in a learning environment that takes place for more than one day the second part of the session can be done the next day before the starting of the program or after that day's program.

Expected outcomes

- Participants have successfully utilized their individual social media channels and diverse web platforms to share the creative expressions generated during the workshops.
- Increased proficiency in online dissemination techniques, including the use of various web tools and social media platforms, was demonstrated by each participant.
- The dissemination session has extended the reach of the workshop outcomes to a wider audience beyond the immediate participants.
- Diverse web platforms and social media channels have been effectively leveraged to engage audiences with the creative expressions, fostering a broader community interaction.
- Participants have collaborated in small groups, showcasing their ability to work together digitally to achieve a common goal.
- Digital communication skills, including coordination within groups and interaction with online audiences, were enhanced through the dissemination process.
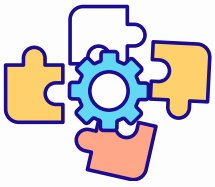
Expected outcomes	• The collective sharing of creative expressions contributed to the formation of a digital community engaged in the workshop's themes. • Increased interaction, comments, and sharing of the disseminated content indicated successful community engagement and the resonance of the workshop outcomes. • Participants have tangible evidence of the impact of their dissemination efforts, such as increased views, likes, shares, or comments on the shared content. • The session demonstrated the potential for digital dissemination to amplify the reach and influence of creative expressions, highlighting the value of utilizing online platforms for community engagement. • The ability to articulate the purpose, significance, and impact of their creative expressions became evident, contributing to the overall success of the dissemination session.
Name of the session	**5.5 ,, Power of learning "**
Objectives	*Evaluation* *Objective:* Employing the Kolb Experiential Learning Model, this evaluation session aims to comprehensively assess the outcomes of the learning process and impact and effectiveness of the programme. Participants will engage in reflective observation, abstract conceptualization, active experimentation, and concrete experience, fostering a deeper understanding of their learning experiences. This session also aims to become aware of how to use acquired knowledge and skills in everyday personal and professional life.
Duration (in minutes)	40-50 min. (depending on the group size)
Min and Max number of participants	10 - 36
Resources/materials/ equipment needed	• 100 photo cards from the provided set • Flipchart, markers, papers and pens • Internet connection and smartphones or laptops

Rules and description step-by-step (content elements, methods)

Learning Takeaway

Step one: Tell participants that it is very important at the end of each learning experience to reflect on one's learning process, the outcomes that came from it and possible exploitation of gained competences. Therefore, each of them will have to individually reflect and assess their learning process. In order to do so, in the first part of this session, they should create a graphic visual or presentation using whatever mobile photo editing app they have (such as PicsArt, Fotor, Canva etc.), or any free online tool, such as Canva again. Prepare a flipchart with the following questions:

- **Today I have discovered...**
- **Now I understand...**
- **I feel more confident in this skill...**
- **The "AHA" moment was...**
- **The new question that appeared was...**
- **I need to research more about...**

When doing the graphic or presentation, each answer should be one element in that graphic. The graphics should be as creative as possible, with the elements that can be stickers, hand drawn, words, photographs or whatever they find suitable, however their meaning should be understandable. Once finished, they should send it in the common Facebook or WhatsApp group, under their name. The training team should use these graphics when reporting the learning outcomes. 20'

Evaluation

Step one: Start the evaluation process by telling participants the following: *"Before we wrap up our session today, I'd like to take a few minutes to get your feedback on how things went. Your input is valuable to us, and it will help us improve our programs in the future. You have the task to fill out a detailed evaluation questionnaire. This questionnaire will allow you to share your thoughts on specific aspects of the program, such as the content, the activities, and the facilitators. Please don't overthink your answers – just go with your gut. Please remember that your feedback is confidential. We will not share individual responses with anyone outside of our team."*

Step two: Before sharing the link to the questionnaire shortly go through all the questions and explain instructions on how to fill it out, question by question. Make sure to ask participants if everything is clear, and answer any follow up question that might emerge. Once everything is clear, share the link to the questionnaire to all participants. 10'

Rules and description step-by-step (content elements, methods)
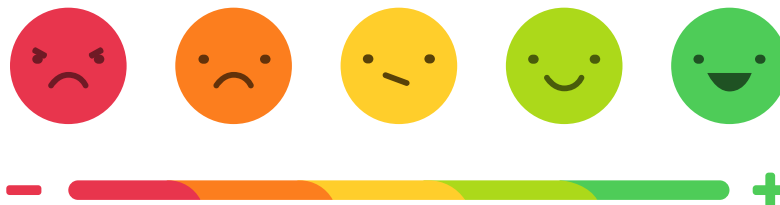
Echo Chamber

Step one: Gather all participants in a standing circle, together with the whole training team, in order to echo the diverse perspectives of the participants through unfiltered expression of thoughts, while encouraging participants to share their genuine reactions to the learning experience. Explain that they should express the emotions and impressions, and whatever else they find important to share, in a few sentences.

Step two: Tell participants to choose one photo card from the set that suits them best. The cards should be placed on the floor or table in the room.

Step three: Participants should go one by one, either following the circle (clockwise or counterclockwise) or voluntarily and show their card while sharing their thoughts.

Step four: In the end the training team should wrap up the sharing process and give thanks to all participants on their participation and contributions. 20'

Modification for virtual environment

- When doing the conceptualization of their learning outcomes, write the question on a virtual board (Canva, Padlet or similar) and share with the group. They can send their answers via message or upload them to a common Google Drive or Dropbox folder.
- When doing this activity in a virtual environment, explain the evaluation questionnaire one by one question and ask if everything is clear. If not, provide additional instructions, and then share the link to Google survey or SurveyMonkey or any other similar tool in which you'll have the questionnaire ready.
- Use Zoom / Google Meet / Microsoft Teams for communication and PADLET for the photos that are prepared in advance.

HELPFUL TIPS

Tips for trainers/facilitators

- For the Learning Takeaway method – if the participants are not comfortable enough or not skilled enough or not all of them have a smartphone available or your Internet connection is not really good, you can change the method by asking participants to draw or collage their answers to the prepared questions. You can still collect all the outcomes in one place by taking photos of each drawing and sharing those photos in a common group.
- If you have participants with a language barrier or any other barrier that makes them uncomfortable to share in the last part of this session, you can tell them that it's okay to just show the photo card they chose, or to express themselves non-verbally.
- If you are implementing this program with an international group of participants in a place with low functioning wifi you can print the evaluation questionnaires and give them to participants. Make sure to give instructions before you hand out the questionnaires.
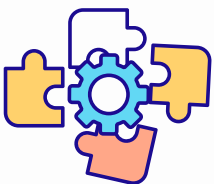
Expected outcomes

- Outcomes of the learning process and impact and effectiveness of the programme have been comprehensively assessed.
- Participants were engaged in reflective observation, abstract conceptualization, active experimentation, and concrete experience.
- A deeper understanding of their learning experiences has been fostered.
- Participants became aware of how to use acquired knowledge and skills in everyday personal and professional life.
- Training team got feedback and measurable indicators they can use to evaluate the program in a good quality way.