



INVENT : HANDBOOK ON INCLUSIVE YOUTH WORK



INVENT : HANDBOOK ON INCLUSIVE YOUTH WORK



TABLE OF CONTENT

| | |
|--|----|
| Abbreviations..... | 5 |
| About the Handbook | 6 |
| About the Partner Organizations | 8 |
| Fryshuset Foundation | 8 |
| 125Procent..... | 9 |
| Armenian Progressive Youth (APY) | 10 |

Part 1. Concepts and Approaches Concerning Inclusion and Diversity11

| | |
|---|----|
| Historical Overview of Inclusion | 12 |
| Social Integration and Social Inclusion..... | 14 |
| Social Exclusion to Social Inclusion..... | 18 |
| Diversity and Diversity Management..... | 22 |
| Approaches to Social Inclusion..... | 24 |
| Dimensions of Social Inclusion and Exclusion..... | 25 |
| Features of Social Inclusion..... | 28 |
| Key Groups Targeted to Exclusion..... | 30 |

Part 2. The Foundations and Principles of Inclusive Youth Work...34

| | |
|---|----|
| Sweden | 40 |
| Netherlands..... | 41 |
| Armenia | 41 |
| Conferences of Youth Ministers and Agenda 2020..... | 43 |
| The Future of the Council of Europe Youth Policy: AGENDA 2020 | 44 |
| Ethos..... | 45 |
| Step by Step Approach | 45 |
| Building Trust..... | 46 |
| Exploring Self-esteem | 46 |

Part 3. International Best Practices of Inclusive Youth Work 48

| | |
|---|----|
| 1. Empowering by Involving | 54 |
| 2. Mentoring Rather than Assisting | 55 |
| 3. Short-term Projects in a Long-term Perspective | 55 |
| 4. Inclusion Instead of Stigmatization | 55 |

Part 4. Case Studies and Success Stories.....60

| | |
|---|----|
| 125Procent..... | 61 |
| Fryshuset Foundation | 69 |
| Armenian Progressive Youth NGO (APY)..... | 79 |

| | |
|---|-----------|
| Part 5. Tools and Methods for Assessing the Capacities and Impact of the Organization in the Field of Inclusion and Diversity in Youth Work..... | 84 |
| Introduction..... | 85 |
| Individual-level | 86 |
| Personal Level | 88 |
| Team Level | 94 |
| Organizational Level..... | 98 |
| Community-level | 106 |
| Communication Tools (CT) | 118 |
| CT 1: What Happens When Everyone Has the Same Opinion | 121 |
| CT 2: Self-Talk (How to (De)motivate Ourselves) | 124 |
| CT 3: Small Talk: How to Start a Conversation With a Stranger..... | 125 |
| CT 4: The Spiral of Silence: Why We Do Not Dare State Our Opinion..... | 127 |
| CT 5: How We Are (Not Always) All Ears..... | 129 |
| CT 6: The Sorry Matrix: How to Apologize Properly So that the Other Person Forgives and Forgets | 130 |
| CT 7: Non-Violent Communication: Why We Find It Difficult to Be Friendly | 131 |
| CT 8: The Encoding/Decoding Model: How Messages Can Be Understood Differently | 135 |
| Conclusion | 137 |
| Decision-Making Tools (DMT) | 138 |
| DMT 1: (Activity-tool): Using the Power of Inclusive Decision-Making..... | 144 |
| DMT 2: The Feedback Analysis (How you can learn to evaluate your work). | 147 |
| DMT 3: The Feedback Box (Dealing with Other People's Compliments and Criticisms) | 148 |
| DMT 4: Johari Window: (What Others Know About You) | 152 |
| DMT 5: The Sinus Milieu and Bourdieu Models (Where You Belong)..... | 155 |
| DMT 6: The AI Model (What Kind of Discussion Type Are You?) | 157 |
| DMT 7: The Role-Playing Model (Belbin & De Bono) How to Change Your Own Point of View | 159 |
| Recommendations to Promote Inclusive Youth Work and Projects..... | 165 |
| Stage 1. Project Initiation | 166 |
| Stage 2. Project Planning..... | 167 |
| Stage 3. Project Execution..... | 168 |
| Stage 4. Project Closing..... | 170 |
| Glossary | 174 |
| The List of Used Literature..... | 176 |
| Reports/Factsheets/Documents | 176 |
| Dictionaries/Encyclopedias/ Articles..... | 177 |
| Toolkits/Handbooks/Books/Tools | 178 |

ABBREVIATIONS

AIDs - Acquired immunodeficiency syndromes

AT - Assessment Tool

CDC - Centers for Disease Control and Prevention

CT - Communication Tool

D&I - Diversity and Inclusion

DMT - Decision Making Tools

US - United States

UN - United Nations

HR - Human Rights

HIV - Human immunodeficiency viruses

UDHR - Universal Declaration of Human Rights

DARE Practical Guide for Inclusion - "DisAble the barRiErs" Practical Guide for Inclusion

Erasmus+ - European Region Action Scheme for the Mobility of University Students

WHO - World Health Organization

OECD - Organization for Economic Co-operation and Development

UNHCR - United Nations High Commissioner for Refugees

LGBT+ - Lesbian, Gay, Bisexual and Transgender plus People

EU - European Union

CoE - Council of Europe

EEC - European Economic Community

ECHR - European Court of Human Rights

NEET - not in education, employment or training

ABOUT THE HANDBOOK

Inclusion is considered a universal human right. Inclusion aims to embrace all people irrespective of race, gender, disability, medical or other needs. It is about giving equal access and opportunities and eliminating discrimination and intolerance (removing barriers). It affects all aspects of public life. However, nowadays, even with all the technological and scientific advancements, inclusion is a vital issue around the world. The exclusion of various groups from societies based on their differences, characteristics, and uniqueness threatens global peace and the realization of human rights and disrupts the development of democracies, societies, and communities. Therefore, the need to address the issue to foster diversity and inclusion became, and remains, an agenda for many international, regional, and national organizations.

This handbook has been designed in the frames of the INVENT project. INVENT is a multilateral Strategic Partnership (among Armenia, the Netherlands, and Sweden) that seeks to develop, test, and promote inclusive and innovative approaches in youth work, focusing on marginalized and vulnerable young people. The project aims to mainstream innovative and inclusive youth work practices, training modules, and support materials, which will improve the quality of life for young people.

This handbook aims at equipping youth organizations that conduct activities in the field of diversity and inclusion with the particular knowledge, skills, competencies, and tools to address issues of exclusion and marginalization in their target communities. Interestingly, the handbook emphasizes that to seek changes in the community and society (in a more extensive form of a group), the shift in perception and mindset should start from an individual level to a community level (in this handbook, most particularly inclusion and embracement of diversity). This handbook will support the organizations to use an inclusive lens in their internal practices, programs, and overall operations: starting from the assessment, through to improvements and changes.

It consists of an introduction, a presentation of partner organizations, five main chapters, recommendations, and a glossary.

- **Chapter 1** - Concepts and approaches concerning inclusion and diversity. This chapter defines and discusses the foundations of inclusion and exclusion in the context of various theories and approaches. In addition to this, diversity management and its importance are also presented in this chapter.
- **Chapter 2** - The foundations and principles of inclusive youth work. This chapter presents a historical overview of the most effective youth work practices and movements, their characteristics, and definitions of youth work (several examples are presented).
- **Chapter 3** - International best practices of inclusive youth work. In this chapter, international best practices of youth work are discussed. Inclusion as a part of youth work and other fields is touched upon.
- **Chapter 4** - Case studies on social inclusion of youth. This chapter concentrates on the partner organizations' best practices of social inclusion: sharing their experience, lessons learned, and impact.
- **Chapter 5** - Tools and methods for assessing the capacities and impact of the organization in the field of inclusion and diversity in youth work. This chapter discusses diversity and inclusion assessment tools that will help the organizations to identify the gaps and develop their organization's capacity to address the issues of diversity and inclusion. In addition, several methods, approaches, and tools for decision-making and communication are presented to address these and for use in activities.
- **Recommendations** - The partner organizations have collected and collated certain recommendations concerning inclusive project implementation. Those recommendations have been divided into four parts, following the cycle of project management.

In the end, ultimately, we hope that this handbook will support you in transforming your societies and will guide you to the desired change. Remember, change starts with you and within you.

ABOUT THE PARTNER ORGANIZATIONS

Fryshuset Foundation



Fryshuset was founded in 1984 by Anders Carlberg, a well-known Swedish advocate for social justice and reconciliation. He was on the YMCA of Southern Stockholm board and was commissioned to find a building where YMCA could gather all its youth activities. He found old cold storage on the outskirts of the city. It was renovated and rebuilt into a basketball hall and music studios for young musicians. It was called Fryshuset (the Swedish word for cold storage, freezer) and soon became a meeting place for various youth groups. Since then, the organization has grown steadily; today, Fryshuset branches operate in eight cities around Sweden and conduct about 60 activities in these areas. Those are activities for and with young people, where young people have the opportunity to exercise their passions and create and participate in youth-driven activities, education, and work. Fryshuset has four main activity areas: 1. Work & Entrepreneurship, 2. Role model & Belief in the future, 3. Schools, 4. Youth culture. In addition, to the local activities, they also act internationally in various countries. It is a non-profit organization that is religiously and politically independent.

For Fryshuset, response to young people's needs, passions, and desires, respectful meetings, good relationships, and constant dialogue are prerequisites. Fryshuset's main target group is young people, which is what all activities are based on. Fryshuset takes responsibility for young people to feel like an essential part of society. They work with all young people and focus especially on those who risk ending up outside society and those living in socio-economically weak areas.

■ *Our main driving force is our view of an individual and the values that have been built around it, where the foundation is a belief in a person and everyone. With the right support, can stand up and move forward.*

For more information about the organization, visit <https://fryshuset.se/>.



125Procent was established in 2014. It is a social enterprise dedicated to changing society by investing in its' people. The organization is located in Amsterdam but conducts activities in various parts of the Netherlands.

125Procent's main aim is to increase the participation of people and empower them to contribute to their community by setting up projects that provide ample opportunity to do so. Their expertise in involving young people and their network through all stages of a project brings an inclusive focus to the project. 125Procent's method for participation starts at the beginning of each project: we already involve young people in the creative brainstorming for the project's concept development. Young people stay engaged during all phases of developing and executing the project. They provide input and feedback; they become ambassadors or participants and are honest and critical in the evaluation and the project's continuity.

125Procent's team believes that you can turn social problems into opportunities and that you can turn a disadvantage into an advantage with innovative ideas. They solve social issues by developing and organizing projects in which all those involved participate in the decision-making process and participate actively based on their interest, passion, or talent.

■ *125Procent truly believes that investing in people brings out the best in them. We believe that everyone can and should contribute to society so that through passion and talent, one reaches their highest potential.*

125Percent is committed to impacting on three levels:

- **Micro-level:** building self-confidence, talent development, self-development, and opportunities to develop further in society.
- **Meso level:** providing connections between organizations within the same field, making target groups visible and self-organizing, and strengthening communities.
- **Macro-level:** communities that are connected and form a strong, engaged, and inclusive society.

For more information about the organization, visit <https://125procent.nl/>.

Armenian Progressive Youth (APY)



Armenian Progressive Youth

Armenian Progressive Youth, known as APY, is a youth organization based in Yerevan, Armenia. APY was officially founded in 2009 by a group of like-minded young people and students

whose paths crossed during the implementation of joint initiatives.

It is a non-profit, non-political organization aiming to support, inspire and engage young people from Armenia and worldwide to develop their social leadership skills, take their civic responsibility, and act as change-makers. Through different projects, initiatives, and non-formal education tools, the organization helps young people succeed, ensuring that they develop the knowledge, skills, attitudes, and competencies to fit into the modern world. Moreover, through youth work engagement, the organization's founders, staff members, and volunteers grew into highly competent young professionals: activists, leaders, youth workers, trainers, and facilitators who are leading APY today.

APY's three priority areas are:

1. empowering economically vulnerable young people with knowledge and mobility opportunities;
2. helping young people solve the most challenging problems in their communities;
3. training youth workers and trainers to support youth more effectively.

During the last years, APY has organized hundreds of activities, campaigns, events, and projects in Armenia and neighboring countries involving children, teenagers, youngsters, youth workers, volunteers, adults, and their communities. APY has implemented around 300 local, national and transnational projects involving 35,000 young people from Armenia.

■ *Youth is not the future but the present! We envision a society where young people achieve their full potential and become engaged and responsible citizens. They participate in decision-making processes and shape a democratic society. We envision Armenia, where young people have enthusiasm, progressive values, and willingness to make social and political changes in their communities.*

For more information about the organization, visit <https://apy.am/>.

PART 1.

CONCEPTS AND

APPROACHES

CONCERNING

INCLUSION AND

DIVERSITY





HISTORICAL OVERVIEW OF INCLUSION

Historically speaking, the term “inclusion” has been examined in the context of disability and the inclusion of people with disabilities into society. In 1973, the Rehabilitation Act was passed in the US, and for the first time in history, the civil rights of people with disabilities were protected by law¹. This Act resulted from the movement that started earlier in 1960 in the frame of the civil rights movement. Even though this is considered a step forward to an inclusive society, ensuring non-discrimination towards people with disabilities, this was a national legal framework operating only in the US. Secondly, this framework concerned only people with disabilities, and other vulnerable groups were excluded from it. It was only in the 1990s that the term “inclusion” was examined thoroughly: global issues became part of the narrative (such as poverty, child labour, crime, drugs, migration) and other groups that could be a target of exclusion or discrimination became a part of various documents and procedures.

International legal frameworks and documents promote inclusive societies and integration through their instruments. Accordingly, the international human rights law emphasis is set on the fact that each state is obliged to genuinely protect, promote, fulfill and respect individuals’ civil, political, social and economic rights: that in genuinely inclusive societies, members not only have certain rights but also exercise them via taking part in the elections, using their right to healthcare, participating in the decision-making, etc. To clarify, all of the documents (from the Universal Declaration of Human Rights (UDHR) to generations of rights and all other documents) indicate some common phrases such as “all human beings”, “everyone”, “every individual” regardless of their race, nationality, sex, sexual orientation, gender, age, socio-economic conditions, etc. The cornerstone of those expressions and the nature of the international human rights law is the first article of UDHR: “all human beings are born free and equal in dignity and rights.”².

1. A Brief History of the Disability Rights Movement, <https://bit.ly/3JbzD3y>.

2. Universal Declaration of Human Rights, 1948, <https://bit.ly/3K65unL>.

To continue with the legal explanation of the term inclusion, an academically similar definition is given to inclusion as well: "inclusion is the realization that everyone has essential dignity, and everyone has something to contribute."³. In both legal and academic environments, inclusion is perceived as a notion that appraises dignity, putting it at the core of the process: from respecting dignity to accepting diversity. Another definition is given in the practical guide for inclusion "DARE" (developed in the frame of ERASMUS+ projects) where the term inclusion is defined as: "an environment where all people, regardless of their attributes or abilities, actively participate in daily life. There should be no barriers or inhibitions with inclusion, and diversity should be perceived as a norm."⁴.

Moreover, "inclusion" is a broader term later followed by the phrase "inclusive society", brought forward during the World Summit for Social Development in 1995. It defines an inclusive society as a "society for all in which every individual, each with rights and responsibilities, has an active role to play"⁵. In addition to this, some scholars define the inclusive society as "integration in all its forms may simply imply the existence of a stable community in which people can find a niche"⁶. This definition opens up a new perspective on how each individual can find their place in society while embracing their uniqueness and fostering diversity. It creates a foundation for "social inclusion" and "social integration". To achieve a fully inclusive society, all its members must have a chance to raise their voices and stakes in their society, which, in turn, will give way to necessary changes.

The difference between social integration and inclusive society is that one follows the other and social integration leads to an inclusive society. It is a process where each individual has an active role with their rights and responsibilities, and it motivates the members of the society to participate in the socio-economic, civic-political life of the state.

3. Lombe, M. (2007) Presentation given at Expert Group Meeting on Creating and Inclusive Society: Practical Strategies to Promote Social Integration. Paris, France, 10 - 13 September 2007.

4. DARE Practical Guide for Inclusion, p. 5, 2020, Germany, <https://bit.ly/3v1vhHi>.

5. Creating an Inclusive Society: Practical Strategies to Promote Social Integration, DESA, 2009, <https://bit.ly/3j4ical>.

6. Taylor, P. (2007) Urban Policies for the Social and Spatial Integration of International Migrants. UNESCO and IUAV EGM on Cosmopolitan Urbanism.

Aforementioned points and processes, promotion of diversity and pluralism should be based on the policies and legal frameworks that are adopted and implemented by the states around the world. Those policies should both be in line with and compliment the international agenda. Currently, one of the global frameworks addressing the issue of social inclusion is the UN Sustainable Goals and agenda of 2030. Even though these are internationally agreed goals, they are very broad and cannot comprehensively address the issues of social exclusion around the world. It should be done on specific benchmarks considering peculiarities and specifics of the countries, cultures and history. Notably, cooperation with the international community and their guidance to develop inclusive policies and maintaining those, is the key to success.

Furthermore, to understand the processes of social inclusion and exclusion, in-depth analysis of those concepts should be done.



SOCIAL INTEGRATION AND SOCIAL INCLUSION

The goal of inclusion is to ensure that individuals, groups and communities meaningfully participate in society. It is very important to conceive that groups and communities are shaped by the peculiarities that individuals are carrying. Meaningful participation refers to equal opportunities and resources regardless of any background. The easiest way to reach social inclusion and tackle exclusion is to remove barriers, promote people's participation, and take inclusionary steps to facilitate such participation. According to the UN's report on the World Social Situation 2016, social inclusion is defined as "a process of improving the terms of participation in society for people who are disadvantaged based on age, sex, sexual orientation, gender, disability, race, ethnicity, origin, religion, or economic or another status, through enhanced opportunities, access to resources, voice and respect for rights."⁷. Hence, based on this definition, this is a

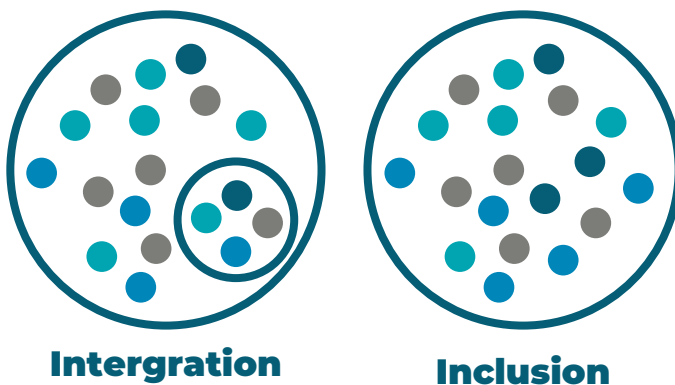
7. Leaving no one behind: the imperative of inclusive development, p. 20, 2016, UN, <https://bit.ly/3r71CeO>.

process and a goal at the same time, where every individual, without any exclusion, can participate in the society: ensuring participation is a goal and creating equal access to resources and opportunities for all based on their needs is the process.

In this context, another important term is “social integration”, which is often used interchangeably with the term “social inclusion”. However, sometimes when we talk about social inclusion, the reality is that we discuss integration, and there is a strict distinction between these two terms. According to Dictionary.com, it means the “intermixing of people or groups previously segregated”⁸. In other words, integration is when an individual or a group is ready to communicate and cooperate with a bigger group and become a part of it. However, the issue is whether an individual or group stays within its group or remains alone as a part of a bigger group. A simple example is showing up to a Spice Girls’ concert wearing a Dave Matthews Band t-shirt... I am here among music-loving people but do not belong to this herd.

See the differences below:

Picture 1



According to the UN, social integration aims to create “a more stable, safe and just society for all”⁹. In this case, the society can be safe, but still, the bothering fact is that still there can be various separate groups that are tolerated, and their rights are respected and protected. However,

8. Dictionary.com, “Integration”, <https://bit.ly/3jISb6R>.

9. Social Inclusion, <https://bit.ly/3up6kGU>.

those groups are still enclosed within themselves. Still, it is considered a positive phenomenon. In other words, integration is similar to equality, and inclusion, in this case, can be perceived as equity.

With inclusion, everyone benefits from what they need ¹⁰.

Picture 2



Another term, that is related to inclusion, “social cohesion”, is defined by the UN as a part of social development. According to the UN, social cohesion with its meaning and process is closer to social integration; thus: “A socially cohesive society is one where all groups have a sense of belonging, participation, inclusion, recognition and legitimacy.”¹¹.

Picture 3¹²

BOX 2

JENSON'S FIVE DIMENSIONS OF SOCIAL COHESION

| | |
|--------------------|-----------------|
| Belonging..... | Isolation |
| Inclusion | Exclusion |
| Participation..... | Non-involvement |
| Recognition | Rejection |
| Legitimacy..... | Illegitimacy |

10. Segregation, integration, inclusion: what is the history of educating children with special needs?, <https://bit.ly/3v2EHSV>

11. Ibid.

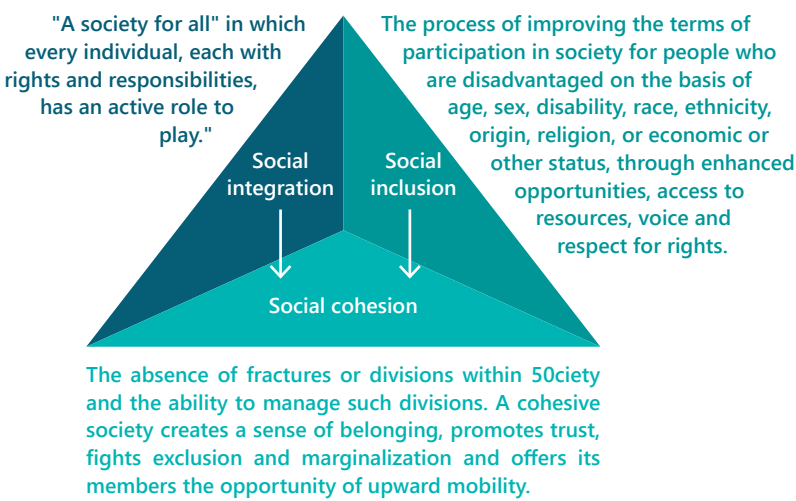
12. Promoting Social Integration - A Brief Examination of Concepts and Issues, p. 3, 2008, <https://bit.ly/3v8By45>

These are societies where there is no condition of homogeneity, and they use the potential of each member of the group or community while respecting diversity. In turn, this means that these societies are less prone to slip into destructive patterns of tension and conflict when different interests collide.

This table shows the connection among the aforementioned notions with clear definitions¹³.

Table 1:

SOCIAL INCLUSION, INTEGRATION AND COHESION



The promotion of social inclusion should be done through various approaches and at multiple levels. Most importantly, those actions should reflect individuals, groups, and the community's needs, issues and concerns. Additionally, they should aim at fostering human rights and dignity. On the one hand, social inclusion refers to individual experience and self-realization, and, on the other hand, it pertains to societal capacity to eliminate causes of exclusion and guarantee equal opportunities for all.

13. Leaving no one behind: the imperative of inclusive development, p. 21, 2016, UN, <https://bit.ly/3r71CeO>

Therefore, it should incorporate those levels¹⁴:

- Individual
- Household
- Community
- Local
- National
- Regional
- Global

As observed, social inclusion starts from the individual level (more informal) and goes from community to the global level (more formal).



SOCIAL EXCLUSION TO SOCIAL INCLUSION

In contrast to inclusion, exclusion is a process and a state that results in a lack of access to any service or resources, disrupting the participation. Historically, after creating any type of state unit or an officially recognized group, exclusion and the following process are more typical to the state or official groups (religious, community, etc.). However, throughout the time, states took legal actions to fight such phenomena as racism, slavery, nationalism, etc. Furthermore, in some cases, those official and legal actions responded to the contention of those excluded groups. Even though prejudice and discrimination have been formally redressed, a historical trace stays within society. Only after certain actions may they be tackled (policies, strategies to improve education, provide awareness-raising trainings for representatives of various services that provide those groups necessary services, etc.).

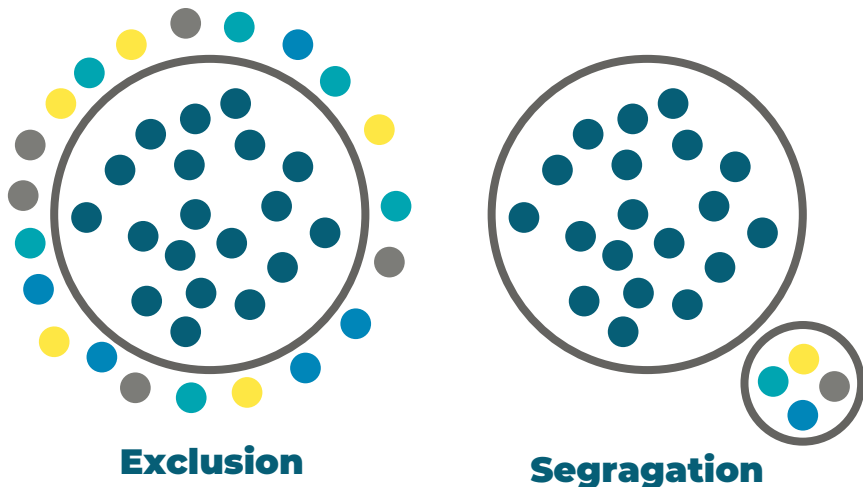
Similarly, “social exclusion” does not have one comprehensive definition.

14. Creating an Inclusive Society: Practical Strategies to Promote Social Integration, p. 13, DESA, 2009, <https://bit.ly/3j4ical>.

According to the UN Report on the World Social Situation in 2016, social exclusion is a “state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state”¹⁵. The OECD’s reports define social exclusion in the context of children “as the inability to participate in, and be recognized by, society”¹⁶. It means that the capabilities of individuals fail to ensure that they will be able to interact equally and be recognized as an equal by the rest of the society because of some precondition, speciality, etc.

Another term in this context is segregation. In comparison with exclusion and direct or indirect non-participation, segregation means creating separate spaces for those who differ from the norm. It is a process of separation on a particular basis. The very first steps in segregation appeared with the adoption of “Black Code”. These were laws passed throughout the South of the US starting around 1865 that dictated most aspects of Black peoples’ lives, including where they could work, live, get an education, health care, transportation, etc.¹⁷.

Picture 3¹⁸



15. Ibid, p. 18, 2016, UN, <https://bit.ly/3r71CeO>.

16. Social Exclusion and Children - Creating Identity Capital: Some Conceptual Issues And Practical Solutions, p. 2, OECD, <https://bit.ly/3LH3R08>.

17. Segregation in the United States, published Jan. 18, 2022, <https://bit.ly/3uqq4k6>.

18. Embracing Diversity, p. 22, 2021, <https://bit.ly/3NYk6rE>.

To elaborate more, various groups that are called disadvantaged have more potential to be socially excluded and be unable to participate effectively in economic, social, cultural and political life. The main groups throughout history and currently are those with disadvantaged backgrounds and those with disabilities. It is essential to understand that “disadvantaged group means persons denied by mainstream society access to resources and tools that are useful for their survival in a way that disadvantages them or individuals who have been subjected to prejudice or cultural bias because of their identities as members of groups or categories of persons without regard to their individual qualities and includes enterprises in which a majority of the members or shareholders are youth, women, persons with disability or categories as shall be prescribed.”¹⁹ It is not only about people living in poverty, as poverty is a cause of the process, and not all disadvantaged groups are considered poor. In current societies, social exclusion is not perceived as being passed exclusively through families. However, it shifts the responsibility from families to societies: if an individual or a group fails to be included in a community, then the latter has its fault for social exclusion. The most common disadvantaged groups are based on age, sex, sexual orientation, gender, disability, race, ethnicity, origin, economic or another status. The following two subgroups can be separated from these groups.:

- groups that have shared beliefs, values and act in collective ways: religion, ethnicity, race, origin, etc.;
- groups formed based on the nature of discrimination and categorization: sex, sexual orientation, gender, social, economic status, etc.

For those groups to face social exclusion, specific are needed.

- People lack access to material resources: such as employment, income, food, land, house, etc.
- People lack access to the services: such as education, health, social, etc.

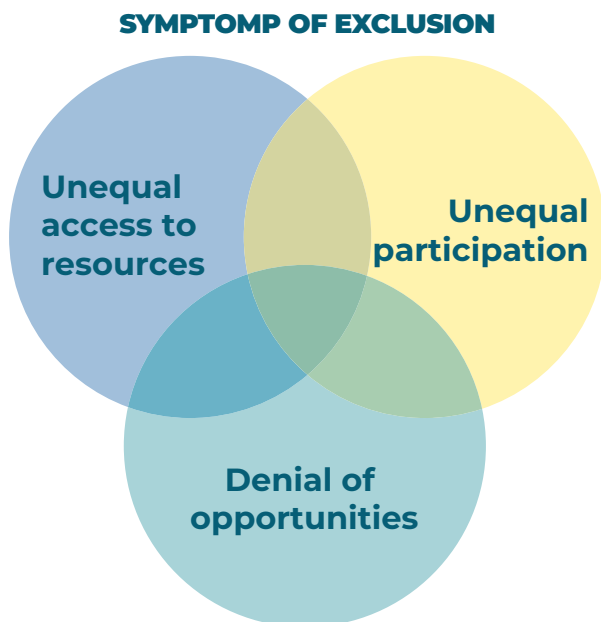
19. Disadvantaged group definition, Law Insider, <https://bit.ly/35K4WVB>.

- Deprivation of voice to influence or take essential decisions may cause negative feelings and mistrust towards each other and the state.

There are various manifestations of social exclusion, and in nowadays world, it is comprehended differently according to the needs and issues that are not tackled and addressed in societies. For instance, women's participation in the politics is an issue in some parts of the world (Armenia, Moldova, Azerbaijan, Iran, China), though it is not relevant in other parts (Western European Countries, US, etc.).

All those grounds are in violation of human dignity, which, in turn, leads to disrespect toward human rights and their protection. The UN report on the World Social Situation 2016 sets up the following three symptoms that warn about exclusion and are closely related to the grounds mentioned above.

Table 2²⁰



20. Leaving no one behind: the imperative of inclusive development, p. 27, 2016, UN, <https://bit.ly/3r71CeO>.

Currently, in some parts of the world, tolerance toward social exclusion has become less popular. In addition to this, many international organizations design and carry out campaigns supporting social inclusion in developing and underdeveloped states. However, to be noted, social exclusion is a never-ending process as major trends in climate change, demographic change, armed conflicts, and globalization contribute to its spread.



DIVERSITY AND DIVERSITY MANAGEMENT

Diversity and inclusion are closely related terms; however, in order to understand the connection of that term, firstly, the definition of diversity should be described. According to the Encyclopedia Britannica, diversity is firstly the quality or state of having many different forms, types, ideas, etc.²¹. Secondly, it is the state of having people who are of other races or who have different cultures in a group or organization²².

There are three types of diversity²³:

- **demographic diversity** - our gender, race, sexual orientation, and so on; this type of diversity comes with us from our birth, and it will carry us around the rest of our lives.
- **experiential diversity** - our affinities, hobbies, and abilities; this one is based on our life experience while shaping our emotional universe. It is also called identities of growth.
- **cognitive diversity** - how we approach problems and think about things; this one makes us look for and follow other thoughts, opinions, and minds to complement or relate to ours.

21. Diversity, <https://bit.ly/3OfAjb>.

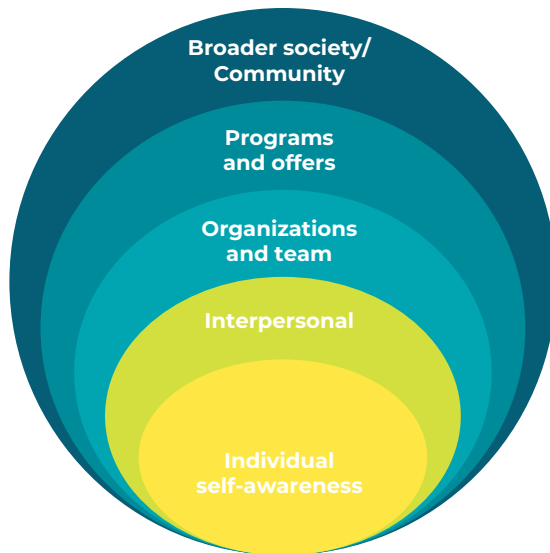
22. Ibid.

23. That Shape Our Identities, <https://bit.ly/3OcFHg6>.

All those three types shape an individual's identity. However, those classifications mostly exist only in theory, and in reality, those 3 are blurred and interlinked.

In this context, a key term is diversity management, which is very relevant to organizations and institutions. Nonetheless, it is not only about hiring or engaging diverse groups of people in the organization but changing the overall culture and practices of the organization in a way that everyone feels heard, respected, valued, safe and able to express themselves fully. Diversity management also requires us to reduce inequities and ensure that everyone can be successful within our organizations. That is why other organizations have chosen to use the term **"Equity, Diversity and Inclusion"** to describe their efforts in diversity management, highlighting their lens toward reducing inequities²⁴. Those organizations that adopt diversity management at work, should start from the individual level and go to broader society.

Picture 4²⁵



24. Embracing Diversity, p. 11, 2021, <https://bit.ly/3NYk6rE>.

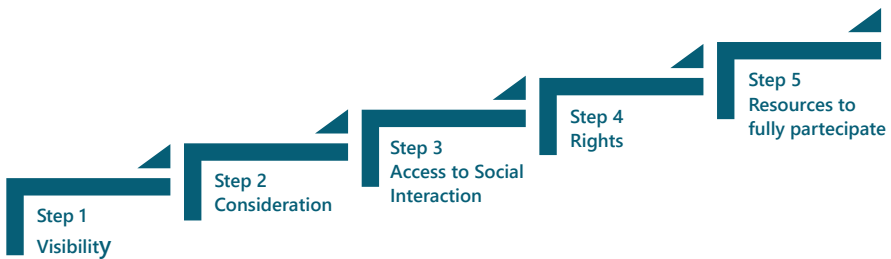
25. Ibid, p. 12.

APPROACHES TO SOCIAL INCLUSION

Various definitions and theories define inclusion, and we have already discussed some of them. Furthermore, to expand more on the notion of inclusion, several conceptualized frameworks have been developed that support the facilitation of the implementation of inclusion.

Social inclusion is a process; to understand and implement that complex process, Goran Therborn (Swedish sociologist from Cambridge University) described five steps needed to fulfill social inclusion. This theory may be apprehended so that those steps are closely interlinked, hierarchically, and the process is complete only if all the steps are in place.

Table 3²⁶



Therborn explains those steps in the following way:

- **Visibility** - People need to be noticed, recognised, and have their voices. There is no possibility of having a voice if an individual or group is not accounted for or represented in the processes that make up traditional society. One of the most significant difficulties is the census of the population. People remain uncouncted.
- **Consideration** - The concerns and needs of individuals and groups into account. Often policy-makers do not consider the poor and other marginalized groups as essential stakeholders and, therefore, do not incorporate their needs and concerns.

26. Empowering for Social Inclusion, p. 25, <https://bit.ly/3xklA9M>.

- **Access to social interactions** - People must be able to engage in society's activities and social networks in their daily life, including economic, social, cultural, religious, and political activities.
- **Rights** - People must have rights to act and claim, rights to be different, legal rights, and rights to access social services, such as housing, education, transportation, and health care. They must have the right to work and participate in social, cultural and political life. The right to claim will regress if one is discriminated against.
- **Resources to fully participate in society** - Those who do not have access to rights cannot participate fully in the community. However, even if people have rights to access, they cannot participate fully without adequate resources. Therefore, the ultimate step for successful social inclusion is resources to participate fully in all aspects of societal activities. It is not only because of a lack of financial resources that people cannot participate or stop participating but also because of conditions, such as insufficient time or energy, spatial distance, lack of recognition, lack of respect, physical requirements or constraints. These elements all need to be taken into consideration"²⁷.

Importantly, all those steps should be seen in conjunction with each other, and only if visibility is in place can the rest be applied, and they should be understood in terms of process and content.

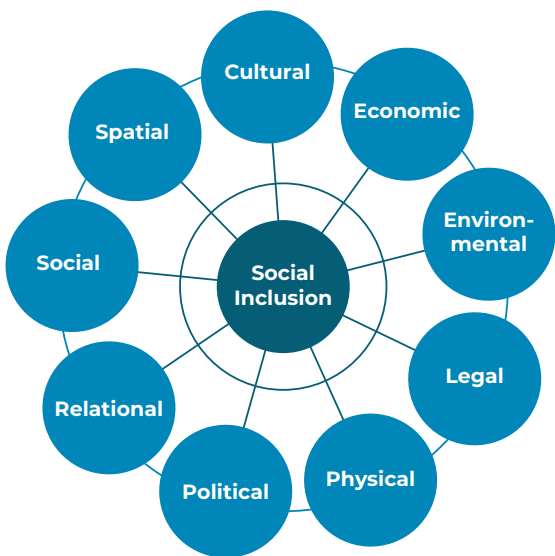
DIMENSIONS OF SOCIAL INCLUSION AND EXCLUSION

Both social inclusion and exclusion touch upon all the spheres of life. These are multidimensional phenomena, and the dimensions can vary from one individual, group, community or society to another. Moreover, when it comes to state institutions, those dimensions are defined based on the policies adopted by the ruling power or government. Therefore, it is very important that the various stakeholders are consulted about those dimensions, or they directly reflect the needs of the population (need-

27. Ibid, pp. 24-25.

based social policies). For this to become true, state representatives should be aware of various methods and techniques of needs assessment to use in their work.

Table 4²⁸



Those are the most common dimensions, often met in various groups and communities, though the list is not limited. In addition, these spheres have their elements as well; for instance, the social dimension of exclusion includes discrimination, intolerance, stereotyping, sexism, racism and homophobia, and, in contrast, the social dimension of inclusion includes access to information and communication. Those elements can be listed under economic, cultural or other ones. To successfully prevent social inclusion, it is very important to investigate the drawbacks of inclusion and understand where and how the participation is diminished.

According to Laidlow Foundation Social Inclusion Framework and Shookner's Dimensions of Social Exclusion and inclusion those elements are pointed out:

28. Creating an Inclusive Society: Practical Strategies to Promote Social Integration, p. 15, DESA, 2009, <https://bit.ly/3j4ical>.

Elements of Exclusion

- Exclusive policies and legislation
- Lack of respect for human rights
- Discrimination, intolerance, stigma, stereo-typing, sexism, racism and homophobia
- Fear and psychological insecurity
- Lack of access to basic services, including education, health care, clean water and sanitation
- Lack of access to decent work and employment
- Lack of resources to sustain livelihood
- Lack of access to land
- Lack of access to credit
- Lack of transparency in decisionmaking
- Lack of access to political processes
- Lack of access to information and communications
- Lack of transportation
- Lack of access to public spaces
- Physical Insecurity
- Segregation
- Violence and abuse

Cultural
Economic
Social
Environmental
Legal
Physical
Political
Relational
Spatial

Elements of Inclusion

- Inclusive policies and legislation
- Access to clean and safe places for living, work and recreation
- Access to information and communication
- Access to public spaces
- Access to resources
- Access to basic services, including education, health care, clean water and sanitation
- Access to transportation
- Transparent and accountable decision-making processes
- Adequate income and employment opportunities
- Affirmation of human rights
- Opportunity for personal development
- Respect for diversity
- Freedom (of choice, religion, etc.)
- Participation in decision-making
- Social protection
- Solidarity

29. Ibid, p. 16.



FEATURES OF SOCIAL INCLUSION

- *“Inclusion is community. No one becomes included by receiving handouts, even if these handouts are given by public bodies and with public resources. No one becomes included by being treated by a program in which they are no more than a number or a statistic. Inclusion is connection to the network of community development, it is to become more than a speck of dust, to have a forename and surname, with one’s own distinctive features, skills and abilities, able to receive and give stimulus, to imitate and be imitated, to participate in a process of changing one’s own life and collective life”* ³⁰.
-

To reach full social inclusion and have inclusive societies, individual and community level transformation is an obligatory condition. This transformation consists of reliance upon each other, a sense of responsibility for each other and commitment to succeed in the group, followed by individual growth. Essentially, this is a process of accepting others and building up relationships while strengthening the communities and their management at the municipal or local level.

To create an inclusive society, the following features should be developed³¹:

- **Respect for all human rights, freedoms and rule of law** - is a very important precondition both at the international and national levels. Notably, everyone should be treated equally under the law regardless of their background. The representatives of the judiciary system should keep impartiality.
- **Maintenance of security** - to fully feel and exercise an inclusive society the security and the feeling of it should be provided by the state. In turn, this will enhance participation as well.
- **Participation in civic, economic and political activities** - inclusiveness can be better described in societies, where at least most of the members feel that their basic needs are met and that they are provided with the opportunity to participate in the decision-

making of the state and can influence it.

- **Existence of a strong civil society** - this factor plays a vital role to hold state institutions accountable and transparent. This also assumes that people will fulfill their responsibilities while being aware of their rights and responsibilities. Sequentially, this promotes plurality and freedom of thought, views, and association.
- **Universal access to public infrastructure and facilities** - means providing access to such facilities as community centers, public libraries, resource centers, schools, sanitation, and health institutions. All the advantaged and disadvantaged groups should feel and exercise the same service with equal quality.
- **Equal access to public information** - this guarantees that the citizens who participate in the decision-making processes are well informed. Moreover, the information provided by the state is relevant and communicated to all the citizens taking into account their background and peculiarities.
- **Equity in the distribution of wealth and resources** - this affects explicitly the orientation of the society, towards a more integrated and inclusive or an exclusive and disintegrated one. The more equitable the distribution is, the more inclusive the society will be.
- **Cultural diversity** - this is a feature that includes an appreciation of diversity and accepts multiple expressions of identity. It means recognition of differences and coping with labelling, stereotyping and categorizing.
- **Education** - this element allows for getting acquainted with the history and culture of one's own and others. In addition, it generates a sense of acceptance and respect among young people towards diversity.
- **Effective leadership** - in inclusive societies, the leadership should represent the society and be continually engaged in dialogue with the community. Additionally, pass information, ask for opinions, and include them in the policy and decision-making processes from the municipality to the state level.
- **Positive narratives of an inclusive future society** - in inclusive societies, there is a need for positive reports. Particular visions and their

presence indicate the development of society, that is, maintaining its purpose, spreading community spirit and encouraging participation.

However, there are also specific measures to be taken in order to reach inclusion, which should include all the stakeholders. Some of such efforts are: eliminating or amending discriminatory laws and practices, international policy frameworks pertinent to social groups, transforming the mindset of people, setting social inclusion objectives, etc.



KEY GROUPS TARGETED TO EXCLUSION

As already said above, disadvantaged groups are more likely to be a target of exclusion. In the literature, those groups are also called marginalized groups and based on the state; those groups vary from each other. Those states are responsible for inclusive strategies and policies. In contrast, these policies are not only for marginalized groups. Every member of the social gains from an inclusive society, as it promotes the development and contributes to group and individual empowerment.

Every group consists of individuals with particular characteristics, thoughts, mindsets, dreams, views, etc. On the one hand, some of these characteristics describe only the individual, called individual identity. On the other hand, some traits describe the group that an individual could belong to or relate to, called social identity. Individuals can currently have multiple identities because they connect with various groups. They expect to get recognition in those groups, but they sometimes do not get it, creating foundations for social exclusion. It can cause a decrease in self-esteem, and those with lower self-esteem strive to exclude others from their groups, causing continuous processes of discrimination. As a result, individual exclusion grows into group one.

According to numerous sources, the most relevant groups facing social exclusion are:

- **Women** - discrimination against women and girls remains one of the world's unsolved issues, especially in developing and under-

developed states. The major problem that women around the world face are:

- "Equal participation in the political life,
 - Violation of HR (early marriage, equal access to health, education, etc.)
 - Economic justice, unequal pay for equal work,
 - Domestic violence
 - Etc."³² ,
- **Youth** - currently, the world has a greater number of young people, and in some countries they are considered to be the majority of the population. However, according to UNFPA, population aged 10-24, in 2022 is 24% of the population³³. These young people are currently more knowledgeable and skillful; however, they face exclusion in economic, social and political participation. There is a big issue on youth employment, young girls and women do not properly participate in political life, etc. Moreover, they face stereotyping in which youth are generalized as immature, radical, or rebellious.
 - **Older Persons** - according to the UN, older people are defined as persons who are over 60 years of age³⁴. Currently, the share of the population aged 60 years and over will increase from 1 billion in 2020 to 1.4 billion. Older people are having issues while searching for a job, being promoted or hired. In this case, young people can discriminate against older ones. This is called the "age war" on social media platforms.
 - **Disabled persons** - according to the World Health Organization (WHO), over 1 billion people live with some form of disability. This group is often denied the access to fully participate in society, and it comes through physical and social barriers that switch into our ignorance, indifference and fear. Moreover, sometimes people are apt to keep away from people with disabilities or have any relationship with them. It, in turn, can cause psychological and social problems

32. Fact Sheet Zero Discrimination Against Women and Girls, 2020, UN, <https://bit.ly/3NZCZdL>.

33. World Population Dashboard, <https://bit.ly/3veS96r>.

34. Older persons, <https://bit.ly/3778m5J>.

for many of them.

- **Indigenous People** - according to the data provided by OECD, there are between 370 and 500 million Indigenous Peoples worldwide, in over 90 countries. Although they make up just 5 per cent of the global population, they account for about 15 per cent of the extreme poor³⁵. Those people fight for the recognition of their identity, their culture, way of life, traditional land and natural resources. However, their rights have been violated throughout history. Additionally, they do not get proper health care, education, or social services.
- **Migrants** - according to the data for 2020, there are 281 million migrants in the world³⁶. They often face discrimination, racism, xenophobia, social exclusion and having little or no participation, influence or communication with the processes in society. The exclusion is shown by the lack of access to employment, health care, education, and other services, which is based on the factor of not having citizenship in a particular state.
- **Ethnic and religious minorities** - there is no commonly decided definition of ethnic and religious minorities. However, UNHCR tried to give an explanation to this group, stating that ethnic, religious and linguistic groups are those whose members share a common identity³⁷. With those groups, discrimination can be done for centuries and they can be excluded from political, economic, social and cultural activities in their societies.
- **LGBT+ people** - discrimination against LGBT+ community is a widespread phenomenon. It undermines human rights and dignity. Currently, violence against this community is very common. Homophobic, biphobic and transphobic attitudes remain deeply embedded in many cultures worldwide ³⁸. In many parts of the world, those people are deprived of health care, education, and full participation in social, economic, political and cultural life.
- **People living with HIV/AIDs** - Approximately 37.7 million people

35. Indigenous Peoples, <https://bit.ly/3Ek5MWd>.

36. World Migration Report 2020, <https://bit.ly/3LXmTzt>.

37. National, ethnic, religious and linguistic minorities and indigenous peoples, <https://bit.ly/3O4J60i>.

38. About LGBTI people and human rights, <https://bit.ly/3JEyWQx>.

across the globe with HIV in 2020. Of these, 36 million were adults, and 1.7 million were children aged 0-14 years³⁹. People with HIV and other viruses are keen to be targeted, discriminated against and excluded. Violence is expected for this group as well. Violence is a severe consequence of stigma faced principally by women.

Generally speaking, all those groups are targeted by violence (physical, psychological, social, etc.) and major discrimination. Moreover, groups can be discriminated against based on various factors as being interlinked. For instance, most HIV people are women, and discriminated against based on being in 2 groups. Hence, tackling the exclusion of one group is not enough; a complex approach is needed.

39. The Global HIV/AIDS Epidemic, <https://bit.ly/3M1p7Oa>.

PART 2.
THE
FOUNDATIONS
AND PRINCIPLES
OF INCLUSIVE
YOUTH WORK



It is vital to understand inclusive youth work and the very first step is to go deep into youth work history. The first mentions regarding youth work are backdated to the 19th Century, and at that time, it was seen as an alternative reality in most European countries. At that moment, schools were the main academic and educational centers. However, there was a lack of organizations for young people to organize meetings, cherish their ideas, and develop interesting ideas that were other than academic education and those institutions. In this case, German schools were an interesting phenomenon where the first-ever movements of young groups had been established (alternative groups within the educational institutions).

The first movement similar to the aforementioned was Wandervogel which means wandering bird in English. This movement came from small German youth groups which combined their power to fight against the power of industrialization. These groups were hiking over the country, discovering nature and the counties from 1896 to 1933 (they had strong influence from medieval German national songs and history). These groups and movements led young people of that time to German nationalism. The movements, in turn, could be divided into three main parts: Alt-Wandervogel, the Wandervogel eingetragener Verein and the Jung-Wandervogel. If the first two mainly accepted family, military, religion, and school as the cornerstones, then the third one, more or less, carried a revolutionary ideology.⁴⁰

Another example of youth organization is Scouts, which will be discussed later. Those groups were different from this Wandervogel movement considering their connection and cooperation with state and governmental bodies. However, Wandervogel were a spontaneously created union in comparison to Scouts. Wandervogel in early 1900 had only 100 members, and only 14 years later, the number rose to 25000 members.⁴¹

Historically the second movement and example of youth work is the Scouts. The Scout movement started in 1907, as suggested by Robert Baden-Powell. It is very similar to other activities such as hiking, camping, etc (see above). However, the core idea of the movement is to be a self-governing institution with branches that are also self-governed. The activities of Scouts were based on the altruistic ideology visible even from the slogan of the scout, "be always prepared and ready" which reflects the willingness to help

others. In the organizational core, another activity was to develop young people's behavior and will to survive in the difficult conditions through hiking and camping in the open air and wild nature. However, the more resonant aim of this movement was to educate youngsters on citizenship, which aimed at smooth integration into society.

In the literature, Catholic Flemish Student Movement was considered as a prototype of youth movement. It is an autonomous youth movement, mainly for pupils of secondary schools, under the leadership of university guidelines. It evolved in Flanders- the Dutch-speaking northern half of Belgium, from 1875 until 1935. It combined the need for creating community for young people with a critical dedication to the Flemish Movement and played a significant role in the self-education of generations⁴².

Eagerness for significant change for instance against industrialization, proletarianism, and urbanization drove school students to action. However, they were hesitant to follow the way their parents lived, and by creating different youth activities, they started to form new cultures and society.

Another issue to establish movements was in the period when people suffered from massive modifications, such as working-class kids who were unemployed or too young to work, spent their days wandering on the streets and often committing petty crimes, was examined in the chapter. The bourgeoisie and church sometimes cared for these youngsters and youth groups with support by various means. For instance, establishing places where children could come to play and enjoy their time, and in the case of youth, they could come to learn or pray. In this case, social work was considered a way to work with children, youth work was the way to work with adolescents. The changes in this understanding will be discussed furtherly as well⁴³.

There are various theories on the origin of youth work. Some discuss it as a part of social work or and others perceive it independently. However, the main concept remains unchangeable, it attempts to better fit young people's needs, separating them into distinct age groups. Depending

42. The history of youth work in Europe Relevance for youth policy today, Griet Verschelden, Filip Coussée Tineke VandeWalle, Howard Williamson, Council of Europe Publishing, 2009, page. 30, <https://bit.ly/3vM1RNY>

43. Ibid, p. 31.

on the perspective one takes, the integration efforts consider either the social context or the individual development of young people. Throughout history, youth work has constantly been oscillating between two processes: showing itself as a 'social' practice mediating between the private aspirations of young people and public expectations from the established society.

Youth as a concept and term is not the same as before and went through many changes and transformations. Thus, in the context of those developments, there were two contrary definitions: the period between childhood when they are not physically mature enough to work nor have they mentally reached this point of learning, and adulthood when they are considered workers in the industrial societies. Before the era of industrialization, there was no such idea to discuss Youth as a separate category because most of so-called young people were entering adulthood immediately to gain facilities to live and support their family via entering the labor market. The aforementioned is not about the situation of wealthy people who received education as the main activity to conduct (even in ancient times). The situation changed after the industrialization, when many schools were established and people from low or middle-income families were also able to visit schools. In contrast to this, the situation remained the same in the countryside as young people from villages and rural areas did not have the opportunity to enter schools because of their physical absence.

As a result, the promotion of secondary education created a more educated class, who later became civil servants and teachers. On the one hand, this schooling system created a life cycle, which is adolescence. On the other hand, this was an opportunity for ordinary learners to enter universities that were previously accessible only to the elite. Hence, still youth work was limited within schools and activities with young people were the ownership of formal education institutions.

The situation was changed in the second part of the 20th century with the establishment of international and regional organizations, which prioritized young people and their capacity that should have been used differently than making them soldiers and tools. Those organizations (that were also creating human rights documents) also observed youth as a disadvantaged group because of their specific characteristics and also the issues they were facing. There was a strong need for those issues to

be addressed and agendas of such organizations as the United Nations, Council of Europe, etc highlighted topics concerning youth, their issues and the ways to solve them through designing youth policy, educational materials, and other related opportunities.

The importance of youth policies nowadays, especially in contexts of European understanding was discussed furtherly. Youth as a concept is mainly discussed, and definitions, treaties, and other activities are designed especially at the institutional level of regional organizations. Therefore, the development of the youth sector at the level of institutions and organizations is a priority of the European Union and Council of Europe.

Discussing it furtherly:

Historically, the European Union (EU) comes from the European Economic Community (EEC, or “Common Market”) established in 1957 with a signed treaty in Rome by six states. However, the succession of further treaties made the organization change its name and understanding from community to Union. Those treaties were the Treaties of Maastricht (1993), Amsterdam (1999), Nice (2003), and, most recently, Lisbon (2009). That is why the economy is excluded from the name because economics was not the organization’s central purpose.

The second organization that defined youth work was the Council of Europe (CoE), established in 1949, straight after the Second World War. The aim is to protect the rule of law and human rights and spread the idea of cultural cooperation across Europe. Finally, the most essential and well-known instrument of the European Convention established, was the European Court of Human Rights (ECHR).⁴⁴

The definitions of those two organizations coincide with each other, hence youth work is: “a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people. Increasingly, such activities also include sports and services for young people. Youth work belongs to the area of ‘out-of-school’ education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders and is based on non-formal learning

44. Young People, Youth Work and Youth Policy, Maurice Devlin, European Developments, 2010, page 66-67, <https://bit.ly/3viD8lk>

processes and on voluntary participation”⁴⁵.

In Canada and the US youth work is: “any activity that seeks to engage young people in coordinated programs, including those that are recreational, educational, or social by nature and design”⁴⁶.

Another definition is: “Youth work is a practice that places young people and their interests first. Youth work is a relational practice, where the youth worker operates alongside the young person in their context. Youth work is an empowering practice that advocates for and facilitates a young person’s independence, participation in society, connectedness and realization of their rights”⁴⁷.

And finally: “Youth work is a distinct educational process adopted across a variety of settings to support a young person’s personal, social and educational development:

- To explore their values, beliefs, ideas and issues
- To enable them to develop their voice, influence and place in society
- To acquire a set of practical or technical skills and competencies, to realize their full potential”⁴⁸

In comparison with the EU, CoE had a crucial role in youth policies and influenced the EU with its approaches. Since the late 1990s, cooperation in the field of youth policy has increased between the European Union and with the Council of Europe. First from the early 1970s, the latter concentrated on expanding the capacity of youth groups, young workers, and leaders. The advent of youth policies and later youth policy advisory missions changed in the 1990s. It was discussed in various meetings and conferences, and the central concept was adolescents should be the cornerstone of youth policy.

To better understand inclusive youth work and its dimensions, its current situation and definition should be touched upon below. Most European countries have shared developed policies and strategies for youth work, its

45. “Youth Work: Youth Work, a very diverse field of practice”, <https://bit.ly/3F71qSk>.

46. Youth work, <https://bit.ly/37RW69A>.

47. Youth Work WA / What Is Youth Work, <https://bit.ly/3LBGSUL>.

48. What is Youth Work, <https://bit.ly/3F1lnsR>.

importance, and implementation so as to be in line with the aforementioned organizations. This handbook will discuss the policies, legal frameworks and developments concerning youth in Sweden, Armenia, and the Netherlands. Below the short overview of each state will be presented; two out of the three are EU members, and Armenia is considered a member of the EU neighbor's east cooperation. Notably, compared to Sweden and the Netherlands, Armenia still has many drawbacks to address and overcome.

SWEDEN

However, the National Board for Youth Affairs is in charge of monitoring and analyzing the state of young people in the primary areas of Youth Policy. Focus and Youth Today has two yearly publications, and a continuing attitude and value are being assessed.

The Swedish Government's main tool for activities with and for young people of a social, cultural, educational or political nature is the national youth policy. The main fields for Swedish youth policy according to the government's priorities in the budget proposal for 2018 are:

- transition from school to work and society, mainly relating to employment, education and housing;
- young people's power and participation,
- young people's leisure time, organizing and well-being.

Young people not in education, employment or training (NEET) are a priority group within the government's youth policy initiatives. Other groups that are specifically targeted are newly arrived young people with immigrant backgrounds or who belong to ethnic minorities, young LGBT people and young people with disabilities⁴⁹.

49. Country Sheet On Youth Work In Sweden, Tiina Ekman, 2018, page 6, <https://bit.ly/3MxV3tV>

NETHERLANDS

In the 1970s youth work became more or less a professionalized sector⁵⁰. Youth work passed some history in the Netherlands⁵¹:

- youth organizations and club work - 1920-50
- non-organized youth, being young together - 1950-65
- professionalization and emancipation - 1965-80
- commoditization and work, work, work: 1980-2000
- youth work back on the agenda: 2000

The Youth Care Act (2005) establishes a legislative framework for youth-at-risk programs and families. Its goals are:

- to guarantee that young people and their parents have access to high-quality care; and
- to enhance the status of young people and their parents. This law allows youngsters admitted to a Youth Care Agency to assert their entitlement to receive youth care. Municipalities are responsible for establishing social support under the Social Support Act of 2007. The goal is for citizens to participate in all aspects of society, with the assistance of friends, family, and acquaintances if necessary⁵².

ARMENIA

A national youth law has yet to be enacted in Armenia. Several attempts were made to adopt an extract from the Government Session Protocol, Decision of the Government of the Republic of Armenia N54 of December 25, 2014, on Approving the Republic of Armenia's Youth State Policy Concept. However, none of them succeeded because of overwhelming social obligations and insufficient fiscal resources, a lack of consultation

50. Youth work in the Netherlands - History and future, Hans van Ewijk direction, p. 70, <https://bit.ly/3s3Ni7r>.

51. Ibid.

52. Country Sheet On Youth Work In Netherlands Elianne Daamen and Pink Hilverdink, 2016, <https://bit.ly/3LpbF6X>.

and public discussion, the proposed law's declarative form, etc.⁵³

An overriding concern for youth work policy is creating policies or legislative frameworks which will acknowledge youth work and youth workers. Many nations lack a state policy on youth work or only treat it as a broader youth strategy. Legislative actions to define youth work or measures to modulate youth work as a profession through techniques such as codes of ethics, occupational standards, or the formation of professional organizations for young workers are examples of policy methods. In addition, the necessity of youth worker training and education, the construction and specification of skills for young workers, and youth worker validation in the labor market are linked. However, these issues divided youth workers into two opposing parts: those who desire and fight for recognition of youth work as a profession and those who disagree with this idea.

Another vital policy area is quality youth work for young people's development, well-being, and social inclusion. As the quality of youth employment improves, various techniques for monitoring, evaluating, and measuring emerge like those proposed in the EU Commission document backing up youth work: a guide to quality development. Some emphasize the establishment of quality indicators. Other approaches, such as the initiative to investigate the value of youth work in the EU, focus on employing research and evaluation methodologies to measure the effects and impact of youth work on young people.

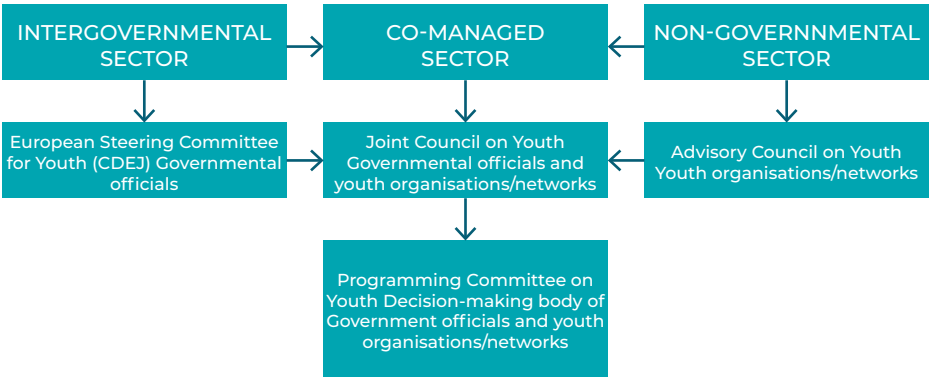
Lastly, as younger lives become more online and digitally centered, intelligent youth work has emerged as a relatively new category policy. It is predicted that youth work should be carried out online, as well. The Conclusions on Smart Youth Work (2017) of the Council of the European Union and the findings of the EU Expert Group on creating digital youth work provide insight into this policy area.

In order to promote youth work and develop the skills of youth workers, CoE established 2 Youth Centers in Strasbourg and Budapest. These are "permanent entities for executing the Council of Europe's youth policy." These are international training and meeting centers that conduct forty-five-activities yearly programs in close collaboration with non-governmental youth organizations (NGOs).

53. Country Sheet On Youth Work In Armenia, Marine Sargsyan, 2020, <https://bit.ly/3vNglrh>.

Co-management, The Council of Europe’s youth sector is operated based on as shown in Figure 1, keeping with its commitment to engaging young people and youth organizations.

Table 1. Co-management of the Council of Europe's Youth Sector
Source. Council of Europe, 2010



CONFERENCES OF YOUTH MINISTERS AND AGENDA 2020

The European Steering Committee for Youth convenes regular meetings of the Council of Europe’s ministers responsible for youth. The first took place in Strasbourg in 1985, and the most recent took place in Kyiv, Ukraine, in October 2008. The Kyiv conference recommended a long-term youth policy approach for the Council of Europe. It was later endorsed by the Committee of Ministers, the Council of Europe’s decision-making body and consists of the Foreign Ministers of member states. It got the name Agenda 2020.

‘Intergovernmental and international cooperation on youth policy development, with a particular focus on setting standards and supporting their implementation,’ cooperation with the European Union, partnerships with other stakeholders, the collaboration between youth researchers and policymakers to promote evidence-based youth policies, and continued

development of the European Knowledge Center on Youth Policy are among the methods for implementing the priorities (Council of Europe, 2008)



THE FUTURE OF THE COUNCIL OF EUROPE YOUTH POLICY: AGENDA 2020

Council of European Agenda on Europe Youth Policy 2020 are⁵⁴:

- Prioritizing democracy and human rights ensuring that young people have full access to human rights and dignity and encouraging them to take action in this respect;
- Promoting active engagement of young people in democratic processes and structures;
- Living together in varied civilizations, with a focus on empowering young people to promote cultural variety, intercultural discussion, and collaboration in their daily lives;
- Preventing and combating all types of racism and prejudice, regardless of the basis;
- Supporting young people and their organizations' activities in conflict prevention, management, and post-conflict reconciliation via intercultural conversation, including its religious dimension;
- Supporting the integration of excluded young people;
- Social inclusion of young people, with a specific emphasis on ensuring young people's access to education, training, and employment, primarily via the promotion and acknowledgement of non-formal education and learning;
- Supporting young people's transition from school to work, for example, by improving options for balancing personal and professional lives.

54. Youth sector strategy 2030, <https://bit.ly/3MCET2q>.

Before coming to inclusion, it is essential to understand the whole theory of youth work and youth workers. Looking back through history, it is pretty understandable that the changes and the innovations have mostly been inserted by people into their learning process. With the active engagement of the young people themselves, this educational strategy must be thought through, planned, and executed. Furthermore, its use must be consistent with the lives of young people; their experience must be considered, and the outcomes should be seen as a step toward social inclusion.

In addition, the following principles should be taken into account while designing youth interventions, policies and legal frameworks:



ETHOS

When dealing with young people with fewer chances and opportunities, the youth worker follows particular moral norms, referred to as an ethos. Therefore, it is critical to be aware of your ethos and its ramifications in youth work. This section is not intended to teach youth workers which moral principles are better or worse because there are likely as many ethos conceptions as educational organizations. However, it is critical to share the same mindset as one's co-workers, partners, or employers as a youth worker. If there is a misalignment of moral principles for youth work among diverse players in the same field, it may be hard to work together effectively.



STEP BY STEP APPROACH

To design intervention models for working with young people with fewer possibilities, youth workers need to become familiar with their target group's experiences and the factors contributing to their current condition of exclusion. Before you can start leading young people toward greater horizons, you must first learn about their experiences, build a trusting connection, and include them in making decisions about their future. Adapting your approach and activities to their paths is critical, as is giving

customized programs that consider their expectations and capabilities. You may need to begin with little tasks and progress gradually to get to where you want to go.



BUILDING TRUST

Young individuals who have been emotionally or physically abused in the past, mainly when the abuse was perpetrated by a person, they had every reason to feel they could trust, may find it simpler and safer never to trust anybody again. Some people may accept personal responsibility for what has occurred. They may feel that they are somehow unworthy of anyone's attention, care, or affection. Self-hatred and low self-esteem can ruin lives and future relationships for good.

Young individuals who have been belittled or rebuked by a teacher or another authority figure may find it difficult to imagine that their experiences in a similar setting could be more positive.



EXPLORING SELF-ESTEEM

One of the most commonly discussed effects of adolescent work is increasing self-esteem. Its worth is seldom questioned, as it is a common objective in most of the work in the field, especially when working with young individuals who have fewer options. Low self-esteem is frequently linked to societal issues. Nonetheless, the evidence for these causal relationships is mixed, and we must acknowledge the situation's complexities.⁵⁵

Another resource offered by NYCI, which is the representative body for voluntary youth organizations in Ireland, suggests eight steps for including inclusion in youth work — following the steps that will be represented later in the handbook.⁵⁶

55. T-KIT 8 Social inclusion, Adina Marina Călăfăteanu Miguel Angel García López, Council of Europe, 2017, page 51-54, <https://bit.ly/38uspuT>.

56. Ibid, pp. 10-64.

Step 1- organizational review - Firstly, it is essential to identify the organization, position of the organization and experience. A quote from the book genuinely describes the need to review companies. "The young people from minority ethnic backgrounds need to be targeted, ideally first as an international group, so they become familiar with our center. Then we look at our programs. Getting the international young people involved in our other programs is a prolonged process. We get them involved in volunteer programs and in other programs - film, DJ-ing, etc." [Staff Member, Swan Youth Service]

Step 2- Policies and group contract -To ensure this step, attention should be driven to equality of integration policies, codes of conduct, group contracts, etc.

Step 3- Space and environment - Visual material, photos, and minutes of meeting health and safety statements could help ensure.

Step 4- Staff and volunteers - Examples of evidence could be job and volunteer role descriptions, records, evaluations of staff training in equality and diversity, supervision records, etc.

Step 5- Young people's activities and involvement - to assess whether separate/satellite or integrated groups are more appropriate based on what young people want.

Step 6- Resourcing inclusion - Additional support should be provided to the young people from minority and marginalized groups when you are discussing topics that relate to their life experiences.

Step 7- networking and partnership -To keep in touch with stakeholders, parents, guardians, social workers, key workers, other youth organizations, schools, and places of worship, you might need to collect a list of the range of services and resources.

Step 8- Monitoring and Evaluation - conduct individual assessments or check-ins with the young people from minority backgrounds in a particular group.

PART 3.

INTERNATIONAL

BEST PRACTICES

OF INCLUSIVE

YOUTH WORK



The 1990s marked the beginning of a new era of workforce diversity: various socio-economic factors changed the composition of organizations' workforces. This term was created to describe the differences between employees and other people. Various factors such as the civil, political, and various human rights movements of the past few decades have led to significant changes in the workforce composition of organizations. These changes have also led to the need for managing and dealing with employees' diverse backgrounds and identities.

The increasing connectivity of global markets and the free flow of goods and services worldwide have led to new challenges for various organizations. Those factors have also led to understanding and managing their employees' diverse cultures and identities. In addition, the increasing number of people living in different regions and the aging workforce also contribute to the need for organizations to manage their workforce diversity. Researchers have been conducting studies on the various aspects of workforce diversity to address these issues.

Due to the wide variety of research topics involved in this field, the synthesis of findings and conclusions has been a challenge. This is especially true since many of the studies were conducted in an interdisciplinary manner, mixing such fields as sociology, economics, and psychology.

Although the scope and quality of the research conducted on the various aspects of workforce diversity have been acknowledged, the current state of the literature is still not yet sufficiently advanced to address the complexity of the issue. For instance, despite the wide variety of research topics involved in this field, the synthesis of findings and conclusions has been a challenge.

The concept of diversity refers to the differences in the composition of people within a work unit. This can lead them to perceive others as being different from them. Various conceptualizations have emerged in order to explain how people behave in organizations. It is also typically regarded as a personal characteristic that people can use to identify themselves. However, given the multitude of attributes that people can have, researchers have developed typologies of differences.

One type of theory⁵⁷ suggests that various diversity attributes can be

57. Hebl MR, King EB. 2013. The social and psychological experience of stigma. In the Oxford Handbook of Diversity and Work, ed. Q Roberson, pp. 115-31. New York: Oxford Univ. Press

categorized depending on their observable or readily visible characteristics. For instance, certain characteristics such as race and gender are included in one diversity category while others, seemingly less visible, are not. The other research divides diversity attributes into two categories: inborn or natural characteristics and acquired or developed characteristics. Although not exhaustive, this method is considered to be useful in capturing the perceptibility of differences among people. Although demographic characteristics are often included in this sort of typology, they are not categorized, and it is perceived that they are less relevant to developing knowledge and attitudes in groups.

Researchers conclude that deep-level characteristics could influence social integration in a study conducted on group functioning. These characteristics are more reflective of members' attitudes and beliefs.⁵⁸ The concept of justice is discussed in detail, and the thesis shows that "equity" is only one of the many possible values that can be used to implement a system of justice. Hypotheticals are then presented to explain which values can be utilized as the basis of justice in a group. These include "need," "equality," and "equity."

Distributive justice is a concept that focuses on the distribution of goods and conditions that affect the well-being of individuals. Aside from its physical, social, and economic aspects, well-being is also a concept that refers to the various aspects of an individual's life. The concept of distributive justice aims to address the issue of injustice regarding the distribution of benefits and costs. It involves identifying the values underlying the rules that are used to distribute these benefits and determining the ways in which these rules are implemented.

For instance, a teacher has to distribute grades among her students in order to make an unbiased assessment of the students' performance. She should consider various factors such as the students' final performance level, the improvement in the students' efforts, and the needs of the class. She can also use values such as these to assign good grades based on the student's overall effort and the underlying aptitude.

In a school setting, the principle awarding grades based on the amount of effort that students put in, may become an issue of perceived injustice.

58. Diversity in the Workplace: A Review, Synthesis, and Future Research Agenda Quinetta M. Roberson Villanova School of Business, Villanova University, Villanova, Pennsylvania 19085,

This value may also be used by other students to justify their preference for receiving higher grades. The injustice of rules is also a concept that can be considered when it comes to assigning grades. Even if the two parties agree on the principles of the grading system, there may still be disagreement on how these rules are or should be implemented.

The effort that a student puts into his or her term paper is the basis for determining the grade. Aside from the number of pages that he or she has written, other factors such as the number of references that he or she has used and the amount of weight that he or she has lost are also taken into account to evaluate the paper's overall performance. Another concept that can be considered when it comes to implementing the rules is the idea of inequity. For instance, if a teacher says that they will give a certain grade based on the amount of effort that the student puts in, then this might be interpreted as an indication of injustice.

The injustice of rules is also a concept that can be considered in the procedures by which the rules, values, and specific grades were determined. For instance, if a student believes that the students should have the final say on the rules, this might be interpreted as an indication of injustice. The concept of equality is also related to the needs of the people. It states that they should have the opportunity to compete or work fairly with other people in the labor market.

According to the principle of reciprocity, a person should be treated equally if they treat others in the same manner. However, many conflicting values can be considered when it comes to the concept of justice. For instance, if the neediest person is not the ablest, then the most hard-working individuals may not be able to achieve the same level of success.

A question has been asked in history regarding the nature of humankind in society: Is there something like humankind that connects justice to one's values? Unfortunately, due to the various concepts that have been presented in this field, the exact answer to this question has not been given yet.⁵⁹

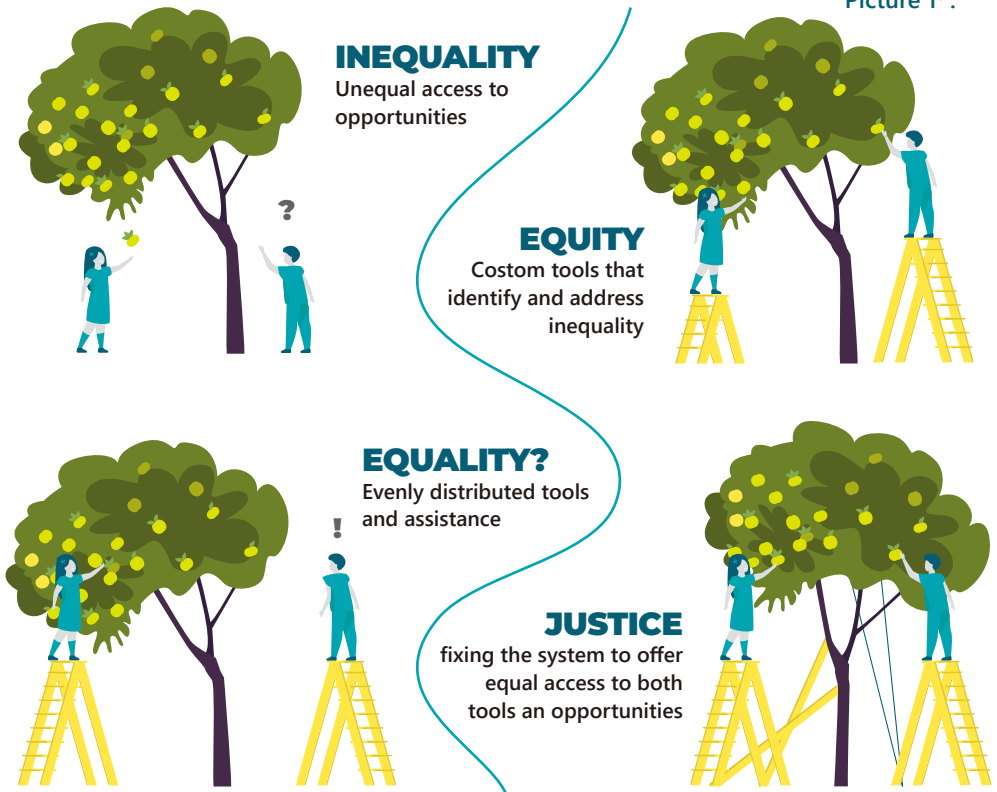
While equality and equity may sound like the same concept, the implementation of one can have a vastly different effect on the lives of

59. 1975 Equity, Equality, and Need: What Determines Which Value Will Be Used as the Basis of Distributive Justice?, 1975, Morton Deutsch Columbia University

marginalized individuals. Equality is a situation where everyone is given the same opportunities and resources. Equity is a recognition of the varying circumstances of each person. For example, two people have unequal access to a system, such as the tree that provides fruit. Despite having equal support from the various tools used to harvest the fruit, their access to the fruit remains unequal. The solution, however, provides both individuals with the exact resources they need to harvest the fruit.

While the concept of the tree may seem natural, it's important to remember that social systems are designed to benefit certain groups at the expense of everyone else. This is because they were intentionally created to reward certain demographic groups for their discriminatory practices.⁶⁰

Picture 1⁶¹.



60. Equity vs. Equality: What's the Difference? <https://bit.ly/38upRO4>.

61. Design in Tech Report 2019 | Section 6 | Addressing Imbalance

In various fields there are certain practices proving the successful implementation, inclusion and engagement of diversity. Health care systems are not an exception. In the parts presented below the description of it is provided.

The clinic, The Project Brotherhood⁶², was established by the CDC to provide health care to Black men in Chicago. It was created through the agency's Healthy Communities Program. The clinic was established by a doctor and a nurse-epidemiologist who were both passionate about addressing the health needs of African-American men. Through a collaboration between a Black social science researcher and the clinic's staff, the researchers were able to understand the experiences of African-American men with the health care system. The clinic then implemented various strategies to improve the quality of care for Black men.

The clinic's goal is to provide free health care to African-American men. It also offers evening and weekend clinic hours. The clinic also provides courses and seminars that are geared toward addressing the health needs of African-American men. It also hires a barber to provide free haircuts to individuals who cannot afford to visit the clinic. One of the clinic's programs is the fatherhood classes, which are designed to help Black men become more involved in their children's lives. The goal of this program is to create a safe and supportive environment for Black men.

Through physician participation, the clinic was able to improve the quality of its services by increasing the number of patients who visited it.

In September 2005, the average number of medical visits and group participants per week at the clinic increased to 27. In 2007, the number of people served by the project reached over 13,000. The clinic's staff members and volunteers were dedicated to providing a comprehensive health care environment that was designed to help reduce the health disparities faced by African-American men.

The goal of the "Poder es Salud (Power for Health)"⁶³ partnership is to reduce health disparities and social determinants of health in Multnomah County, Oregon. It involves various community- and faith-based groups, government agencies, and non-profit organizations. Through the use of social networks, it aims to increase social capital and enable the achievement of community goals.

Through community-based research, the partnership aims to support cross-cultural collaborations. It also aims to implement popular education. Through this partnership, health workers will be able to receive specialized training in various aspects of health care, such as leadership, community organizing, and health promotion. The program's effectiveness was evidenced by the results of follow-up surveys, which showed that the participants' social support and mental health improved significantly after they participated in the program.

This is a well-examined example on how health care institutions and fields can be designed to be more diverse and inclusive: meeting the needs of marginalized groups and creating friendly working environments.

The participation of young people in society and education is often affected by various factors such as poverty, social marginalisation, and discrimination. The European Commission is committed to ensuring that no child or young person is excluded from the opportunities that society provides.⁶⁴

There are several tips that will make the organization's operation more diversity- and inclusion-centred (these are common advice collected from various organizations and institutions):⁶⁵



1. EMPOWERING BY INVOLVING

Through dialogue, a real partnership can be formed between the local community and the young people. This can be achieved through targeted actions that are based on the needs of the young people. It is important that the young people are involved in the design and implementation of the actions to ensure that they are able to meet their needs. Even though it can be challenging to build a strong relationship with them, it is essential to listen to them and hear their voices.

64. Good Practice in The Youth Field Encouraging the participation of young people with fewer opportunities.

65. Ibid.



2. MENTORING RATHER THAN ASSISTING

For young people with limited opportunities, the lack of participation is a serious issue. They need the help of trained youth workers to develop the necessary skills to become self-sufficient. Establishing a connection with young people from disadvantaged backgrounds and communities is very important to ensure that they have a positive and lasting relationship.



3. SHORT-TERM PROJECTS IN A LONG-TERM PERSPECTIVE

The success of young people is linked to their continuous integration. This is why it is important that programs are supported to ensure that these actions are carried out successfully. For young people who are in precarious situations, short-term commitment is more appropriate. It does not mean that projects cannot be carried out in a long-term manner. However, it is important to note that failure can be a learning opportunity and that those who are given fewer chances should be given other further chances.



4. INCLUSION INSTEAD OF STIGMATIZATION

Young people with fewer opportunities should be given the opportunity to participate in all programs and their actions. This can be done through clear and simple information about their participation, training, and support.

In the workplace, equity is about giving everyone the opportunity to have equal access to opportunities. This is done through the practice of

equality. There are several ways that you can implement this practice in your company.⁶⁶

1. To make your company's work environment more equitable, produce and use job descriptions that are easily accessible. This can include having transparency around the pay range and allowing talent to apply through various online platforms.
2. Have a skills-based hiring process. This eliminates the need for individuals to have a higher education in order to be successful in the job. Instead, focus on the individuals' previous work experience and skills. Having a workforce education program can help employees obtain the necessary skills and support required to succeed in the job.
3. Provide inclusive incentives, for example a variety of incentives that are designed to help employees feel valued and included.
4. Aside from having a variety of resources and opportunities, it is also important that your company provides an environment that is conducive to the well-being of all employees.
5. It is also important that your company provides an environment that is both inclusive and accessible. This can be done by having a variety of meeting rooms that are wheelchair-friendly, as well as having audio-visual equipment that is accessible to everyone.
6. One of the most vital factors that you can consider when it comes to making your company's work environment more equitable is having policies that are designed to provide equal benefits to all employees. For instance, health insurance should be made available to both heterosexual couples and couples belonging to the LGBTQI+ community.
7. As you continue to work toward making your company's work environment more inclusive, it is important that you take the time to review and update your existing policies and practices. Doing so can help prevent potential issues from arising.

In addition to these tips, there are states that have implemented and

66. 7 exceptional examples of equity in the workplace, <https://bit.ly/3PotB4h>.

institutionalized inclusion and diversity policies. One of the common practices is to adapt youth policies to empower young people to participate, to change their lives, to motivate them to take action, and to find their place in society.

Greece

The General Secretary for Youth, together with the Ministries of Education and Religious Affairs, Decentralisation and Internal Affairs, established local Youth Councils to enable young people to become more active citizens. In order to reach out to young people a massive information campaign was organized. This included holding meetings and events at the local level. The information brochure was distributed in all municipalities. It was also placed in newspapers and magazines. In 2007, the local registers of young members were also established. The media participated, with various interviews and discussions being held about the new institution.

France

In Seine-Saint-Denis, there is a high concentration of young people who are unemployed or living in poverty. To ensure that their voices are heard during the elections, the local Youth Councils were organized. The members of these councils were also actively involved in the process of organizing and participating in the elections.

Through the meetings with young people, the municipalities were able to develop a deeper understanding of them and encourage them to participate in the elections. To avoid being stigmatized, both the meetings and the elections were also combined with sporting activities and music.

Italy

Five municipalities have delegated their youth policies to the *Unione Terre di Castelli*, which aims to involve youth in the development of programs and activities for young people. This has resulted in the establishment of a youth advisory body, which will make recommendations to the local

authorities. Through its activities, the company aims to promote the equality and inclusion of young people.

Importantly, even with the policies in place, youth still face problems, and rising youth unemployment is a global issue that affects everyone. It is hard for many people with disabilities, especially those with mental health issues, to find a job, and exclusion mostly follows them. However, by hiring individuals with disabilities, businesses can gain an advantage and create an untapped talent pool. Sometimes, organizations get credit for hiring representatives of marginalized groups, and there is a risk that organizations hire them just to get this credit, with no processes developed in the long-term.

It is very important that businesses consider the potential of their employees and people with disabilities when it comes to hiring. Instead of focusing on what disabled youth cannot do, companies should focus on what they can do. As more and more businesses and organizations recognize the positive aspects of being able to hire people with disabilities, the notion of excluding them from the workforce has become an outdated one.

According to Susan Scott-Parker, a UK Business Disability Forum representative, businesses that demonstrate their commitment to hiring and retaining disabled individuals can gain a competitive advantage and improve their productivity. One of the most important factors that businesses should consider when it comes to hiring and retaining disabled individuals are becoming “barrier-free.”

One of the most important steps that organizations can take to improve the inclusion of people with disabilities in their workforce is to remove or adapt processes that prevent them from being able to perform their duties. They can also make sure that their facilities are designed to accommodate and meet the needs of individuals with different abilities.

Instead of focusing on a young person’s disability, Scott-Parker says that companies should start asking themselves why they do not know how to adapt their operations to accommodate the needs of people with different abilities. She also says that it is important to have the necessary knowledge and resources to make sure that they hire and retain the best possible employees. Being able to hire and retain the best possible employees

is very important for a company, as it allows it to attract and retain the best talent. This ensures that it can grow as a business and attract more consumers. Being able to hire and retain individuals with disabilities can also help businesses develop effective and innovative production processes. It can also result in increased customer satisfaction and retention.⁶⁷

67. Inclusion of Youth with Disabilities: The Business Case, International Labour Organization 2014 First published 2014.

PART 4.

CASE STUDIES

AND SUCCESS

STORIES






125PROCENT SUCCESS AND LESSONS LEARNED

(The case from the Netherlands)

Projects

In the projects, the team of 125Procent continuously invest 125%. Therefore, 125% is put underneath each project while defining the organization's core values.

 *We always give an extra 25% to our projects. When we provide the extra, you always get more than you pay for. It's our energy.*

Each 125Procent project consists of the following five essential building blocks:

- **Target group participation** - 125Procent makes optimal use of the knowledge and experience of the target group. In this way, they tailor projects to the wishes and needs of the target group. They also let them participate actively to discover and develop their passion and talents. The target group mutually discusses, decides, and participates.
- **Concept development** - 125Procent develops innovative and practical concepts for social themes. The ideas for their projects are generated based on years of experience and always with input from the target group and other stakeholders.
- **Project organization** - 125Procent works for every project in five recognizable phases. Each phase has a clear result, which means that projects are delivered successfully and with high quality within the agreed schedule.
- **Communication** - 125Procent uses communication tools and strategies cross-medially to achieve the best result. They speak the language of the target group to ensure they reach them efficiently and effectively; and by motivating and activating, they bind target groups

online and offline to projects, project goals, and the organization.

- **Added value** - 125Procent finds the added value significant for all involved. We combine added value for the customer with social impact. We invest in the target groups involved, which positively affects the project, the target group itself, and society.

| Topics and Fields of Operation | Target Groups |
|---|--|
| <p>The following are the fields of activities and operations of 125Procent:</p> <ul style="list-style-type: none">• Training and education• Participation projects• Campaign and communication• Events | <p>Young people above 12:</p> <ul style="list-style-type: none">• Young people in debt• Young people living on the streets• Young people without families <p>Refugees with multicultural backgrounds</p> <p>People with disabilities (teenagers with disabilities)</p> <p>Older people</p> |

Successes

Ensuring Youth Participation (from action to decision-making and policies)

“Hague Youth Ambassadors”

This project has existed for 16 years. It is considered to be the youth council of Hague. In this project, every term, a minimum of 20 young people is constantly involved (app. 300 young people have been involved in the project since the beginning). Those are young people who also represent one target group (stakeholders), and they should always engage with their group to reflect their needs in their activities.

They participate in the city’s local governance. In the decision-making process, they introduce their position shaped by their group’s opinion and perspective (for instance, within a year, six pieces of advice have been given). As a result, for example, subsidy rules within the city have been changed, and youth policies regarding solving money problems and debts among young people have been developed, with information about young people

turning 18 and their responsibilities being submitted in order to decrease the amount of debts over the years (campaigns, flyers, etc.).

Another youth ambassadors' group is established in Amsterdam.

- *"This project is unique, as in Hague, the youth council is unique compared to other parts of the country, wherein each council only 4-5 people are involved, and they do not listen to others from their groups".*

"Mute"

"Mute" is a project for people with hearing-impairment. In the frames of this project, various events have been organized to promote inclusion and diversity; during the last event, over 15000 participants over Europe participated in the event (which was entirely built up through the community).

Throughout the project's various phases, cooperation with officials has been established (the municipality of Amsterdam is a great example). In addition, all the credits have been given to those who organized and participated. Importantly, in the project implementation, people who are partially or wholly hearing impaired are engaged and responsible for its performance.

Cooperation with the government!

- *"So, it was not only us who got it done; even from Amsterdam, the government told everybody whenever you come up with a new project or method, youth need to be involved."*

Gamification of Soft Skills

125Procent has developed a game for young people to promote and progress soft skills. They created an online environment with gamification where teenagers went through the whole online gamification, and, when completed, they got a certificate for their soft skills. Importantly, it

supports them in finding jobs, preparing for interviews, and widening their perspectives.

Lessons Learned

Lesson Learned 1: There were times, within the team, that ideas were generated that seemed perfect for them. However, after communicating those ideas with our target groups, it turned out that they did not reflect their needs. That is why the current formula of success for the organization is always engaging with the target group.

Lesson Learned 2: Another lesson that has been learned throughout the projects organized with and by people with disabilities is that, even if a person without any disability tries hard to understand the issue, it is tough to go deep into it. That is why representatives of target groups are involved and hired in various projects.

The Approaches and Methods for the Inclusion of Target Groups

125Procent's approach to including target groups in the projects starts from the beginning. Interestingly, they have created the model of ambassadors, who represent various groups of the society (mostly young people from marginalized groups) and who know about the needs of a particular group, or who can easily connect with the group and touch on their opinions and needs.

When receiving any project request or thinking about any event, action, or project, they start with the following process:

- Firstly, conducting small research about the topic and taking surveys.
- Secondly, sending ambassadors to make connections with the target groups and invite them to the first meetings-discussions (go to the streets, make calls to the previous project participants, and encourage them to speak as a voice of the organization and project. Then, use the other "generations" of the project to spread information about the project, event, or activity).

- Thirdly, creating a safe environment to connect with the target group; target groups are not invited to a place convenient for the organization, we go to them, to a safe environment where they are comfortable.
- Fourthly, expressing gratitude for the participation in the meeting following the principle of “No opinion is incorrect” and “All the opinions are taken seriously.”
- Finally, treating target groups as specialists (the director of the organization mentioned that he always uses “I’m just a project leader, you are my specialist” to clarify the target groups’ role and status”).

The following are also integral to the above process:

- Being present and attentive when the target group members actually talk and express their opinion and keep your target group involved all the time.
- Being ready to organize more meetings to validate the project and get the final “yes” for the project or project proposal.
- Finding ways to always include the target group in the other phases of the project, event, or action, for example, include them as volunteers, interns, or employees, usually starting with a smaller, less challenging job/s and then progressing to more significant responsibilities.

The target group is the one who decides if the project was successful, not the client or the donor. Whilst it is the young people deciding, you will never get the wrong results; they are the ones evaluating the whole project.

Cooperation with Government

The following principles are adopted by the organizations while cooperating with the government and decision-makers (usually, they consider the government as their clients):

- Always consider the government, your partner, and the projects and activities which should be implemented together.

- Find the professionals within the government and start establishing cooperation with them.
- Always ensure the government professionals consider you a partner and trust you; ensure they recognize that you are the professional specialist in the field.
- Position your organization as a bridge between government/ decision-makers and the public. The government should always know that you are the one that is closer to the public and that you can reach youth faster than they do as you have the capacity for it.

Remember!!!

The cooperation should be reciprocal: always giving and receiving.

3 Level Impact Approach

125Procent is committed to impacting on three levels; they use this approach when they work in the three levels:

- **Micro-level:** building self-confidence, talent development, self-development, and opportunities to develop further in society.
- **Meso level:** providing connections between organizations within the same field, making target groups visible and self-organizing, and strengthening communities.
- **Macro-level:** connecting communities that/to form a strong, engaged, and inclusive society.

Communication Approach

The following approaches are developed and used by the 125Procent:

- Use various social media platforms to communicate information with the target groups. (The most effective one is WhatsApp: affordable and convenient)

- The groups should have clear rules for communicating (respect diversity)
 - Communicate all the event, training, or activity-related information with the target group using these platforms (agendas, places of events, time, etc.)
 - Announcements should be separate from the content of the project
- Instagram and Facebook can be used as platforms to gather baseline needs, opinions, etc. (short surveys, polls).
 - Ask the target group which platform they would prefer for online meetings, discussions, and communication.

People of the Organization

How did it start?

ALAN BREDEHORST

Owner of 125 Procent, Concept developer, and project manager



- *"I was an entrepreneur when I was 21 already, so that's 28 years ago. But that was not 125% immediately. But if I think back, it was all building up to where I am now. So, we changed our name. Sometimes I had a partner, then I went on a loan, and there was a freelancer, and then I wanted to grow, I wanted to have more impact, and then the team grew, and I changed the name of the foundation. So, I think that's only eight years ago that we found 125%".*

RENSKE VAN LUIJN

Operational Manager Content
and Strategy, Project Manager



- *"I did the social studies and needed an internship which I have done with Alan's best friend in a different project organization. After I finished that internship, she said I needed to go and do my internship with Alan. So I did my second internship with Alan, but then it wasn't a company 125%, yet he had a different company with someone else. He started for himself with 125%, and then I was the first person he asked to join the company, so I was like the first employee for 125%, which is unique because I had already worked there for eight or nine years."*

HAFSA MAHRAOUI

Freelance Project Employee,
Youth Coach/Trainer, and
Communication Officer



- *I think I met Alan from 125% eight or nine years ago. I was very young, and I was at an event for personal development; he was one of the guest lecturers, and he was lecturing about thinking outside of the box and how to be yourself and see things from a different perspective.*

So, I got into a conversation with Alan, who invited me because he was doing a youth project about youth employment. I was studying HRM (human resource management). Then he made me an ambassador and invited me to conduct social media training. We never lost connection. Once I emailed him about the opportunity to work with them 4-5 years ago, he invited me for two weeks, and those two weeks became years.



FRYSHUSET FOUNDATION

SUCCESS AND LESSONS LEARNED

(The Case of Sweden)

Projects

Everything started from an old cold storage on the outskirts of the city. Then, it was renovated and rebuilt into a basketball hall and music studios for young musicians. Currently, they have representations in 8 cities in Sweden.

We are trying to reach everyone who needs us. No matter where, the needs in Sweden are mostly the same. They have different problems, but the feeling of the solution is the same.

| Topics and Fields of Operation | Target Groups |
|--|--|
| <p>The following are the fields of activities and operations of Fryshuset foundation (app. 55-70 projects):</p> <ul style="list-style-type: none">• Work & entrepreneurship (Labor market entrepreneurship, supporting young people to get their first job, design CVs, etc.),• Role model & belief in the future (projects with various groups of the society),• Schools (schools include both Fryshuset's formal schools and also such schools/classes as music, dance, sports, etc.),• Youth culture (basketball, skate) | <p>Young people above 13:</p> <ul style="list-style-type: none">• Children with difficult socio-economic situations,• Children of single moms,• Young people that are under criminal risk.• LGBTQ+ people,• People from rural and suburban communities.• Single mothers,• Etc. <p>Every day in Fryshuset, they work with app. 2000 people.</p> |

Successes

“Powerhouse”

This is a hub for social entrepreneurship. It's about how you can change your local society with something you like to do. Through this project, we want to develop the confidence of young people. In the frame of the project, participants are also provided with coaching sessions to work on their weaknesses and develop their skills to address issues that they want to solve. As a result, they find their strengths and start supporting others.

For instance, one of the participants collected money for various organizations to support their activities; she did dance workshops for the project Black Lives Matter.

This is how young people are being equipped, empowered, and inspired to take action, and they take those actions to change the community they live in.

“Political Week”

This project has been offered and completed for approximately six years. This is a week of politics, and all the politicians, the parties, NGOs, and civil society representatives participate. Young people are encouraged to participate in this week because it is a unique opportunity to meet politicians, discuss various topics, and join in the debates on many levels. Every year 10-15 are invited to participate in the week (previously they have never been involved in discussions, debates, in topics that surround them).

Before the main event, young people from various backgrounds (including both those facing exclusion and those who are already active) are invited to meet and develop specific skills such as expression of their thoughts through participation in the discussions and get to know each other. Then, they are prepared to raise their voices and talk about their problems during the week.

This is a unique chance for them to meet with politicians, comprehend their activities, talk about the youth groups they represent, etc.

Sports and Culture

Fryshuset's successful projects and methodologies are to develop and engage young people's capacity through sports and art. One of the fundamental principles is that coaches are not only there to guide youth to play basketball but also to build relationships between young people. In addition, they support finding young people's potential and their needs to design and organize other projects.

The organization's success is that they have separate groups consisting of the target groups, who also become a part of other projects, and this further connects young people from various backgrounds.

Lessons Learned

Lesson Learned 1: Throughout various projects, young people came up with ideas that they wanted to implement, but there were times when the idea had not worked out. Instead of pointing out the failures, always support young people to go through the processes and reflect upon what went wrong and what could be done differently. Always tell them that every process is a learning process and ask what the lesson they learned was.

Lesson Learned 2: Sometimes, it is tough to continue working with the target group, especially after some particular activities. They become disappointed in the organization: participation in the activities decreases, and trust is shaken.

As a result, the organization is planning its activities more effectively: preparing specific steps and paying attention to follow-ups and opportunities for young people.

Lesson Learned 3: In cooperation with the state, there is a chance that the government will take a step back when it comes to engaging with young people. Therefore, always have a backup plan and ensure the participation of decision-makers in the whole process via memorandum, and oral and written agreements. Additionally, even if this does not secure the process, it ensures it is a learning process for young people.

Lesson Learned 4: The approach of every training session and project should be to enable young people to open up and empower them to

change their lives. The projects are not forever, but they are there to start life again. Young people can come back if there is a need and the organization is there to support them, but they should learn to be independent.

The Approaches and Methods for the Inclusion of Target Groups

Fryshuset, as a well-known foundation, has developed its own approach to working with its target groups. The following principles are mostly used to reach out to the target group:

- Using the model of representation, they have “Credible Messengers.” Those are representatives of a particular group but are more engaged in various actions and activities (also in the operation of Fryshuset). They communicate the information with a specific group from a particular area. Those messengers are also participants in other projects and are part of the organization.
 - The approach works especially with young people from areas much harder to reach and with young people facing complicated issues.
 - Firstly, “Credible Messengers” are sent to talk, share information, and understand perspectives.
 - In some cases, the age is also taken into consideration; those messengers are mainly from the same age group as the group that they want to target.

Youth Participation



The line shows exclusion from the left side and full inclusion on the right side:

- The first **step** is called Trust and Relations. It is the real positive relationship with adults because when meeting young people who are living in exclusion, it is hard to communicate with them at the beginning, and positive relationships need to be established. Exit thresholds need to be extremely low. So here it might often be just an open activity, for example, they come to play some FIFA or pool or just like being there and the organization works quite separately.
- The **second** step is called Meetings and Tools. Its purpose is also to establish positive relations with other young people. The organization mixes the group mentioned above with the ambassadors or messengers (the ones who have the same background but are a part of the organization as well). In these groups, they share their experience and go through the learning cycle together.
- The **third** or last step is advocating for the work done, asking those groups what they would like to do, and encouraging other groups to use this model to address similar or other issues, before finally, presenting this model to inform the decision-makers.

Coaching Tips to Use in the Work with Target Groups

1. Talk less, listen more - Try talking just five percent of the time. Deliberately pause to listen to the person and their context. People engage when they find they are heard. Most of the time, we tend to be in a hurry to respond and close the conversation. In doing so, we miss important information from the speakers, leaving them feeling unheard.

2. Validate your listening - Reply to confirm and validate what you heard to acknowledge what the speakers have said. This helps them know that you are paying attention to what is important to them. This certainly helps them trust you more. We all think we listen well but, actually, we do not! Use nudges like "Hmm", "O.K.", "Alright," "Really?", "That's great!", "I understand" and so on, to stay in the conversation.

3. Tell less, ask more - When someone comes to you for advice, try

brainstorming with them by asking questions to allow them to think about their own ideas. Create space for reflection. When people find their own answers, they are more committed and responsible for the same. At the same time, when you provide them the space to explore their own solutions, you move forward with the trust and relationship with them.

4. Find a reason to appreciate - Whether it is punctuality, a good email, a good way of handling conflict, or a good habit, there are several reasons that we can find to appreciate and acknowledge. First, create an intention to appreciate something in someone in each conversation, no matter how small it is. Your tiny observation about someone can significantly and positively impact their minds and your relationship with them.

Acknowledgment and appreciation encourage positive behavior. Acknowledge what you want to see more in your environment. The same happens with negative feedback. What we focus on grows.

5. Watch your inner voice - While listening to someone, notice how your internal dialogue interferes with your listening. Take a pause, see how you are making meaning of the conversation based on your judgment, and try rationalizing that to ensure your biases are not adding to the content. Although, being a human, we all have preferences, what gives rise to judgment is our permission to mix it with the conversation outside.

When you consciously separate them, you create space to see people as they are, a great way to create acceptance and relationships. Next time, the moment you feel judgmental about someone, think about their family, children, and overall system to know where they come from. Only you can work with your judgment, creating a long-lasting perception about someone you barely know.

6. Practice reframing versus contradicting - When someone says, "I don't think I can do this," the reframing means, "Does it mean you haven't tried, or have you tried but couldn't succeed?" It helps conversations stay positive and allows some experiences to define our future. Another example is when someone says, "This is not at all possible based on my experience." Reframe this to say, "This seems impossible yet only because of failed tested methods. How about creating new ways of doing things that have not been tried before?"

Reframe your conversation each time it sounds negative or impossible. For example, use the word AND versus using BUT. Everything can be reframed. Do it for yourself, do it for others.

7. Know your role in the conversation - We all perform several roles in our lives, and every role has a different expectation from us. However, our daily schedules do not allow us to think about the expectations at that moment, and our autopilot causes us to apply standard responses, most of the time, like using our boss-like or parent-like temperament with our teams. Just a short pause and reflecting with ourselves can hugely help decide the response we would like to give in a particular situation.

In COVID times, this is essential as there are hardly any boundaries between professional and personal space. Just ask yourself, 'What is my role in this conversation? How would I like to be here?' Deciding upon coach, boss, friend, partner, or even young person or child can help you set the right mode for your conversation.

8. Gift attention intentionally - Attention is the most precious and inexpensive gift you can give to people who are important to you. Be it team members or family. Paying attention to their needs and finding time to share a bit of your space in your own way goes a long way as far as relationships are concerned.

Remember, the essential feeling for someone to contribute authentically is to feel valued and heard. So, create intentions to give attention.

In coaching relationships, the intention is the foundation of every conversation. Our focus is always to positively support and develop people and work towards finding a solution versus finding faults. As professional coaches, we are trained to check our judgments and biases to keep the conversation clean and contamination-free.

Most conversations are contaminated due to a cocktail of several judgments we hold for people, our fears, and a fixed way of thinking. The good news is that changing the focus makes a really clear and open conversation possible. When you change the conversation, you change its outcome as well.

As a strategy, choose the desired outcome before you start the conversation and enjoy healthy relationships around you. Having the intention to

support, develop and be non-judgmental produces an environment of trust, rapport, and positivity, an essential ingredient to breeding innovative and creative cultures and teams.

Cooperation and Partnership with Government

It is hugely important to build cooperation with governments and decision-makers. This cooperation is about sustainability and greater impact.

We cannot take the role of the state or police and cannot do the work that the police do, but we can help them find the issue bearer, connect them, and suggest solutions for the problem. Importantly, they know about Fryshuset and our relations with youth, and they ask us to do workshops and trainings for their employees. The following are the guiding principles of Fryshuset while cooperating with the government.

- The cooperation should be based on the principle of giving and getting back.
- Cooperation should be established to address the needs of youth.
- The cooperation should aim at solving the issues that youth is currently tackling.
- Always find the right institution and the right official that will support the cooperation.
- Always have one-to-one conversations and discussions to ensure people feel important and valued, which will be followed by strong cooperation.

The challenging part of the collaboration with the state:

- Trust should be the cornerstone of the partnership.
- Shreds of evidence and evidence-based policies should be integral to the collaboration (facts are supporting).

It is hugely important to build cooperation with governments and decision-makers. This cooperation is about sustainability and greater impact.

We cannot take the role of the state or police and cannot do the work that the police do, but we can help them find the issue bearer, connect them, and suggest solutions for the problem. Importantly, they know about Fryshuset and our relations with youth, and they ask us to do workshops and trainings for their employees.

People of the Organization

How did it start?

RAISA LÅNG VELAZCO

Head of Marketing and
International Relations



- *Fryshuset started with passion; it is always about passion. Young people trust us; they know that we are there to support them, and we are there to give them a second chance.*

I joined the organization approx. 20-25 years ago, and I do not hope I will be the organization's leader. But I do hope that young people will become leaders as I see they have the essential qualities to solve the problems and be leaders.

SALMAN KHAN

Project Manager,
Coordinator



■ *I've only been there for three years. I heard about the organizations when I was a bit younger, but I didn't know what they actually did because it's huge. And then I moved to Stockholm two years ago and always worked with them. I used to work with youth from my 17s, and now here, I share the same values with Fryshuset.*

I played football and was valued for that. However, no one considered my look, even though they could have. Although there were people that opened a door for me, I want to open doors for others as well. This is why I am in Fryshuset.

LINDA SKOGSBY

Market and development
Fryshuset



■ *I have a long history with Fryshuset. I started when I was 16. I had no idea what Fryshuset was about. I just knew Fryshuset was the school with dance, and then I stayed there for many years. So, I went to the high school and started to do some after-school or during the spring breaks dancing classes; I was a dance teacher. Then when I finished high school, I began to work. And yes, Fryshuset is so value-driven. That is in our DNA. So, whatever we do, we need to go back to the values to see should we do this?*



ARMENIAN PROGRESSIVE YOUTH NGO (APY)

SUCCESS AND LESSONS LEARNED

(The Case of Armenia)

Projects

Armenian Progressive Youth was founded in 2009, and during its operation, it has had 20,000 beneficiaries (young people) and has supported approx. 20,000 people (affected by war), 7000 people affected by COVID.

| Topics and Fields of Operation | Target Groups |
|--|---|
| <p>The following are the fields of activities and operations of APY:</p> <ul style="list-style-type: none">• Trainings<ul style="list-style-type: none">◦ School of Student Activism◦ Entrepreneurship and employment programs• International exchange projects<ul style="list-style-type: none">◦ in Armenia◦ regional and international | <p>These are the target groups that APY works with and for:</p> <ul style="list-style-type: none">• Young people<ul style="list-style-type: none">◦ Students◦ Youth living in Yerevan◦ Rural Youth (in most of the projects, they try to ensure 40% participation of rural Youth)• Refugees and displaced people |

Successes

School of Student Activism

It is a long-term project for students that aims at developing young people’s soft skills, motivation, and capacity. In addition, some particular topics and tools are also promoted and touched upon in the frames of the project: for instance, advocacy tools (how-to campaigns), participation and participatory tools, student rights, academic integrity, etc. Those topics are

essential in the academic context, but there is a gap in studying them in higher education. Approximately 30 lecturers participated in these courses.

At the end of the training courses, students are encouraged and supported to conduct a project in teams. Those teams consist of students with various backgrounds, ensuring diversity in the groups and projects.

The success of this program is that students raise issues concerning academic life, students and their rights, and violations of those rights. Importantly, within the framework of this project, a student conference was organized (which was unique in its type). In addition, the leadership skills of participants are also developed, promoting the role of student-leaders in the universities.

Exchange Programs

These programs are done in cooperation with other partner organizations across Europe. APY aims to create intercultural dialogue and cultural exchange and promote skill development via international and regional projects (these aims are also stipulated in the organization's goal). Young people from Armenia participate in the trainings and exchanges in Europe, and vice versa. Besides promoting cultural exchange and change in the mindset of youth, one of the goals of the process is to develop young people's language and communication skills and serve to discover new horizons for young people.

Entrepreneurship and Employment Project

This project started in 2018 with people who moved to Armenia from Syria due to the ongoing armed conflict. APY started to offer employment and entrepreneurship schools. Various discussions were held on understanding which of those models should be used as the primary model; the mixed model was applied in the end.

This is a school where both employment and business go hand in hand, and people participate in understanding whether they want to work for an organization or start their own business (in which field, which model, where to start, etc.). This is a very successful model, and people have great success after graduating from these schools. Speaking of numbers, in the case of

the employment school, 60-70% find a job; in the case of the business school, they start their small businesses and with APY's financial support, they can apply to other organizations with ready-made business plans. In addition, there are small family-like groups who succeed in creating joint personal businesses so do not look for a job if this enables them to take care of their needs.

Currently, the organization is designing a handbook on the model mentioned above and how to organize trainings on the topic that will pass to the unified social service under the Ministry of Labor and Social Affairs of the Republic of Armenia to use in order to train the employees of the regional centers in some way about the use of the manual (various tips, sessions, and topics will be included).

Lessons Learned

Lesson Learned 1: In cooperation with state institutions and officials, clear expectations, task and role divisions, and strategies should be in place. Furthermore, in order not to fail the process, each of the parts should be informed and agree on the amount of the work and collaboration (the processes could be delayed or canceled because of the lack or absence of those mentioned above).

Lesson Learned 2: In the development of project proposals and cooperation with donor organizations, specify clear aims and objectives. Sometimes, donor organizations expect that the “world should be changed” with a small amount of money, but it is technically impossible. Measure and clearly state the initial expected result, impact, outputs, and outcomes.

Lesson Learned 3: To be constantly connected with the target groups, the organization's members should always be in touch with young people via various social media platforms. Remember, sometimes, only after the project, target groups can require support (for instance, supervising some processes, checking CVs, asking for an opinion, advice for motivation letters, etc.).

Lesson Learned 4: If the target groups are not coming to the organization, the organization should approach the target group. Use all the platforms and partnerships to reach out to the target group. Significantly, while working with young people from disadvantaged groups, remember that they can

lack the resources to join or participate in any activity. Ensure that the organization can provide them with necessary resources (transportation, accommodation, food, pocket money, etc.).

Lesson Learned 5: While working with target groups with multilevel backgrounds, within the group, use such methods as the Non-Violent Communication Method (which can be found in chapter 7 of this handbook), establish agreed team or group rules right from the start of each activity/meeting, that should be followed by the whole group.

The Approaches and Methods for the Inclusion of Target Groups

Collaboration with the Target Groups

APY uses the following principles to collaborate with its target groups:

- First, always keep the door open for the target groups to ask for something.
- Always use multimethod strategies and channels to collaborate with your target groups.
- Be ready and available for additional support of the project.
- Make clear to the target group that they are always welcome to ask questions/for support etc., come, and to initiate something.
- Tell your target group that the developed support system should always be reciprocal and ask for their support as well.
- Make sure that the groups are non-homogeneous (this will promote inclusion and diversity).
- Make it strategic to include your target groups and volunteers in the job opportunities to get paid and become a part of the team.

Cooperation with the Government

APY started active cooperation with the state and decision-makers after the Velvet Revolution in 2018. The main incentive came from the state to establish a dialogue with civil society representatives and the organization.

The organization also suggested supporting and organizing forums, developing the youth strategy, etc.

Notably, APY also intensively cooperates with national, regional, and international organizations. In addition, they also collaborate with various organizations to study and evaluate their successful experience in particular fields and localize them.

In all the partnerships, APY's fundamental principles are:

- Set up agenda, strategies, and action plan.
- Consult with the stakeholders and other parties.
- All the partnerships should be based on reciprocity.
- There is always something to study and learn from the other organizations.

People of the Organization

How did it start?

DIANA CHOBANYAN

Executive Director,
Project Manager



■ *I heard about the organization in 2012 when I talked about another program where APY was the co-organizer. Then I started working in that organization; we started cooperating with APY. I was in the APY office for the first time in 2013; I started working with APY in 2016-2017. First, I went to work as a program coordinator; then, I began to take on various other functions, then I became the executive director of the organization. Currently, I am a consultant in the organization.*

PART 5.
TOOLS AND
METHODS FOR
ASSESSING THE
CAPACITIES AND
IMPACT OF THE
ORGANIZATION
IN THE FIELD OF
INCLUSION AND
DIVERSITY IN
YOUTH WORK



INTRODUCTION

Every individual is unique. Our differences, and how the world perceives us, shape a part of our identity; it influences our capacity, environment, and surroundings. It even determines our needs, problems and how we approach them. We are unique with those differences or characteristics, and this is how we identify each other; it influences the way we communicate with others and treat them. In this never-ending changing world, where community transformations have become the natural part of social processes and social development, organizations need to be more flexible and adjust their agendas with the needs of those communities. In this process of adjustments, flexibility means accepting diversity and being open to including them in our organization, creating an inclusive environment and contributing to a more inclusive society.

Picture 1: “Inclusion Competency Framework”⁶⁸



68. Inclusion Assessment Tools, <https://bit.ly/3LkDvBo>.

To understand the inclusion of diversity in youth work, there is a widely accepted “Inclusion Competency Framework” that highlights starting inclusion from the individual level.

Notably, the customer level in the case can be perceived as the community or youth in the development of organizational inclusion and youth work context.

In this chapter, assessment tools on the inclusion level will be discussed with suggestions of methods, tools and advice for improving the results and promoting inclusion of diversity from individual to the community.

At the end of the chapter, other common approaches, methods and tools will be presented to develop the organization’s capacity to promote diversity and inclusion.



INDIVIDUAL-LEVEL⁶⁹

Acceptance and respect toward others start at the individual level. It is essential to understand that we live in a society where people are different. If we want to be accepted by others and fully participate in any group’s, community or organization’s life, we should be eager to embrace the differences of others.

Importantly, every group consists of individuals shaped by their characteristics (internally given) and uniqueness. In addition, we are social identities, with descriptions and features given to us by our groups. Interestingly, we are getting involved in those groups based on our similarities and shared values and because some groups are created to exclude others because of their peculiarities. Sometimes, as part of some group, we do not even perceive how our actions are led, which results in discrimination, stereotyping, and exclusion of others. Therefore, to understand how inclusive we are as individuals and members of a particular group, team, community or organization, a self-assessment should be conducted to observe our strengths and the field of improvement so that

69. The tool suggested in the personal level can be used at the interpersonal level.

this process can be followed by personal development.

Hence, while going through the circle of self-acceptance, it is essential to start with self-esteem and the development of its indicators. These are the indicators⁷⁰:

- unconditional self-acceptance;
- a sense of capability;
- a sense of purpose;
- an appropriate assertiveness;
- an experience of fulfilment;
- a sense of responsibility and accountability;
- a sense of safety and security;
- a sense of belonging;
- a sense of integrity.

Notably, as it was observed the very first indicator of self-esteem is unconditional self-acceptance.

Assessment Tools

There are various tools to assess how inclusive we are and how we perceive and accept diversity. Those tools are designed mainly by psychologists and experts who work with organizations, groups and individuals to improve inclusion and embrace diversity. Those are tests, and reflection parts are further proposed to address the issues after taking the test.

The following test is designed to assess how inclusion and diversity are perceived personally (by adapting various tests which have been suggested by experts).

70. Youth work and social inclusion, p. 54, <https://bit.ly/3sa8SqG>.



PERSONAL LEVEL

Assessment Tool

This tool is developed to understand the personal level of D&I (diversity & inclusion) leadership capability. It is divided into four main areas starting from individual strengths and areas of personal growth. This is for personal use and it helps to identify individual levels of strength and weakness trying to find ways of improvements. The tool of "Diversity & Inclusion Leadership Capability Self-Assessment"⁷¹ served as the basis, some questions are added, and some are removed taking into consideration the context of the toolkit. The questions in this tool are classified into main four groups:

- Self-awareness - how you continually increase your self-awareness and manage your impact on others and situations.
- Strategic context - How frequently do you discuss the benefits of D&I; take D&I into account when making business decisions; and demonstrate D&I leadership behavior in external interactions (e.g. with suppliers, partners, communities).
- Inclusive work environment - how actively you create an environment where all team members feel valued and draw on the rich diversity among your colleagues.
- Talent management - how effectively you make meritocratic people decisions and identify/develop diverse talent taking key demographic data into account.

How to use the tool: this tool will measure the level of D&I on a personal level. It can be used both in the group while printing and filling out the form and after holding a one-to-one discussion or having a well-organised group discussion. Be attentive, as, in the group, people may feel more uncomfortable sharing their results.

The tool can be used both during activities and for assessing your team's D&I acceptance on a personal level. It can be used in an interpersonal level as well.

71. Diversity & Inclusion Leadership Capability Self-Assessment Tool, <https://bit.ly/3ykZKU9>.

Important:

throughout the tool, statements will be given and while answering those, ask yourself a question, “How often is this statement true for me?”

| | Almost Never | Seldom | Some times | Usually | Almost Always |
|--|-----------------|--------|---------------|---------|------------------|
| 1. I actively and critically examine the factors influencing my values, beliefs and preferences and test my views with others. | 1 | 2 | 3 | 4 | 5 |
| 2. I am aware of the D&I priorities of my organization and of my role in ensuring them. | 1 | 2 | 3 | 4 | 5 |
| 3. I am open to learn more about other cultures, differences, inclusion and develop my knowledge, skills, attitude and behavior on those topics. | 1 | 2 | 3 | 4 | 5 |
| 4. I seek out different perspectives before I make and/or contribute to people decisions (e.g. recruitment, reward, assessment, development etc.). | 1 | 2 | 3 | 4 | 5 |
| 5. I create a work environment in which efforts to establish a work-life balance can be openly discussed and are supported. | 1 | 2 | 3 | 4 | 5 |
| 6. I ask colleagues for feedback on the impact of what I say and do through informal conversations and/or formal feedback tools. | 1 | 2 | 3 | 4 | 5 |
| 7. I represent the organization externally among diverse populations comfortably and effectively and am inclusive in my interactions. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|------|---|---|---|---|
| 8. I appreciate that behaviors and words can take on different meanings in different cultures. | 1 | 2 | 3 | 4 | 5 |
| 9. I say what I am thinking and feeling, with consideration of others, and match my actions with my words and values. | 1 | 2 | 3 | 4 | 5 |
| 10. I review data to ensure the outcomes of my people decisions, and/or those that I contribute to, are fair and consistent. | 1 | 2 | 3 | 4 | 5 |
| 11. I enjoy, value and treat with respect people from different backgrounds and levels in the organization. | 1 | 2 | 3 | 4 | 5 |
| 12. I give constructive and appropriate feedback to all the people I manage and/or coach/support. | 1 | 2 | 3 | 4 | 5 |
| 13. When developing and/or implementing my plans, I consider the needs of, impact on and mutually advantageous opportunities related to diverse partners and clients | 1 | 2 | 3 | 4 | 5 |
| 14. In interactions, I focus on the speaker, listen closely without interrupting, observe verbal and non-verbal cues and often check for understanding. | 1. 1 | 2 | 3 | 4 | 5 |
| 15. I say or do something, in an appropriate way, to disapprove when others stereotype, discriminate against or treat people poorly on the basis of their individual characteristics (e.g., race, ethnicity, culture, religion, sex, sexual orientation, gender, job level/seniority, contractual arrangement etc.). | 1 | 2 | 3 | 4 | 5 |
| 16. I can manage the tensions and emotions that often arise when talking about D&I. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 17. I mentor, coach and encourage others regardless of age, gender, race, religion or other differences. | 1 | 2 | 3 | 4 | 5 |
| 18. To support understanding, I communicate my values, priorities and needs as well as use language that is candid and clear. | 1 | 2 | 3 | 4 | 5 |
| 19. I am conscious of the impact that I can have on people and situations and use that power in visible and subtle ways to include people and discourage exclusion. | 1 | 2 | 3 | 4 | 5 |
| 20. I discuss the benefits of a diverse and inclusive organization with colleagues drawing on professional and personal experiences. | 1 | 2 | 3 | 4 | 5 |
| 21. Respecting privacy, I engage in non-work-related conversations with my team members to get to know each of them as individuals. | 1 | 2 | 3 | 4 | 5 |
| 22. On a day-to-day basis, I solicit opinions, ideas, and criticism from people from different backgrounds and/or with different perspectives/ experiences. | 1 | 2 | 3 | 4 | 5 |
| 23. I work to create an environment in which everyone feels valued and comfortable. | 1 | 2 | 3 | 4 | 5 |
| 24. I actively participate in the policy-making and decision-making process of my community that both directly and indirectly will promote inclusion of various marginalized groups. | 1 | 2 | 3 | 4 | 5 |
| 25. I externally take part in action(s) to support and promote inclusion of various marginalized groups. | 1 | 2 | 3 | 4 | 5 |

This tool also suggests the following score counting mechanism:

- Above the four main groups of questions were indicated and each question belongs to one category.
- Firstly, count all those categories separately. This will, later on, support you to understand the highest scores (meaning a little improvement is needed in that group, and which is considered your strength) and the lowest scores (meaning more efforts are needed to develop your skills, and that group is your weakness).
- Please transcribe your responses (1, 2, 3, 4 or 5) to the following questions in the space provided.
- After using this assessment tool, it is very much recommended to use the table described below.

Self-awareness

| | | | | | |
|----|----|----|----|-----|-----|
| 1. | 3. | 6. | 9. | 14. | 19. |
|----|----|----|----|-----|-----|

The total of these 6 scores is _____ X 100 / 6 =

Strategic context

| | | | | | | |
|----|----|-----|-----|-----|-----|-----|
| 2. | 7. | 13. | 16. | 20. | 24. | 25. |
|----|----|-----|-----|-----|-----|-----|

The total of these 7 scores is _____ X 100 / 7 =

Inclusive work environment

| | | | | | | | |
|----|----|-----|-----|-----|-----|-----|-----|
| 5. | 8. | 11. | 15. | 18. | 21. | 22. | 23. |
|----|----|-----|-----|-----|-----|-----|-----|

The total of these 8 scores is _____ X 100 / 8 =

Inclusive work environment

| | | | |
|----|-----|-----|-----|
| 4. | 10. | 12. | 17. |
|----|-----|-----|-----|

The total of these 4 scores is _____ X 100 / 4 =

Evaluation of the Results

For each section, pick up two questions that got the lowest points, and take some time to plan actions for your personal development. Think of your behavior too.

| Self Awareness | |
|----------------------------|----------------------------------|
| Q. No | Personal Action To Improve Score |
| | |
| | |
| Strategic Context | |
| | |
| | |
| Inclusive Work Environment | |
| | |
| | |
| Talent Management | |
| | |
| | |

To dig more into your personality as a youth worker dealing with diversity and inclusion issues, you can follow the link <https://intersectionalityscore.com> and pass the intersectionality score test. The theory of various social identities, such as race, gender, and sexuality, defines your systemic oppression level”.



TEAM LEVEL⁷²

Assessment Tool

This tool is developed using the materials and resources of Annie E. Casey's Race Matters Toolkit and the Cultural Competence Assessment Tool. Initially, this tool was designed for the institutions and organisations taking action in health care. Still, the one described below is for the team and organisational assessment of inclusion and diversity. This tool aims to develop the team's or organisation's capacity for equity, diversity, and inclusion.

How to use the tool:

- This tool can be used for group, team and organisation level. Be attentive for the team assessment some statements are changed.
- Sessions can be held to conduct this assessment individually and understand how each of the team members sees the development of the organisation.
- It is recommended to conduct this assessment in the team and create a safe and accepting environment to share the results. Those results are about the organisation and team.
- The assessment tool provides statements that should be evaluated according to the scale.
- Assign the appropriate score for each statement and add them up at the end.
- No = 0, Moving in that direction = 1, Yes = 2

72. Team level tool can be used at the interpersonal level as well.

| | | |
|--|--------------------------|-----|
| 1. Removing barriers to opportunity and disparity are explicit goals of my organization's/team's work and are articulated in a mission/vision/goal statement and/or strategic plan. | | |
| No | Moving in that direction | Yes |
| 1. My organization/team has an internal team/subgroup that guides the ongoing work of removing barriers to opportunity and disparity for our program work 0. For the team assessment: ccertain people in my team guide the ongoing work of removing barriers to opportunity and disparity for our program work. | | |
| No | Moving in that direction | Yes |
| 1. My organization has an internal team that guides the ongoing work of identifying and removing barriers to opportunity and disparity in our internal policies, procedures, and culture. 0. For the team assessment: members of my team are a part of an internal team that guides the ongoing work of identifying and removing barriers to opportunity and disparity in our internal policies, procedures, and culture. | | |
| No | Moving in that direction | Yes |
| 1. My organization's goals of reducing barriers to opportunity and racial or other group-based disparities are reflected in its allocation of resources (financial and staffing). 0. This question can be replaced by the suggested one for the team assessment: my team pays attention to allocating enough resources to reduce barriers and provide marginalised groups with opportunities. | | |
| No | Moving in that direction | Yes |
| 1. The diverse racial, ethnic, religious, and cultural practices of the staff/ members of my organization/team are recognized, supported, and celebrated. | | |
| No | Moving in that direction | Yes |
| 1. The staff/members of my organization/team reflect/s the racial, ethnic, socioeconomic class, sex, sexual orientation, and gender identification of the clients and communities we seek to serve. | | |
| No | Moving in that direction | Yes |
| 1. My organization has a deliberate plan to develop and promote the leadership of staff who would expand diversity in management. 0. For the team assessment: we create continuous opportunities for my team to participate in the diversity management trainings to support their capacity development. | | |

| | | |
|---|--------------------------|-----|
| No | Moving in that direction | Yes |
| 1. My organization has clearly defined methods to encourage internal promotions that can address disparities in management and leadership. 0. For the team assessment: my team participates in developing methods to encourage internal promotions that can address disparities in management and leadership. | | |
| No | Moving in that direction | Yes |
| 1. My organization has regular trainings and discussions at the staff level about identifying and removing barriers to opportunity and disparity for our internal policies, procedures, and culture. 0. For the team assessment: my team participates in and initiates meetings at the organization level about identifying and removing barriers to opportunity and disparity for our internal policies, procedures, and culture. | | |
| No | Moving in that direction | Yes |
| 1. My organization regularly assesses its workforce composition and develops strategies for increasing diversity at all levels. 0. For the team assessment: within our team we regularly assess and develop strategies for increasing diversity. | | |
| No | Moving in that direction | Yes |
| 1. My organization has considered the impact of salary, promotional policies, performance appraisals, and access to training or mentoring on staff diversity. 0. For the team assessment: team members are ready to share their experience, skills, knowledge, and mentor others. | | |
| No | Moving in that direction | Yes |
| 1. The environment of my organization is multicultural. 0. For the team assessment: The environment of my team is multicultural and includes people with various backgrounds. | | |
| No | Moving in that direction | Yes |
| 1. My organization has a mechanism in place to address complaints about barriers to opportunity and equity in the workplace. 0. For the team assessment: there is a developed feedback mechanism in my team to address the issues of equity, diversity and inclusion within the team. | | |
| No | Moving in that direction | Yes |

| | | |
|--|--------------------------|-----|
| <p>1. My organization has a mechanism in place to solicit information and feedback regarding staff satisfaction with human resources activities in relation to increasing diversity and inclusion within its culture, policies, and practices.</p> <p>0. For the team assessment: my team participates in the activities to give feedback and share its satisfaction with the activities concerning increasing diversity and inclusion within its culture, policies, and practices (from collaboration with other teams and initiatives to community and state level).</p> | | |
| No | Moving in that direction | Yes |
| <p>1. My organization's board of directors or other governing and advising bodies reflect the racial, ethnic, socioeconomic class, sex, sexual orientation, and gender identification of the clients and communities we seek to serve.</p> <p>0. For the team assessment: my team communicates with each other and within the group to develop methods and ways to reach out to people from marginalized groups, understand their needs and involve them in their activities.</p> | | |
| No | Moving in that direction | Yes |
| <p>1. Staff/teams have a deep level of understanding about barriers to opportunity and group-based inequities in their special areas of focus, including critical data and information about how inequity is produced and how to address it.</p> | | |
| No | Moving in that direction | Yes |
| <p>1. Staff/teams are comfortable and competent about discussing issues of barriers to opportunity and embedded racial and other group-based inequities with relevant constituents (individuals and groups).</p> | | |
| No | Moving in that direction | Yes |
| <p>1. Staff/teams exhibit cultural competence in interactions with one another.</p> | | |
| No | Moving in that direction | Yes |
| <p>1. Staff/teams are provided resources to engage in job skill development related to diversity, inclusion, and equity.</p> | | |
| No | Moving in that direction | Yes |



ORGANIZATIONAL LEVEL

Assessment Tool

Organizations that work with and for youth should be open to changes and transformation. To develop the organization's capacity in inclusion and diversity: to improve the organization's policies and activities, engage with marginalized groups, and design need and issues-based programs, an organizational level assessment should be conducted. An evaluation can help you identify critical issues and opportunities that can improve your organization's overall level of inclusiveness.

This tool is adapted from Michigan State University's "Equity Organizational Self-Assessment"⁷³. The tool aims to identify what is currently in place within your organization to support ongoing commitment and action toward building a Culture for Equity. Importantly, equity is in line with inclusion and diversity, and for the organizations to be called inclusive, practices and conditions should be equitable for all.

This assessment includes 5 sections from strategic focus to quality of equity.

How to use the tool:

- for each section, there are certain types of statements that describe your organisation's conditions;
- answers are suggested as options to assess the organisation's condition (Not at all, Starting to Make, Progress Making Good Progress, Fully in Place);
- each answer has a corresponding score (not at all -0, starting to make - 1, progress making good progress - 2, fully in place - 3). While using this tool, ensure that the scores are not indicated in the sample.
- Sessions can be held to conduct this assessment individually and understand how each of the team members sees the development of the organisation.

73. Equity Organizational Self-Assessment Use this self-assessment to identify current conditions and practices in place within your organization supporting equity. <https://bit.ly/3AlF0fM>.

- It is recommended to conduct this assessment in the team and create a safe and accepting environment to share the results. Those results are about the organisation and team.

Section 1: Strategic Focus on Equity

Organizational goals, outcomes, and strategic focus demonstrate commitment to equity

| In my/our organization... | Not at all | Starting to Make Progress | Making Good Progress | Fully in Place |
|--|------------|---------------------------|----------------------|----------------|
| 1. Leaders communicate a commitment to promoting equity in all aspects of the organization's work. | | | | |
| 2. Discussions about the systemic causes of inequities and how to address them are encouraged and supported. | | | | |
| 3. We have a shared language and understanding around the concept of equity, inclusion and diversity. | | | | |
| 4. Our mission, goals, and objectives include language representing our commitment to inclusion. | | | | |
| 5. We have identified and prioritized marginalized groups related to the organization's overall goals and aims. | | | | |
| 6. We build authentic and long-term relationships with local settings/ agencies/states/municipality working most closely with groups experiencing inequities, exclusion. | | | | |
| 7. Criteria related to supporting a "Culture of Equity" within the organization is included in staff evaluations (e.g., annual reviews). | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| 8. | We assess disaggregated data to reveal inequities across groups. This includes examining differences by: race/ethnicity, income, gender, gender identity, geography, and other groupings relevant to the community. | | | | |
| 9. | We track specific outcomes to assess whether our efforts are helping to reduce local inequities and decrease the level of exclusion of marginalized groups. | | | | |
| 10. | Staff are knowledgeable about the ways racial and income inequities create cumulative disadvantages for certain youth and adults. | | | | |
| 11. | Staff understand specific roles they can take to help the organization promote equity, inclusion and reduce inequities, discrimination. | | | | |
| 12. | We invest in developing the power and capacity of youth, adults, and communities experiencing local inequities. Consider investments promoting social connections, economic opportunity, leadership capacity, and political power of youth, adults, and communities experiencing regional inequities, discrimination and exclusion. | | | | |
| 13. | We develop relationships with state representatives, and in close cooperation with them, we find solutions for such issues as exclusion, discrimination, etc. | | | | |
| 14. | We participate in the policy-making processes that concern youth, marginalised groups and discrimination involving our targets (especially youth from marginalized groups) in this process as well. | | | | |

Section 2: Procedural Equity

Equitable treatment or interactions with individuals from different groups

- *EX: An organization's policies, practices, or staff behaviour do not disadvantage certain individuals based on their race/ethnicity, gender or gender identity, income, or location.*

| In my/our organization... | Not at all | Starting to Make Progress | Making Good Progress | Fully in Place |
|--|------------|---------------------------|----------------------|----------------|
| 1. We collect data concerning diversity, inclusion and marginalized groups. | | | | |
| 2. We use decision-making processes to assess how our proposed policies, protocols, processes, and/or practices will affect inclusion, and improve the life of marginalized groups. | | | | |
| 3. There are well-defined inclusion and diversity principles and/or practices guiding day-to-day organizational and staff behavior. | | | | |
| 4. Current protocols and practices (written and unwritten) do not disadvantage local youth and adults experiencing inequities and exclusion (for instance: service intake or enrolment (e.g., multi- step processes that disadvantage people with limited phone minutes, processes that assume individuals have internet access)) <ul style="list-style-type: none"> • scheduling (e.g., same day appointments offered based on insurance coverage) • service or treatment delivery (e.g., what is offered to who) • referrals to outside resources (e.g., who gets referred, for what) • participation in the projects) | | | | |

| | | | | |
|--|--|--|--|--|
| <ul style="list-style-type: none"> • racial profiling • hiring • participation in the projects) | | | | |
| 5. The language used within our policies, protocols, and organizational messaging does not convey bias against local youth and adults experiencing exclusion and discrimination. | | | | |

Section 3: Influence Equity

Individuals from different groups have equitable influence over decisions impacting their lives or communities.

| In my/our organization... | Not at all | Starting to Make Progress | Making Good Progress | Fully in Place |
|---|------------|---------------------------|----------------------|----------------|
| 1. We engage local youth and/or adults experiencing exclusion, hard times and discrimination in helping to select our organization's priorities (e.g., related to which outcomes and inequities are targeted in our efforts). | | | | |
| 2. We engage local youth and/or adults experiencing exclusion, hard times and discrimination in making decisions about how to design our programs and strategies that also concern to them. | | | | |
| 3. We provide feedback to local youth and/or adults experiencing exclusion, hard times and discrimination about how their input was used within our organization's decision-making. | | | | |
| 4. Our service's supports, or opportunities, are designed to meet the stated needs and preferences of local youth and/or adults experiencing exclusion, hard times and discrimination. | | | | |

Section 4: Access Equity

Services, supports, resources, and opportunities are equitably distributed and accessible across the community

| In my/our organization... | Not at all | Starting to Make Progress | Making Good Progress | Fully in Place |
|--|------------|---------------------------|----------------------|----------------|
| 1. We assess the basic needs of all our clients/participants and refer them to resources in the community. | | | | |
| 2. We gather and use feedback from local youth and adults experiencing exclusion, hard times and discrimination on whether our services, supports, or opportunities are easy for them to access. | | | | |
| 3. We provide materials in languages and formats (e.g., use of images to accommodate low literacy levels) that local residents can understand by experiencing exclusion, hard times, and discrimination. | | | | |
| 4. We develop and use methods that are supporting inclusion and diversity. Those are addressing the issue of marginalized groups. | | | | |
| 5. We distribute our programs, services, supports, and/or opportunities across the community to meet the unique needs of local youth and adults experiencing exclusion, hard times and discrimination. | | | | |

Section 5: Quality Equity

Equity in the quality of services, supports, or opportunities across different groups and places.

| In my/our organization... | Not at all | Starting to Make Progress | Making Good Progress | Fully in Place |
|--|------------|---------------------------|----------------------|----------------|
| 1. We have recruitment, hiring, and promotion policies/practices to promote and maintain the diversity of staff and leaders. | | | | |
| 2. We hire participants from our previous programs to motivate and support them in their path. | | | | |
| 3. We have processes to ensure all staff and leaders know about cultural competence/responsiveness and trauma-informed approaches. | | | | |
| <p>4. We provide high-quality programming, services, supports, and opportunities to local youth and adults experiencing inequities</p> <p>EXAMPLES. Consider to what extent all settings/locations have:</p> <ul style="list-style-type: none"> • Skilled staff and service providers (e.g., teachers, doctors, caseworkers, etc.) • High-quality curriculum | | | | |
| 5. Organizational spaces welcome diverse children, youth and adults, including materials and images that reflect diverse languages and populations. | | | | |

The results and the analysis of them⁷⁴. There are 32 questions in all the sections, and to understand and analyse the results, the suggested mechanism can be used.

- **1 - 35 points - Become intentional.** Make an emphasis on inclusion, diversity and equity results explicit in your unit's/organization's mission statement and evaluate the performance of your staff's individual and group one. Then, go through the assessment results, group the questions, and discuss how to improve those.
- **36 - 70 points - Build staff/organizational capacity.** Identify opportunities for staff to understand better-embedded inequities - how they are produced and maintained and how they can be eliminated (organize more capacity building training courses). Identify policies and procedures that should be improved to promote racially equitable results.
- **70 - 100 points - Fine-tune staff/organisational capacity.** See which items are scored lowest, and work on them. Then, make the rest better if you think there is a place to change.
- **100 - 120 points - Mentor others!** Because one unit's or organisation's success in promoting opportunity for all and reducing disparities is likely to be tied to others' performance, use what you've learned to help advance an inclusion and diversity approach for critical partners.

Evaluation and Next steps

The table below can be used to sum up the assessment results and plan future activities for development.

| Priority Areas for My Organization | Next Steps |
|------------------------------------|------------|
| | |
| | |
| | |
| | |

74. "RACE matters": ORGANIZATIONAL SELF-ASSESSMENT, The Annie E. Casey Foundation, <https://bit.ly/3P5ZApE>. (The analysis suggested in this tool is adapted to the context, content and objectives of this toolkit).



COMMUNITY-LEVEL

Assessment Tool 1⁷⁵

The aim: The interventions are not prescriptive but rather suggestions of the type of responses for communities in a specific stage. The tool, however, is being rigid in that to create a more inclusive society, the interventions chosen need to reflect these three areas:

- Increasing residents' awareness and knowledge of race relations issues and racial inequities.
- Providing opportunities for dialogue and community engagement and increasing residents' skills in advocacy, organisational change, and intergroup interactions.
- Implementing systemic action steps to lessen the exclusion, mainly structural exclusion.

How to use the tool: the tool also provides some ideas on responding to those who may resist change in their community. Finally, at the end of each stage, potential outcomes are described, which will help indicate the community is moving forward.

Provided are charts at the line 4 stages of the inclusive community⁷⁶ as indicated below. At the top, the measurement line is provided with four options of levels on how the community discusses the issues mentioned in the questions. The problems under each raised question are in the 2nd or middle part of the chart.

This tool is recommended to use in the group setting, discussing the results of the community representatives. More effective variant is to conduct the assessment with the youth and community / state representatives at the same time.

75. MAKING PROGRESS: A Tool and Resources for Leading Inclusive Communities, pp. 18-23, <https://bit.ly/39Cqg10>. (Importantly, this tool was made initially to measure racism in the community, but the authors of the book edited and revised it as a one to measure diversity and inclusion in the community level.)

76. The description of the stages will be provided below.

Additionally, it can support to find community level gaps and drawbacks in regard to D&I, brainstorm on the ways to overcome them or find the topics of future projects, activities, events.

Important:

besides putting marks under one of the measuring options, it is necessary to highlight the issues or developments that reached the community level.

Question 1: In policy discussions covering areas like education, housing, employment, poverty, crimes, etc., are youth-specific parts of the discussion?

| Not Discussed | An Afterthought | Sometimes | Part of the discussion |
|---------------|-----------------|----------------|------------------------|
| | | | |
| Invisibility | Awareness | Disequilibrium | Restructuring |

Question 2: What is the typical process your community uses to make civic decisions?

| A small circle of people. | A small circle of people, but others are consulted. | The process is transitioning to engaging more citizens. | The community engagement process is beginning. |
|---------------------------|---|---|--|
| | | | |
| Invisibility | Awareness | Disequilibrium | Restructuring |

Question 3: How does the community welcome and engage new residents of different races, ethnicities, languages, sex, sexual orientation, gender, and social status (especially those who are young)?

| | | | |
|---|---|--|---|
| There is not a process in place. | New residents are welcomed with curiosity. | New residents are welcomed. Some organisations respond to their presence. | New residents are welcomed. Programs are created to support their arrival and include their culture. |
| | | | |
| Invisibility | Awareness | Disequilibrium | Restructuring |

Question 4: How does the community respond to any incident concerning marginalized or diverse groups?

| | | | |
|--|--|---|--|
| The focus is on the “victim’s” behaviour. | The response depends on who the perpetrator is. | The concern is that the town does not get a racist reputation. | There is an emerging community norm: “we do not tolerate racist behaviour.” |
| | | | |
| Invisibility | Awareness | Disequilibrium | Restructuring |

Question 5: What is the majority response to inclusion and diversity by people from marginalized groups? (gender, race, nationality, age, language, etc)?

| | | | |
|--|--|--|--|
| It is typically little or no response from those people. | There is a small group in those groups that questions things out loud. | There are more groups who question out loud and begin to work with the majority. | There is a growing Group that cooperates with others in addressing institutional issues. |
| | | | |
| Invisibility | Awareness | Disequilibrium | Restructuring |

Question 6: How is inclusion and diversity work funded in your community?

| | | | |
|--|--|--|--|
| It is typically little or no response from those people. | There is a small group in those groups that questions things out loud. | More groups question out loud and begin to work with the majority. | There is a growing Group that cooperates with others in addressing institutional issues. |
| | | | |
| Invisibility | Awareness | Disequilibrium | Restructuring |

Question 7: What are current discussions on inclusion and diversity in your community?

| | | | |
|--|--|--|--|
| It is typically little or no response from those people. | There is a small group in those groups that questions things out loud. | More groups question out loud and begin to work with the majority. | There is a growing Group that cooperates with others in addressing institutional issues. |
| | | | |
| Invisibility | Awareness | Disequilibrium | Restructuring |

Question 8: What are the current policy discussions regarding inclusion and diversity in various fields in your community?

| | | | |
|--|--|--|--|
| It is typically little or no response from those people. | There is a small group in those groups that questions things out loud. | There are more groups who question out loud and begin to work with the majority. | There is a growing Group that cooperates with others in addressing institutional issues. |
| | | | |
| Invisibility | Awareness | Disequilibrium | Restructuring |

It is vital to bring together young and active community actors to participate in this assessment. In addition, representatives of other organisations, states and community should be a part of this assessment. On the one hand, this is an opportunity for the above groups to sit at the same table and discuss concerns from each side. But, on the other hand, the response and assessment will ensure its multi-perspective nature.

Important:

- *be prepared that some part of the state and community representatives will take more defensive positions;*
 - *make sure that everyone has equal time during the discussion;*
 - *right from the beginning, set up some rules and encourage open discussion;*
 - *make sure that everyone understands the aim of the assessment. If not, explain that this is for the sake of the community to be more inclusive and developed;*
 - *find a right moment to mention the importance of young people's role in this kind of meeting and assessment.*
-

According to the tool developers, there are four stages of the inclusive community. These are defined followingly:

- 1st stage **"Invisibility"**⁷⁷ - Communities in the Invisibility stage have not placed any importance on the issue of inclusion and diversity except, perhaps, as a legal issue. The topic is not considered relevant to the community. However, people from marginalized groups will probably become more visible if they do something wrong or harmful. During this stage, the terms "diversity" and "inclusion" (usage of positive wording) are more effective terms than "exclusion" or other negative words. 4 types of interventions are suggested by the authors (authors of the toolkit adapted them to the context of the book):

77. Ibid, pp. 25-28.

- **Awareness** - the cooperation starts with the organisations. Firstly, organise meetings with your partner organisations, actively working with and for youth. Encourage them to target the topics and raise awareness of young people and other target groups on inclusion and diversity, emphasising equity. Encourage media to cover issues on the topics above as well. Finally, hold meetings and public discussions with the government and community authorities.
- **Skill-building** - Identify diverse individuals in the community who believe in fairness and justice and are ready to play a leadership role. It is best to choose people not based on their titles but their words and deeds. Then, create groups of those people and organize meetings to understand their needs and develop an action plan for building the community's awareness. Let them decide on what and how to do it. Then, be there to support them in their initiatives and hold meetings once a week or twice a month to check on their developments.
- **Systemic Steps** - find organizations, public institutions, and public figures (universities, municipalities, community governing bodies, public figures, officials) ready to dedicate their time to promoting diversity and inclusion. Organize meetings to brainstorm and plan how they can contribute to making diversity visible in the community. Listen to them and prepare a clear plan for their engagement. Cooperate with the media to cover the activities carried out by your group or initiative (this is an indirect awareness-raising action). Those groups can influence systematic activities and promote changes. Of course, no tangible difference can be observed at this level, but active promotion of diversity and inclusion will be the direct outcome.
- **Outcomes** - the deserved outcomes of this level are:
 - The topic of diversity starts to appear more in community discussions, in the media, and in at least two community sectors. At the organisation's level:
 - be aware of diversity in their daily interactions; and

- be open to learning more about different cultures and backgrounds.
- A group of diverse individuals has been established that has a common language and common interests and shares a commitment in creating an action plan to address issues of inclusion and diversity.
- In at least two community sectors, there is an increase in programs or discussions regarding diversity. Their actions have led to broader discussions. These sectors' commitment has, in turn, leveraged other groups' support.
- 2nd stage is **"Awareness"**⁷⁸. At this stage, diversity is usually an afterthought when making community decisions. In a predominant majority called community, discussions and reactions still resemble a "missionary response"—one based on the majority group identifying a problem that is perceived to be only a problem impacting people from marginalized groups, determining a solution, and then proceeding to "fix the problem." This response may seem to have some positive results, but only in the short term, and continues to reinforce the myth of majority superiority. The following interventions are suggested:
 - **Awareness** - Initiate a dialogue group program. Continue to sponsor and participate in events that heighten people's awareness of different cultures. Provide forums for community sectors that currently have awareness programs to share their findings. Look for opportunities in traditional community events to integrate the themes of unity and respect for differences. Increase people's awareness about hate groups, recruiting and operating, and how the community should respond. Coordinate with local or regional organizations to develop a basic awareness workshop that can be provided to different community groups.
 - **Skill Building** - Provide training for key community and civic leaders that will increase their understanding of individual

78. Ibid, pp. 29-34.

and institutional racism and will develop their skills as advocates for change. Encourage local colleges to provide continuing education classes on race relations and on inclusive organizational practices. Provide information using public service announcements, posters, and pamphlets on understanding discrimination, explain how to report it, and help individuals learn about their rights. Encourage the police department to provide training to all personnel on cross-cultural communication, reducing stereotypes. Work with one of the civic organizations to create a speaker's bureau on various topics—such as information on different cultures and understanding the complexities of racism, sexism, ageism, and other forms of discrimination.

- **Systemic Steps** - conduct research on the best practices how for tackling the issue. In cooperation with other organizations and stakeholders in the field, advocate for a multicultural curriculum in schools and after-school programs. Support and encourage community leaders and public figures to take public stands against hate, discrimination, exclusion, etc.
- **Outcomes** - the deserved outcomes of this level are:
 - there is a significant increase in dialogue on diversity and inclusion;
 - there are more questions asked than answers given;
 - there is an increase in the number of people who do not tolerate hate acts
 - and statements that promote exclusion;
 - there is an increase in youth organizations that provide programs about increasing awareness on marginalized groups, inclusion and diversity.
 - there are more people who are bringing up the topic of diversity, and inclusion as part of policy discussions.
- The 3rd stage is “**Disequilibrium**”⁷⁹. At this stage, the community clearly understands that becoming more welcoming, and inclusive

79. Ibid, pp. 35-39.

is much more than an exercise in getting along. It is a long-term investment and commitment to creating an inclusive community. Organizations are looking at their policies, a common language is developing, more citizens are talking about issues of exclusion, a skilled group of people is leading the way, and resources are being provided to support this process. Importantly, this is the stage where all the actions describe above are developing and taking wider scales. The following interventions are suggested:

- **Awareness** - provide people from the same groups a platform to meet each other and create dialogue. After this, bigger groups can be created with majority and minority. This will be an opportunity for the majority to understand people from minority groups, their point of view, issues, etc. Continue efforts to advocate for the change in the policy with the focus on equality, equity, diversity and inclusion. In this stage, you can also work with the labour market, designing trainings for them and advocating to make workplaces more inclusive. Search for the companies that are not driven by the diversity and inclusion policies.
- **Skill Building** - besides using the media for covering the actions taken by the organization, run sessions and training for them to develop their knowledge, skills and behaviour in the field of youth inclusion and inclusion of those from marginalised groups. Continue the work with young people, make attempts to engage adults as well. Provide other stakeholders with trainings on the inclusion, methods of inclusive actions and embracement of diversity.
- **Systematic steps** - Convene organizations within a specific community sector to meet and collaborate on institutional changes to ensure accessible and inclusive services and to share lessons learned (e.g., social service organizations, government agencies). Share the results of your research and programs with the state institutions and representatives via systematic meetings.
- **Outcomes** - There are more people paying attention to organizations to ensure they are becoming more accessible

and equitable. There are growing numbers of younger leaders who are strong advocates for change. The benchmarks established are beginning to indicate positive change. There is much sharing of information, resources, and lessons learned. Stories reported by the media have less bias.

“Reconstruction” is the process where there is a strong cooperation between state, citizens and civil society. In this process, the advocacy has its role, but because of cooperation and awareness of the public, the process is self-sufficient and continues.

While using this tool and assessing the community’s tolerance, acceptance level and how they work with and for marginalized groups, the aforementioned suggested steps are advised to take (you can crosslink the actions and steps, add more as well. Those can serve as a foundation). Discuss the assessment results during the assessment meeting/s, always ask the participants to firstly share their thoughts and perception on how to set goals and reach changes. Only after that suggest the discussed steps.

Assessment Tool 2⁸⁰

Another tool to assess community’s level of inclusion, equity and diversity. Those questions can be used to guide you through a basic systems analysis. Originally, it was designed to understand racial inequalities in the systems level, but authors made it usable understanding and exploring the issues of discrimination, exclusion.

80. “Race Equity and Inclusion Action Guide” 7 STEPS TO ADVANCE AND EMBED RACE EQUITY AND INCLUSION WITHIN YOUR ORGANIZATION, Annie E. Casey Foundation, p. 8, <https://bit.ly/3ypxAaK>.

Systems Analysis Guide

1. What are the inequities, negative behaviours, exclusion barriers or negative outcomes involved in the problem being examined? Who is burdened most and who benefits most?
2. What institutions are involved? What unfair policies and/or practices are involved?
3. What social conditions or determinants contribute to the problem (such as poverty, housing segregation, education, crime)?
4. What other compounding dynamics are involved (such as income or gender inequities)?
5. What cultural norms, stereotypes, myths or popular ideas justify or maintain the problem?
6. How did things get this way and what are some of the cumulative impacts?
7. What are the key causes or contributing factors?
8. What solutions or interventions could eliminate the inequities?
9. What can be learned from prior efforts to solve the problem or change the system?
10. What strategies could result in systemic change and advance equitable solutions?

The assessment of our strengths and weaknesses will serve as a foundation for the further development. Through various levels of assessments, we measure our ability to accept diversity, foster inclusion and properly designed strategies come in response to them. Accordingly, to reach the goals in those strategies, develop skills and knowledge, and put them into actions in the below mentioned fields, certain tools and techniques are needed:

- Communication
- Decision-making
- Action-taking or activities



COMMUNICATION TOOLS (CT)

(Addressing the issues of inclusion and diversity)

Communication plays a vital role in improving organization, team, group, and individual perception of diversity and inclusion. On the one hand, if not being attentive and sensitive, they can hurt others' feelings and entail exclusion. On the other hand, better communication strategies, techniques, and tools can enhance the capacity from the individual to the organization level, advancing not only the internal environment but also supporting various vulnerable groups to trust and join you and your team. Organizations simply having a D&I program is not enough to foster an inclusive workplace; there should also be leadership buy-in and continuous reinforcement of D&I. To ensure that a D&I program is successful, leaders must incorporate diversity and inclusion into their communication — both internally to employees and externally to stakeholders.

To start from the strategy there are 3 simple steps to incorporate in the organization's operations so that to make the strategies more diversity and inclusion centered⁸¹.

1. INFORM

2. PERFORM

3. GROW

Informing is divided into two parts:

- Inform: by centralizing - You may need to communicate D&I messages multiple times and use multiple communication channels.
- Inform: to improve actions - Internal communication should focus on company/organization/team/group actions rather than just raising the issue.

Performing is also divided into two parts:

- Perform by: encouraging multidirectional communication - empathy and transparency are the cornerstone of employee experience built around equality, respect, and a sense of belonging.

81. D&I Portal - supporting a Diversity & Inclusion Communication Strategy, https://bit.ly/3wvWaoH_

- Perform by: promoting the right culture - the culture of your company can have a huge impact on how your organization is viewed by your employees and target groups.
- Perform by: improving connectivity and a sense of belonging for everyone - strengthening teams both individually and in the group.

Growing inclusion by making sure it is on-going, is also divided into two parts:

- Grow inclusion by: making sure it is on-going - it is not enough to teach employees what it means to be inclusive. Like any form of behavior, inclusion requires individuals to identify key moments in which they should build new habits.
- Grow inclusion by: making sure nobody gets left behind - As the old saying goes, 'diversity is getting an invite to the party, inclusivity is being asked to dance'.

Even though the steps mentioned above can be a part of the organization's strategy, they should be put into action, in order to observe tangible results. While working with young people from marginalized groups, with various backgrounds, it is very important to develop communication strategies and adapt techniques that can make interactions with those groups more effective.

In this part of the toolkit, are certain inclusive communication techniques and tools that are more specifically used in the field of work and cooperation with marginalized groups and improving organizational, group and team capacity to work with diversity and to promote inclusion.

What is inclusive communication⁸²?

- Inclusive communication is effective communication - respectful, accurate, accessible and relevant to all;
- Person centered approach;
- Language, processes and words that are free from stereotypes and biases.

82. Inclusive communication guide, p. 1, https://bit.ly/3MCNDWG_

Why does inclusive language matter?

The language we choose is vital to enabling everyone in our organisation to feel like they belong. When we use the words that others use to describe themselves, we create a workplace where everyone feels valued and is welcome to be themselves. Remember, whether we intend to or not, the words we choose to use may include or exclude those around us.

Various cultures use language and vocabulary that is specific to them and for some other groups those languages may seem exclusive. However, for those who bear the languages, it may not appear excluding. The context and the person you are interacting with can guide your communication.

These are the key principles taken from the literature and interviews with the organizations on how to build inclusive communication (some of the principals are taken from the "Inclusive Communication Guide"⁸³):

- Think about the context, focus on the person, listen to the language they use to describe themselves, if in doubt - ask the person.
- Not all people identify with being a man or a woman. People who are gender non-conforming or non-binary may prefer gender neutral pronouns and titles such as "they/them/their" or "Mx" ("All genders" instead of "both genders" or "opposite sex").
- Moving away from binary language is more inclusive of people of all genders "everyone" or "all" instead of "ladies and gentlemen" ("Chairperson" instead of "chairman").
- Focus on the accessibility or disability barrier, instead of the person's impairment.
- Use person-first language "Persons of all abilities", "person with", "person who is" or "person without disability".
- Try not to use slang, vocabulary or language specific only to one group.

83. Ibid, p. 2.

- Avoid assaultive humors, stories or expressions spreading hate speech, harassments, segregation.

Avoid⁸⁴:

- Gendered language e.g., use gender-neutral terms such as police officer for professions instead of gender-specific job titles such as policeman/policewoman.
- Victim or objects of pity e.g., "suffering from...", "struck down by...", and "afflicted by/with..."
- "Disclosure", "declaration of disability", "identify as a person with disability".

CT 1: What Happens When Everyone Has the Same Opinion⁸⁵

Aim: The aim of the tool is to briefly explain the theory of "Groupthink" and provide youth workers and organizations with certain steps of avoiding it.

Description: It was common knowledge that group decision-making was better than individual decision-making for a long time. Even today, we often celebrate collaborations, consensual decisions, and teamwork. However, Irving Janis studied such debacles as Pearl Harbor and the Vietnam War. He found that these groups had rejected critical opinions and outside information, which brought terrible results and outcomes.

In the warmth of a like-minded group, people reassure themselves that they are correct, that their analysis is superior to that of an outsider, and that their consensus is a sign of the group's strength when they have been looking only for evidence confirming their objectives. And any doubts in the room were silenced because if everyone seems enthusiastic and agrees with the plan, we feel reluctant to speak up - even if we have serious doubts. For instance, Donald Trump's leadership strategy principle was: "surround yourself with yes-sayers."

84. Ibid, p. 2.

85. "The Communication Book. 44 Ideas for Better Conversation Every Day" Mikael Krogerus and Roman Tschappeler, 2017, pp. 36-37.

Janis called the phenomenon that occurs when the desire for group consensus is stronger than the urge to express an unpopular opinion “Groupthink”⁸⁶. If this happens, the group is at risk of making bad decisions, and even more, they become radical and imprudent. It is observed among jury members: that the greater the consensus, the harsher the judgment, and the more convinced the jury is that its verdict is correct.

A similar situation can happen with organizations that want to work with young people from marginalized groups. While trying to integrate and then include young people from various groups in the organization, there is a high risk that diversity will not be supported at the beginning of the process, and the majority will take the role of “groupthinkers”, and the minority will avoid expressing their opinion, thoughts, come up with suggestions.

When does groupthink occur?⁸⁷

Typically, when there is:

- High group cohesiveness
- High pressure to make a good decision
- Strong, persuasive, directive leadership

Steps: How can we avoid groupthink?

In youth work, especially while working with young people from marginalized groups or preparing projects with and for them, the following steps should be considered guiding principles to always make them feel heard and support their inclusion:

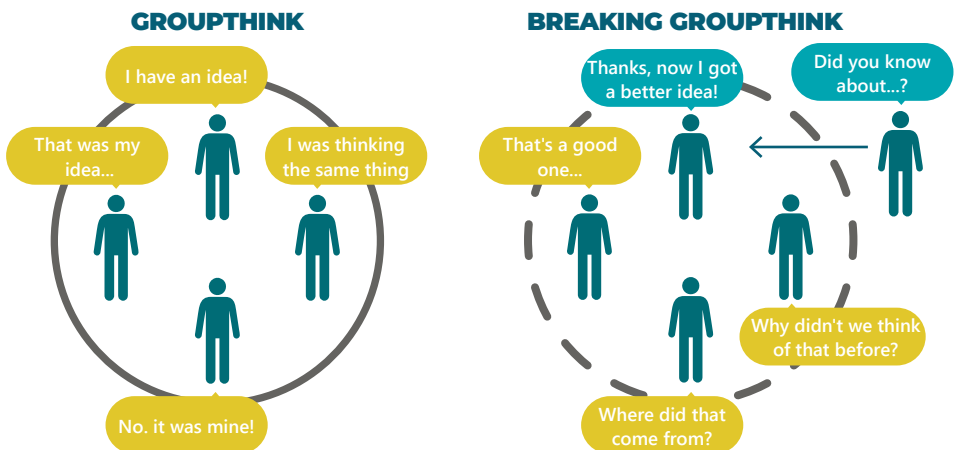
- Give high priority to airing objections and doubts. In other words, encourage all group members to speak their minds, even, and especially, if the opinion is unpopular.
- Divide your team into two and form competing teams to study the same problem. Compare the results.

86. Victims of groupthink; a psychological study of foreign-policy decisions and fiascoes, <https://bit.ly/3wg38OF>.

87. “Groupthink”, Anna Schmidt, Encyclopedia Britannica, <https://bit.ly/3yHNUUa>.

- Leaders should assign each member the role of “critical evaluator.” This allows each member to freely air objections and doubts.
- While assigning a task to a group, it is preferable not to express an opinion.
- Leaders should absent themselves from many of the group meetings to avoid excessively influencing the outcome.
- The organization should set up several independent groups working on the same problem.
- All effective alternatives should be examined.
- Each member should discuss the group’s ideas with trusted people outside of the group.
- The group should invite outside experts into meetings. Group members should be allowed to discuss with and question the outside experts.
- At least one group member should be assigned the role of devil’s advocate⁸⁸. This should be a different person for each meeting.

Picture 1: the differences between Groupthink and breaking Groupthink⁸⁹.



88. “In common language, the phrase ‘playing devil’s advocate describes a situation where someone, given a certain point of view, takes a position they do not necessarily agree with (or simply an alternative position from the accepted norm), for the sake of debate or to explore the thought further using valid reasoning that both disagree with the subject at hand and proves their point valid”, <https://bit.ly/3wf7RjH>.

89. “Groupthink”, <https://bit.ly/3NavRtM>.

CT 2: Self-Talk (How to (De)motivate Ourselves)⁹⁰

Aim: The tool aims to provide two main self-talk theories guiding people to reflect on their actions positively from the individual to the organizational level.

Description: There are two kinds of self-talk:

- The **first** is the unselfconscious babbling of little children as they play or think-aloud contestants on TV shows such as “Who Wants to Be a Millionaire?”. These types of inner monologue were called “egocentric speech” by a developmental psychologist Jean Piaget. He believed they were a sign of cognitive immaturity. However, today we know that thinking aloud is an excellent method for ordering our thoughts and improving concentration.
- The **second** type of self-talk is inner dialogue. We comment on our behavior similar to a sports commentator reporting on events during a football match (the only difference is that we hear our comments). In psychology, this is called self-evaluation.

Steps: Nonetheless, there is a distinction between negative and positive self-talk:

Negative contains one of these thoughts:

- **“Generalization** - I have been rejected to be a part of youth organizations twice; I will never be a part of an organization as I am gay.”
- **“Rash Conclusions** - During the discussion, they have not paid enough attention to me; they do not take me seriously.”
- **“Self-blame** - I got feedback from a supervisor that means I am not good enough for the team.”

Positive self-talk is about breaking through the above negative patterns of thought. It is not about convincing yourself that life is excellent but rather about freeing yourself from a cycle of negative thinking. For example, if you say: “I’ll never manage it,” ask yourself: “What can I do to manage it?”

90. “The Communication Book. 44 Ideas for Better Conversation Every Day” Mikael Krogerus and Roman Tschappeler, 2017, pp. 50-51.

In a nutshell, self-talk serves two different functions:

1. Concentration
2. Motivation.

Advice: While conducting self-assessment, team, group, or organization level assessment, always have this tool in mind, and instead of concentrating on the negative and going through self, group, and organizational level judging, try to lead the process as to what extent and how the things could be done differently. It will lead to fundamental changes, developments, and positive results.

Be especially attentive to young people from varying backgrounds.

CT 3: Small Talk: How to Start a Conversation With a Stranger⁹¹

Aim: The tool aims to support conversations with target groups while getting acquainted with their stories and background and trigger their interest in the organization.

Description: Small talk is actually something significant. Those who manage to start a conversation with a stranger, break the ice and treat them like friends have the world at their feet. But it is challenging. The tool and technique of small talk are handy, especially when the representatives of the organizations are trying to create bridges and engage with various target groups and stakeholders. For instance, while deciding on going to/visiting the streets, churches, schools, hospitals, universities, and other places to find target groups, this tool can support you in triggering your audience's interest in the organization or program, paying enough attention to more young people and having individual talks so that each one feels unique, heard and valued.

Steps: the following steps are needed to start a small talk:

- **Ask for advice:** people love giving advice. So, start your small talk with

91. Ibid, pp. 57-58.

a request for advice, for example, "We want to organize a discussion on "student participation" but do not know how to send invitations and where to hold it. Most people will happily open up. Then thank them for the tip, and the other person will feel like a firefighter who has successfully extinguished a fire. The psychology underpinning this is if you ask for advice, you create intimacy; intimacy makes rejection difficult. Therefore, if you want to influence someone, it is good to ask that person for advice first.

- **Ask a second question:** we often ask something and then wait for another person to ask something back. This is not a conversation. Instead, use the old reporter trick and ask a second question. If you just ask, "Where did you grow up?" a good follow-up question might be: "How has that place shaped you?"
- **Do not ask: "What do you do for a living?"** There are two kinds of people: those who like to talk about their lives and go on about it; and those who are ashamed of their lives, have traumas and are not ready to talk about them. The author Gretchen Rubin suggests a very good question; instead of asking, "What do you do for a living?" ask, "What's keeping you busy these days?". Give the person in front of you a chance to choose what to talk about.
- **Do not start the conversation about the things that interest you:** most people like to talk about themselves. This leads to us not listening anymore but simply waiting for our turn to speak. But a conversation is not a PowerPoint presentation. Do not pitch your topics. Rather be the group person interested in the other person's topic or talk.

Listen: the way people deal with you depends on how you present yourself. Being arrogant, worldly-wise, or dull posturing brings out the same behavior in your counterpart. Radio host Celeste Headlee once said: "Enter every conversation assuming you have something to learn. People may forget what they talked about with you, but not how they felt in your presence."

CT 4: The Spiral of Silence: Why We Do Not Dare State Our Opinion⁹²

Aim: The aim of the tool is to understand how not to exclude people from marginalized groups from the discussion and support them and their opinions/suggestions in the group, team, organization level.

Description:

*Let **us** assume that you have a five-hour train ride ahead of you, and in your crowded compartment, a person starts talking about tightening the asylum laws. Would you like to talk to this person or not?*

This is the “railway test,” which the German social scientist Elisabeth Noelle-Neumann used to examine who sticks up for their opinion in public and who does not. Her hypothesis: the willingness of people to voice their opinion in public dwindles in situations where they believe that the majority opinion is different from their own⁹³. In other words, we do not like to be of a different opinion from others. If we notice that the group majority has a different opinion to ours, we remain silent. This phenomenon is called the “spiral of silence” and can be explained by these six points, of which the last two are arguably the most important:

1. Most people have a fear of isolation and observe the behavior of others to assess which opinions will be accepted or rejected. “We fear isolation more than being wrong,” wrote Alexis de Tocqueville in the nineteenth century.
2. We exert pressure on each other: we pull a face, roll our eyes or turn away when someone says something that does not comply with the prevailing opinion.
3. Fear of isolation and pressure to conform occur unconsciously. We do not think about how we are guided by public opinion.
4. We tend to conceal our opinion if we think it will expose us to group

92. Ibid, pp. 66-67.

93. The “Spiral of Silence” Theory, <https://bit.ly/3sFnzm0>.

pressure. However, if we feel public support, we tend to express our opinion loudly and clearly.

5. If consensus on a subject prevails in a group, it is unlikely that a spiral of silence will begin.
6. The number of people who share an opinion is not necessarily significant. A minority opinion can appear to be a majority opinion if its proponents appear confident enough and represent their opinion in public forcefully.

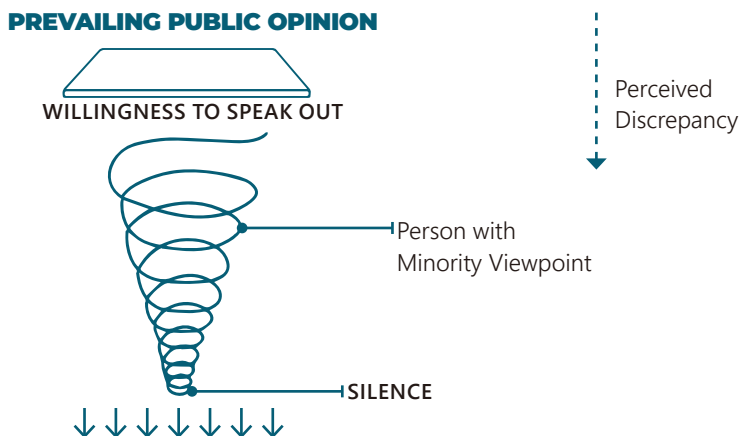
While holding meetings within and outside of the organization, make sure that people from various groups and with different backgrounds express their opinion. In the beginning, they might refuse to talk but be attentive to their gestures and always ask them if they want to add something or if there is anything they will/would like to change.

Important:

do not overpay attention, do not go from one extreme to another.

“We become quieter if we believe that we are in the minority.”

The Spiral of Silence by Elisabeth Noelle-Neumann⁹⁴:



94. Shraddha Bajracharya, "Spiral of Silence Theory," in *Businesstopia*, January 6, 2018, <https://bit.ly/3uaXtbF>.

CT 5: How We Are (Not Always) All Ears⁹⁵

Aim: The aim of the tool is to support organizations and individuals to develop their skills required for active listening and communication building.

Description: Paradoxically, in our age of constant communication, the raw material of conversation has disappeared: listening. Unfortunately, genuine, real listening is a rare commodity and a great gift because you are giving to the person you are listening to your most valuable asset: your attention. Here are a few suggestions for doing it right, based on the communication technique 'active listening' devised by Carl Rogers and Richard Farson in 1957.

Steps:

1. **Listen, do not talk:** As the cartoon on p. 53 suggests, resist talking about yourself. Or as the radio host Celeste Headlee put it brilliantly in a TEDx speech: 'If they're talking about having lost a family member, don't start talking about the time you lost a family member. If they're talking about the trouble they're having at work, don't tell them about how much you hate your job. It's not the same. It's never the same. All experiences are individual. And, more importantly, it's not about you.'
2. **Do not finish the other person's...:** Some people have a tendency of impatiently finishing the sentence or thought of the person they are talking to. Although very slow thinking and talking can be irritating, don't interrupt, even if you think it might show empathy.
3. **Your body language says a lot:** Look the other person in the eye - but don't stare. Nod - but only if you want to agree with what they are saying or show that you have understood something important.
4. **Notice the little things:** Listen out for details in what they are saying and pick up on these later. This makes it easier to ask questions ('You mentioned that you spent a lot of time as a child at your grandmother's - what kind of relationship did you have with her?'). And it lets the other person know that you were really listening.

95. "The Communication Book. 44 Ideas for Better Conversation Every Day" Mikael Krogerus and Roman Tschappeler, 2017, pp. 54-55.

5. **Be a friend, not a judge:** Resist the impulse of giving the other person advice - unless of course they specifically ask for it. Instead, take the conversation back to an exciting, important part of the story: 'Earlier, you said that...'; take the person away from the smooth surface to deeper levels: 'How was it for you, when you ...'; or encourage the person to keep talking by simply asking: 'And what happened next?'

The most romantic gift: to listen to another's anxieties for one hour, without judgment or "solutions" as an analyst might.'

Alain de Botton

CT 6: The Sorry Matrix: How to Apologize Properly so that the Other Person Forgives and Forgets⁹⁶

Aim: The aim of the tool is to give guidance to the organizations and teams on how to improve communication with marginalized groups and how to show a sensitive attitude within the team.

Description: Apologizing is one of the most challenging interpersonal communication situations. A few years ago, a team of researchers from Ohio State University tackled this issue and played through various approaches.

There should be no shame in accepting those situations where you are wrong or hurt someone's feelings. This culture makes the team and the organization more robust and builds mutual trust, team spirit, and cooperation.

We translate their findings into strategies.

Steps:

Use "I" sentences: Apologizing means taking full responsibility for something. Sentences like "I'm sorry that your feelings were hurt, or "I'm sorry that you're so angry", should be avoided (because what you are implying is that it doesn't have anything to do with me that your feelings are hurt). Say it like it is: "I'm sorry that I hurt your feelings." According to

96. "The Communication Book. 44 Ideas for Better Conversation Every Day" Mikael Krogerus and Roman Tschappeler, 2017, pp. 78-79.

the research, a person is most likely to forgive and forget if you admit full responsibility for what you did.

Do not justify your actions: It is a natural reflex to try to justify your actions. But also, an idiotic one. Because a justification is, in effect, a denial of the apology. The following sentences are particularly counterproductive: 'Come on, it wasn't that bad!' or "I can't help it.' The injured person will be more inclined to forgive if you come up with a reason rather than a justification; that is trying to explain your action without being defensive. Most compelling of all is an explanation and an admission of guilt combined.

Avoid 'but' sentences: An apology in which the word "but" crops up is rarely understood as an apology but as an excuse. Avoid at all costs.

Do not ask for forgiveness: Asking for forgiveness is rarely effective. According to the research, you can spare yourself the bother. Nobody likes to grant absolution.

Change yourself: Even the most honest apology is worthless if you repeat the same mistake three times. Making an apology is a commitment to making a change and an offer to make amends.

When it comes to apologies, keep in mind there are only two ways: you can apologize begrudgingly or sincerely. Choose the latter.

CT 7: Non-Violent Communication: Why We Find It Difficult to Be Friendly⁹⁷

Aim: The aim of the tool is to understand Non-violent Communication Theory, to assist practice making it applicable in the organization context and to improve communication.

Description: Psychologists generally agree that conflicts need to be dealt with, but the question is how? The American psychologist Marshall B. Rosenberg (1934-2015) developed the idea of nonviolent communication based on the premise that it is not what you say but how you say it. He

97. "The Communication Book. 44 Ideas for Better Conversation Every Day" Mikael Krogerus and Roman Tschappeler, 2017, pp. 100-101.

distinguishes between speaking snappishly, 'the language of the jackal', and speaking from the heart, *the language of the giraffe' (giraffes have the biggest heart of any land animal). This may sound like make-believe but it comes closer to reality than most management jargon.

According to Rosenberg four components of NVC exist:

1. **Observation** - We need to clearly observe what we are seeing, hearing, or touching that is affecting our sense of well-being, without mixing in any evaluation. Through observations we can clearly express how the other person perceives us. The trick is to be able to articulate this observation without introducing any judgment or evaluation—to simply say what people are doing that we either like or do not like⁹⁸.
2. **Feelings** - State how we feel when we observe this action: are we hurt, scared, joyful, amused, irritated?
3. **Needs** - Which needs of ours are connected to the feelings we have identified. These are the needs that are creating our feelings.
4. **Request** - It expresses and addresses what we expect and want from others that will make our lives easier and happier.

Notably, these four components involve two main processes:

1. expressing honestly through the four components;
2. receiving empathically through the four components.

The example of this is:

"Felix, when I (1) see socks under the coffee table I (2) feel irritated because I am needing (3) more order in the room that we share in common. (4) Would you be willing to put your socks in your room or in the washing machine?"⁹⁹

98. Nonviolent COMMUNICATION A Language of Life, Marshall B. Rosenberg, Ph.D., p. 6, <https://bit.ly/3Lo5dwm>.

99. Ibid.

Another example in the context of diversity and inclusion:

"When I hear the jokes you make about migrants, I feel sad and assaulted. I would really like to work in a more sensitive environment, where I feel respected. Can I ask you not to make jokes concerning migrants?"

These are the proposed ways of NVC¹⁰⁰.

HOW YOU CAN USE THE NVC PROCESS

Clearly expressing how **I am** without blaming or criticizing

Empathically receiving how **you are** without hearing blame or criticism

OBSERVATIONS

1. What you observe (*see, hear, remember, imagine, free from my evaluations*) that does or does not contribute to my well-being:

"When I (see, hear) ..."

1. What you observe (*see, hear, remember, imagine, free from your evaluations*) that does or does not contribute to your well-being:

"When you see/hear ..."

(Sometimes unspoken when offering empathy)

FEELINGS

2. How you feel (*emotion or sensation rather than thought*) in relation to what I observe:

"I feel ..."

2. How you feel (*emotion or sensation rather than thought*) in relation to what you observe:

"You feel ..."

NEEDS

3. What I need or value (*rather than a preference, or a specific action*) that causes my feelings:

"... because I need/value ..."

3. What you need or value (*rather than a preference, or a specific action*) that causes your feelings:

"... because you need/value ..."

Clearly requesting that which would enrich **my** life without demanding

Empathically receiving that which would enrich **your** life without hearing any demand

REQUESTS

4. The concrete actions I would like taken:

"Would you be willing to ...?"

4. The concrete actions you would like taken:

"Would you like ...?"

(Sometimes unspoken when offering empathy)

100. Nonviolent COMMUNICATION A Language of Life, Marshall B. Rosenberg, Ph.D., <https://bit.ly/3Lo5dwm> (<https://bit.ly/3PCEUG6>).

The language of the jackal causes the speaker to feel superior, and the person being addressed to feel bad.

Typical examples of jackal language:

- **Analysis:** That's wrong, because
- **Criticism:** The mistake you made was that you
- **Interpretations:** You do that because
- **Appraisals:** You're smart/lazy, you're right/wrong
- **Threats:** If you don't do it immediately, I'll have to.

According to Rosenberg, statements like these are "desires in disguise". We resort to aggressive language because we have not learned to ask for something politely or express our wishes constructively; aggression leads to counter-aggression or submissive subjugation.

On the other hand, giraffe language works like this:

Steps:

- Observe without evaluating: You always look out of the window when I want to talk to you!
- Acknowledge and define your own or others' feelings: I'm worried.'
- Acknowledge needs and take them seriously: I want to know how you're doing.
- Express clear and achievable objectives based on these needs: Please tell me what you need so that we can talk about it.

But why is it so difficult to be friendly? Often, we are the problem. Take the so-called 'attribution error'. For example, if we arrive late, there is a lot of traffic yet if others arrive late, they set off too late (or for people with a negative frame of mind, the other way around). We are prone to pass judgment by nature, and what is more, it is easier to blame someone else than to think about why something happened.

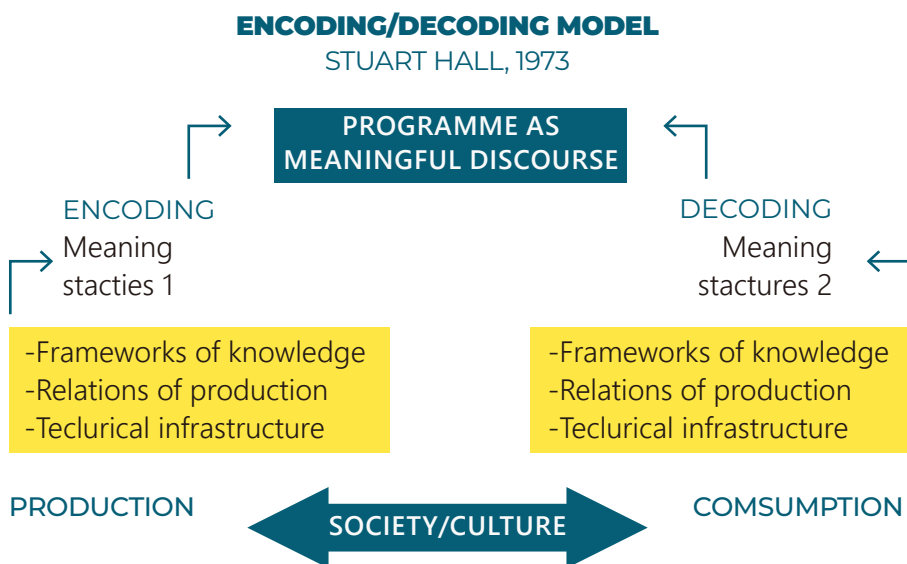
The essence of regular communication is that we all like to be correct. The essence of nonviolent communication is that we are better off if we resolve a dispute than if we win it. Or, in the words of Marshall Rosenberg: Would you rather be right... or happy...?

CT 8: The Encoding/Decoding Model: How Messages Can Be Understood Differently¹⁰¹

Aim: The aim of the tool is to support organizations in creating target-based messages and advocacy, in order to carry out need-expressed and target-engaged processes and programs.

Description: A small but significant question: is what I can hear the same as what you are saying? Every child that has ever played Chinese Whispers knows the answer: not always. One of the greatest communication theorists, Stuart Hall (1932-2014), was of the same opinion. In fact, he took the idea further. He believed not only that we are capable of misunderstanding, but that we play an active role in understanding, per se. We interpret, or 'decode', the same message differently, depending on our social class, our level of knowledge and our cultural background. But, above all, the way we understand a message also depends on how we want to understand it. An example is the cult 1960s TV series Star Trek.

Encoding/Decoding Model of Stuart Hall¹⁰²



101. "The Communication Book. 44 Ideas for Better Conversation Every Day" Mikael Krogerus and Roman Tschappeler, 2017, pp. 158-159.

102. Encoding, Decoding by Stuart Hall, <https://bit.ly/3NrZsPo>.

Many fans interpreted the series as a classic science fiction adventure in space. But the gay community saw the close-knit relationships between the men and the rainbow crew (black African, Asian, Russian, Vulcan) as an allusion to the fact that some of the characters were gay. It is irrelevant that Star Trek's creator, Gene Roddenberry, denied this, because, according to Stuart Hall, the message can be changed once it has been received. In other words, Star Trek fans saw in the series what they wanted to see. The Encoding/Decoding Model contradicts the classic sender-receiver model, according to which the recipient plays a passive role. Hall argued that the way we receive a message is an active and never clear-cut process, so that the message can always be understood differently.

Steps:

In order to communicate goals and operations of the organization, certain messages should be developed. Most of those texts, short or long, should be thoroughly developed taking into account the specific nature of the groups we want to reach. We mostly encode those texts and the reader should find the particular codes and decode them.

Thus, the sender encodes the message with a particular intention. The receiver decodes the message in order to understand it. And this decoding can happen in three different ways:

- **Dominant-hegemonic:** the desired reading - we understand the message the way it was intended
- **Oppositional:** we oppose or dismiss the intended meaning
- **Negotiated:** a combination of the two. A message is more than just what is said. It changes depending on how it is understood.

Let's put this into a practical example:

If you are a leader, always make your team repeat to you how they have understood your message. (That is, by the way, the reason why co-pilots always repeat what they just heard the pilot say.)

CONCLUSION

All the tools above are used mainly to communicate effectively with young people with different backgrounds, considering their uniqueness, being more sensitive, and engaging with them not only as participants of the organization's projects, but also the ones who can interestingly come up with new fields of operations.

Why does inclusive interactions matter?

Even in situations where you might be trying to express a positive comment, consider if it is based on a stereotype or assumption - such as asking someone where they are from based on their accent. Assumptions, generalisations or stereotypes create exclusion and can put a negative focus on a person's individual identity.

To sum up all the tools indicated, those are the main key principles for the inclusive interaction¹⁰³:

- start with your own blind spots, engage in active listening and open questions;
- give someone your full attention when they are talking;
- know your role in the conversation - We all perform several roles in our lives and every role has a different expectation from us. However, our daily schedules do not allow us to think about the expectations at that moment and our autopilot gets us to apply standard responses, most of the time, like applying to our boss, like parents, like temperament with our teams. Just a short pause and contracting with ourselves can hugely help decide the type of response we would like to give in a particular situation;
- ask for permission before calling someone by a nickname (and

103. All the principles are taken from the "Inclusive communication guide" book and the document provided by the colleagues from FRYSHUSET organization webpage: <https://bit.ly/3ySIY08>.

think about who has a nickname and who doesn't and how using nicknames in an office setting can be exclusionary);

- be sensitive while asking questions. Without permission do not ask personal questions (use open questioning to confirm and build on your understanding when you feel like you are making assumptions);
- acknowledge people and treat them in respect and dignity when you pass them in the office, not just those in your "in-group";
- provide feedback in a sensitive and caring manner, seeking permission to do so when appropriate;
- find a reason to appreciate as acknowledgment/appreciation and encourage positive behavior;
- gift attention intentionally. Remember, the most important feeling for someone to authentically contribute is to feel valued and heard. Create intentions to give attention. In coaching relationships, intention is the foundation of every conversation;
- practice reframing versus contradicting. For example, when someone says, "I do not think I can do this", the reframing means "Does it mean you have not tried, or have you tried but you could not succeed?" This helps conversations stay positive and allows some of the experiences to define our future. Another example is when someone says, "This is not at all possible based on my experience ". Reframe this to say "This seems impossible yet due to tested methods. How about creating new ways of doing things that have not been tried before? Reframe your conversation each time it sounds negative or impossible. Use the word AND versus using BUT. Everything can be reframed. Do it for yourself, do it for others.

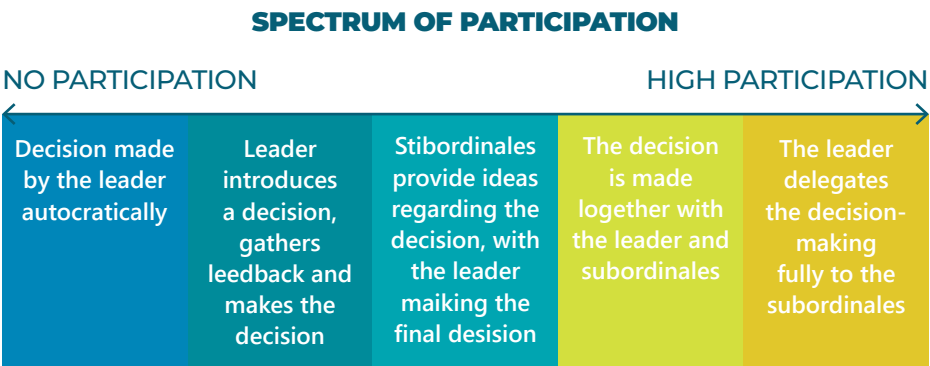
DECISION-MAKING TOOLS (DMT)

(Addressing the issues of inclusion and diversity)

In order to create high-performing teams and reap the benefits of diverse teams, organizations should adopt a holistic perspective. Participative decision-making (PDM) is the extent to which employers allow or encourage employees to share or participate in organizational decision-making. It

does not require consensus, but a consensus style may nevertheless play a part. Consensus means that to reach a decision, everyone must agree — or that no one must object.

The spectrum of Participation in Decision-Making¹⁰⁴:

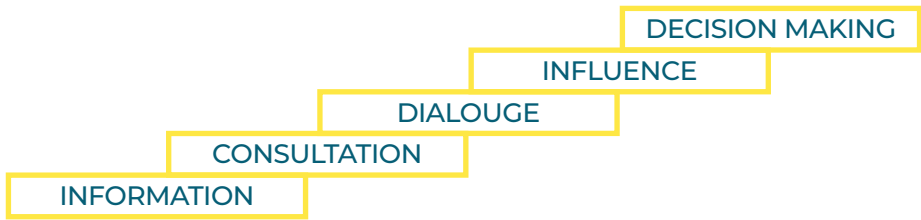


This spectrum is divided into four main types:

- Collective - this is the highest stage of participation. In this stage, all the decisions are made as a team, with the accountability and responsibility divided among each member.
- Democratic or participative leadership - in this stage, team members' input in the decision-making is encouraged, but the leader makes the final decision. The leader is responsible for explaining the decisions to the subordinates and resolving any objections as a group.
- Autocratic participative leadership - is found closer to the no participation side of the spectrum. Again, the decision-making power is in the hands of the leader, although the team members are listened to as part of the process.
- Consensus - this is the lowest form of participation in the spectrum. The leader lets the group make the decisions, which are usually a result of a majority vote. At first sight, it may seem that the majority vote is how participation works, but here, no opinion of the minority is considered. Thus, as we saw in the chapters above, this is a process of exclusion.

104. Participative Leadership Guide: Definition, Qualities, Pros & Cons, Examples, <https://bit.ly/38Kin9E>.

PARTICIPATION-STAIR



In these stairs, the levels of participation of young people are highlighted. Five key levels are introduced from non-participation to decision-making:

1. **Information** - in this level, all young people are informed about the operation of the organization, they are always invited and welcome to participate in the activities and events, however, their needs are not taken into consideration.
2. **Consultation** - in this level, young people are consulted, and their opinion is taken into consideration. Sometimes, these consultations may have an artificial nature, to please donors or just to show that the organization is cooperating with young people.
3. **Dialogue** - in this level, young people are being invited to create a dialogue with the organization. This is already leading to a lower level of participation. To some extent, their opinions and thoughts are taken into consideration, but there is always a risk of ignoring them.
4. **Influence** - obviously, this is a middle level participation, as young people have an influence on the activities, actions and overall operation of the organization. Still, the issue is that young people are not the initiators of any actions (organizations initiate, and young people influence).
5. **Decision-making** - this is the highest level of participation. In this level, young people are given the independence to brain-storm, organize and implement activities. In addition, they are also given all the tools to fully participate in all the decisions of the organization.

105. Adapted, developed and implemented by Fryshuset organization while working with young people from marginalized groups.

Another option of the “Ladder” of Participation has been designed by Roger Hart, who defines participation as “the process of sharing decisions which affect one’s life and the community in which one lives”¹⁰⁶.

Ladder of Participation by Hart¹⁰⁷.



106. Ladder of Youth Participation, March 29, 2020, <https://bit.ly/3O2KiRe>.

107. *Ibid*.

Participation is greatly encouraged, especially in the decision-making process which is called participatory decision-making. We need to think about participation in decision making in a number of different places¹⁰⁸:

- **People's own lives** - overall hopes and day to day decisions (Personal context)
- **Organizational decision making** - including a person's own service and support (Service context)
- **Major strategic decision-making** at regional or national level (Policy context)
- **What happens in a person's own community** - beyond the boundaries of 'service' (Community context)

For the organizations to promote inclusion and diversity participatory decision-making should be implemented and put in the core strategies and operations.

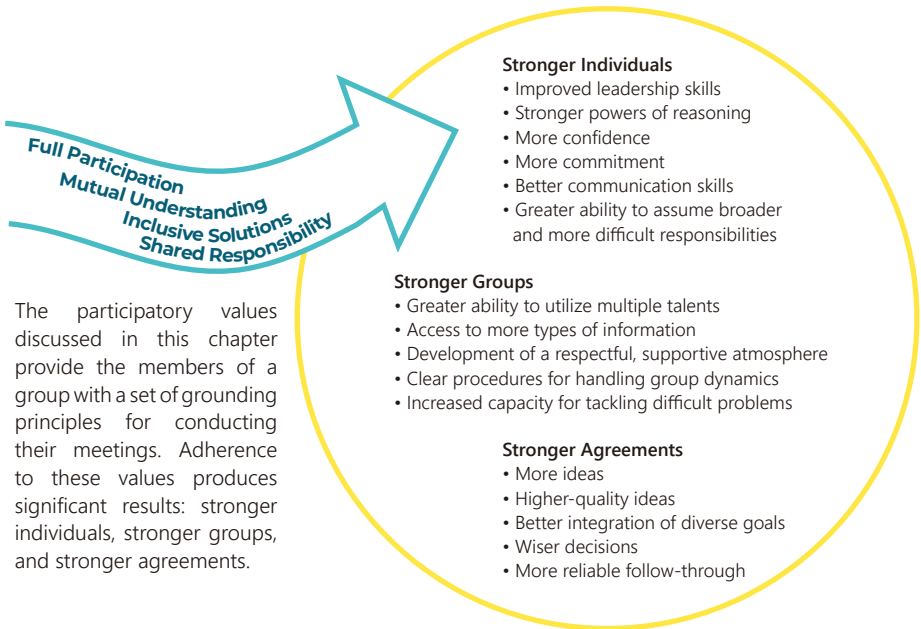
Participatory Decision-Making Core Values¹⁰⁹:

- full participation - all members should be encouraged to participate in all the processes and say what's on their minds. Members become more courageous in raising difficult issues. They learn how to share their "first-draft" ideas.
- mutual understanding - for a group to reach a sustainable agreement, members have to understand and accept the legitimacy of one another's needs and goals.
- inclusive solutions - inclusive solutions are wise solutions. Their wisdom emerges from the integration of everybody's perspectives and needs.
- shared responsibility - in participatory groups, members recognize that they must be willing and able to implement the proposals they endorse, so they make every effort to give and receive input before final decisions are made. "Everyone has a piece of the truth."

108. Making Participation in Decision Making More Than Just Words, p. 7, <https://bit.ly/3lQlqjC>.

109. Facilitator's Guide to Participatory decision-Making, 2014, p.24, <https://bit.ly/3wUTAaS>.

THE BENEFITS OF PARTICIPATORY VALUES



Suggested Activity: this activity can support your organization to define the values of decision-making and participation within the team, and during the activities it can be used as an activity to brainstorm on the above-mentioned values:

The Onion¹¹¹

Objective: Bonding, Communication, Values

Group Size: 4-12

Time: 30 minutes

Materials needed: Flip chart, pens

Notes: Fast, Minimal Set-Up, Remote Teams, Inexpensive

110. Ibid, p.28.

111. Top Team-Building Games: Experts Share Their Favorites, <https://bit.ly/3zpWjvV>.

The group sits around a flip chart, on which a facilitator draws a large pie chart with as many equal-sized slices as there are participants and above it writes a keyword such as “success” or “growth”. Taking turns, each participant writes their interpretation of the keyword in one of the slices. These may be as precisely or loosely defined as participants choose. Once all the slices have been filled in, the group discusses and examines the varying interpretations of the keyword. The facilitator may also raise the question of why keyword interpretations differ across people performing different roles in the organization.

DMT 1 (Activity-tool): Using the Power of Inclusive Decision-Making¹¹²

Aim: the aim of the tool is to promote participation and inclusion in the decision-making processes of the organization.

Description: including everyone in the project is a compelling thing. It promotes and spreads the idea of inclusion and diversity. However, it is a very complex process. The first step for leaders is to identify themselves and their organization in one of the levels mentioned above of participative decision-making. It will serve as a foundation to develop group/team more participatory approaches.

When leaders involve everybody in a decision, everyone feels heard. As a leader, there are generally three different decision-making methods to decide on larger groups or multiple teams¹¹³:

1. Issuing an edict - a mandated decision from top-down.
2. A decision by consensus - an agreement from everyone for a course of action including specific details.
3. A decision by consent - An agreement from everyone to support the general direction but not necessarily looking for agreement on all the specific details.

112. Using the power of Inclusive Decision Making, <https://bit.ly/3wKp2Zf>.

113. Ibid.

| GOALS | GROUPS |
|---------------------------|---------------------------------|
| | <i>Unaffected</i> |
| <i>Keep Informed</i> | <i>Indirect/ Affected</i> |
| <i>Get Feedback</i> | <i>Directly Affected</i> |
| <i>keep Involved</i> | <i>Key Influencers</i> |
| <i>Get Agreement</i> | <i>Empowered Decision Maker</i> |
| <i>Facilitate Prpcess</i> | <i>Decision Driver</i> |

Effective Change Leadership requires inclusive decisions

The Groups

These are the main groups to consider when making a decision for change.

- Unaffected - goes without saying. These people just don't need any involvement. It seems silly to call this out - but sometimes, when making inclusive decisions, we tend to include people who just don't care - and that doesn't help.
- Indirectly Affected - this group's day-to-day work process will likely stay the same. Still, they may interact with people who belong to the changing system, which may have some unintended or intended consequences for them.
- Directly Affected - this group's day-to-day work process will likely change or be impacted by the decision to make. They are the ones that will feel most affected by the pain if the change is a bad one.
- Key Influencers - those people who usually have a high impact on decisions being made because they are regarded as the experts or ones in the know
- Empowered Decision Makers - the people, selected who will have to agree to make the decision.
- Decision Driver - the person who wants the decision to be made and drives people to make sure it happens.

114. Ibid.

Steps. The Process

1. Identify a Decision Driver: Responsible for facilitating the decision-making process, the decision driver should create awareness of the pending change/decision among people who will be Directly Affected by the change/decision being proposed. It is a judgment call whether they include the Indirectly Affected group or not and to what degree. If you expect some significant impact on them, the rule of thumb is to Keep them Informed.
2. Form a group of Empowered Decision Makers: This is the most crucial part of the process. Here are some key guidelines to get it right:
 - Ensure this group is made up of people at the lowest possible level. If you have members of the teams in the empowered decision-making group, you are likely to make the most effective decision and get the most buy-in.
 - Keep this group relatively small; 5-7 people.
 - The Empowered Decision Makers are ultimately accountable for making the decision, and they can choose if Key Influencers get a vote (or not).
 - TIP: Ask people from the Directly Affected group who would like to be part of the decision-making process and include them in one of these groups to get even more buy-in on the final decision.
3. Include Key Influencers in the decision-making process: They are called out as a separate group in the graphic - but your best bet is to include them in the Empowered Decision Makers group. This is another judgment call - but the rule of thumb is to include them.
4. Share the proposed decision with those who are Directly Affected and elicit feedback. Again, with the Indirectly Affected group, use your judgment. This is where things get interesting. The goal here is not to get everybody to agree - but to get a feel of the general temperature of the workforce concerning the decision. It is also an opportunity to catch any serious drawbacks that were not considered but might sway the Empowered Decision Makers to go in another direction.

5. The Empowered Decision Makers make the final decision, communicate it, and push the change forward.

DMT 2: The Feedback Analysis (How You Can Learn to Evaluate Your Work)¹¹⁵

Aim: The tool aims to examine personal expectations with the actual results and give feedback to oneself and then others.

Description:

What is your greatest strength?

Most people think they know what they're good at, but they're usually wrong. So says Peter F. Drucker¹¹⁶, one of the most important management thinkers of the last century. He came up with a simple yet clever technique for getting to know yourself better:

Write down what you expect to happen whenever you have an essential decision to make. After a year, compare your expectation with the actual outcome.

Drucker continually compared his own expectations with the actual results during his lifetime. He learned to give himself feedback, and over time he began to recognize where and what kind of improvement was needed. Or to put it another way, he worked out where his strengths lay, and where they didn't.

Sounds easy? Calvinist ministers and Jesuit priests used this method as early as the mid-seventeenth century - and, according to some historians, the global impact of both religious orders is at least partially due to their use of feedback analysis technique to manage themselves.

Knowing what your strengths are is the most important thing an individual can know about themself.

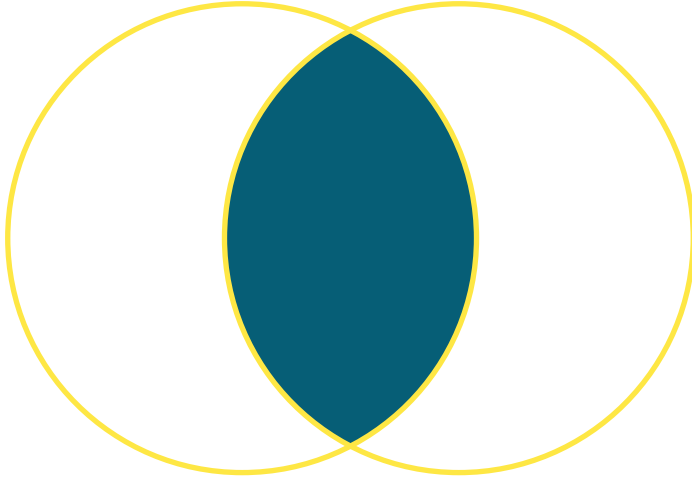
Peter F. Drucker

115. The Decision Book, Fifty Models for Strategic Thinking, Mikeal Korgerus and Roman Tschappeler, 2017, p. 21.

116. Why Peter Drucker was Wrong. The Meaning of True Leadership, https://bit.ly/3Na6YPz_

EXPECTATIONS

RESULTS



The bigger the overlap, the better your work is evaluated.

DMT 3: The Feedback Box (Dealing With Other People's Compliments and Criticisms)¹¹⁷

Aim: The aim of the tool is to explain the differences between compliments and criticism, their relation to the feedback and how to give feedback.

Description

Feedback is one of the most challenging and sensitive processes in groups. It is easy to hurt people with criticism, but false compliments are unhelpful. Compliments often make us too complacent, while criticism damages our self-esteem and can lead us to make unwise choices.

Therefore, the one-dimensional question 'What did you find good, what did you find bad?' is not necessarily helpful. In terms of what can be learned from feedback, it is better to ask yourself: 'What can I do with this criticism?' In other words, see what can stay as it is, and what needs to change (but may have been good up until now).

117. The Decision Book, Fifty Models for Strategic Thinking, Mikeal Korgerus and Roman Tschappeler, 2017, p. 26.

It is not only about working out what has not succeeded, it is also about deciding whether and how to react. The model will help you to categorize the feedback you receive to establish a plan of action clearly.

It is also essential to ask yourself honestly: 'Which success or failure was in fact due to luck?' Were you the winner of a match because the ball found its way into the net purely by chance? Do you really deserve this compliment?

*Pay attention to your thoughts because they become words.
Pay attention to your words because they become actions.
Pay attention to your actions because they become habits.
Pay attention to your habits because they become your character.
Pay attention to your personality because it is your fate.
From the Talmud*

The Feedback Matrix¹¹⁸:



118. How to Receive Feedback: Deal with People's Complement and Criticism, https://bit.ly/3Gpc33D_

Interpretation of the matrix step by step¹¹⁹:

1. **Advice** - Inputs where the person giving feedback believes, "I thought it was good, but it still needs to change." Advice is quite susceptible to personal bias. It has to be analyzed objectively to implement, and the analysis needs to focus on why the person believes it was good. If the underlying argument behind the reason that the demonstrated behavior was bad is objective and free of any biases or prejudice, this should be implemented immediately. However, you must first try to find out the objectivity of the argument by asking relevant questions.
2. **Complement** - Compliments are easier to interpret and implement. Most often, compliments are given when the person believes the demonstrated behavior was good and can stay as it is in the future. It is only the second part that you should not wholly follow. The underlying idea that it can remain as it is in the future leads to complacency. You should take compliments positively but keep on improving.
3. **Criticism** - Criticism is when the person giving feedback believes it is bad and it needs to change. Mostly the criticism is followed by specific inputs as to why it was bad. That makes it quite valuable for self-improvement initiatives. Most people encourage criticism to make amends for the future. But remember that criticism is a very objective exercise, and you should always welcome criticism backed by objectivity and make necessary changes.
4. **Suggestion** - A suggestion is quite similar to advice in that this is also quite susceptible to personal prejudices and bias. A suggestion is when the person giving feedback believes that it was bad, but I can live with it. Similar to advice, you need to find out the objectivity of why the person believes it was bad, and you can make changes based on how objective the observation is. Furthermore, if the suggestion seems devoid of objectivity, you can ignore it for good.

While explaining the above-mentioned two theories and trying to use them, the following exercise can be used to support understanding feedback mechanisms and trying to build up quality conversations._

119. Ibid.

Vacation Exercise ¹²⁰

Objective: Bonding, Communication

Group Size: Small or medium group

Time: 40 Minutes

Materials needed: None

Notes: Minimal Set Up, Inexpensive, Remote Teams

Partner off employees into teams and lead the discussion. Inform both people that they should follow the following question example.

Person A shares with Person B where they wish to go on vacation (their dream trip).

Person B: "Yes, BUT..." as a critic to the destination

Person A: "Yes, BUT..." to defend his/her choice

It sounds like this:

Person A: I would love to go to Seattle

Person B: Yes, BUT it's really raining and grey there

Person A: Yes, BUT if I dress appropriately, it will be fun

Person B: Yes, BUT traveling with all those extra clothes will be a pain

Give Person A about five minutes and then Person B shares their vacation spot. Follow the same, "Yes, BUT..." format.

Once Person B is done, switch the format. Now, the response is, "Yes, AND..."

It sounds like this:

Person A: I would love to go to Seattle

Person B: Yes, AND you can check out Pikes Place Market

Person A: Yes, AND I could go to see that fishmonger who throws the fish

Person B: Yes, AND get some of the best coffee ever

120. Top Team-Building Exercises: Experts Recommend the Best Activities to Match Your Team's Needs, <https://bit.ly/3xu95lg>.

Facilitation Questions:

1. How did it feel during the Yes, BUT approach? What about Yes, AND?
2. What emotions surfaced?
3. Where did you feel them most within your body?
4. What percentage of your conversations are YES, BUT each day?
5. What can you do to make more of your conversations YES, AND?

This is a great opportunity for organizations and teams to better understand each other, and really get a conversation going. It allows for bonding between unfamiliar coworkers and provides insight into the mindset of others.

DMT 4: Johari Window: (What Others Know About You)¹²¹

Aim: the aim of the tool is to support organizations in the build mutual trust among the team members and guiding the decision-making processes that are based on it.

Description:

The Johari window model is used to enhance the individual's perception of others. This model is based on two ideas - trust can be acquired by revealing information about yourself to others and learning from their feedback ¹²². Each person is represented by the Johari model through four quadrants or window panes. Each of the four window panes signify personal information, feelings, motivation, and whether that information is known or unknown to oneself or others in four viewpoints.

We cannot "grasp" our own personality, but we can be aware of what part of our personality we reveal to the outside world. The Johari window ('Johari' is derived from the first syllables of the first names of its inventors, Joseph Luft and Harry Ingham) is one of the most interesting models for

121. The Decision Book, Fifty Models fir Strategic Thinking, Mikeal Korgerus, and Roman Tschappeler, 2017, p. 55.

122. Communication Theory, <https://bit.ly/3NzBaTM>.

describing human interaction. A four-paned 'window' divides personal awareness into four different types:

Johary Window¹²³

| | Known to self | Not Known to self |
|---------------------|---------------|-------------------|
| Known to others | Arena | Blind spot |
| Not Known to others | Facade | Unknown |

- A. This quadrant (**Arena**) describes characteristics and experiences that we are aware of ourselves and that we like to tell others about.
- B. This 'hidden' quadrant (**Faade**) describes things that we know about ourselves but choose not to reveal to others. It decreases in size the more we build up a trusting relationship with others.
- C. There are things that we do not know about ourselves but that others can see clearly. And there are things that we think we are expressing clearly, but which others interpret completely differently. In this quadrant, (**Blind spot**) feedback can be enlightening but also hurtful.
- D. There are aspects of ourselves that are hidden from ourselves as well as others (**Unknown**). We are more complex and multifaceted than we think. From time to time something unknown rises to the surface from our unconscious - for example in a dream.

Choose adjectives (fun, unreliable, etc.) that you think describe you well. Then let others (friends, colleagues) choose adjectives to describe you. The adjectives are then entered in the appropriate panes of the window. Try this exercise with your partner. Are there things about your partner that

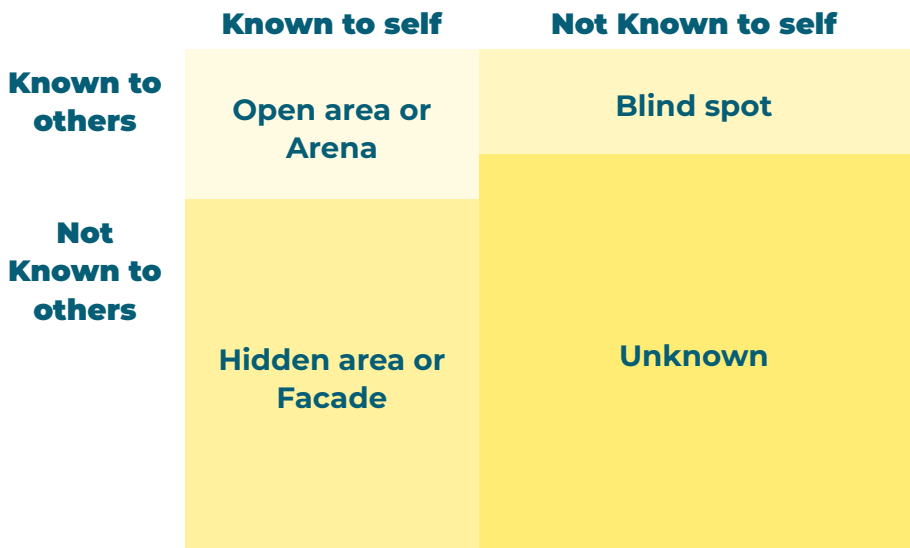
123. Johari window, <https://bit.ly/38O9goz>.

you wished you had never discovered? And what do you wish you didn't know about yourself?

Conduct this exercise with your colleagues¹²⁴:

Linda got a job in an organization. Her co-workers knew a little about her and in this context, the unknown and hidden areas will be larger, and the open area will be small. As the others don't know much about her the blind spot also will be smaller and the model will be as shown in Figure 1.

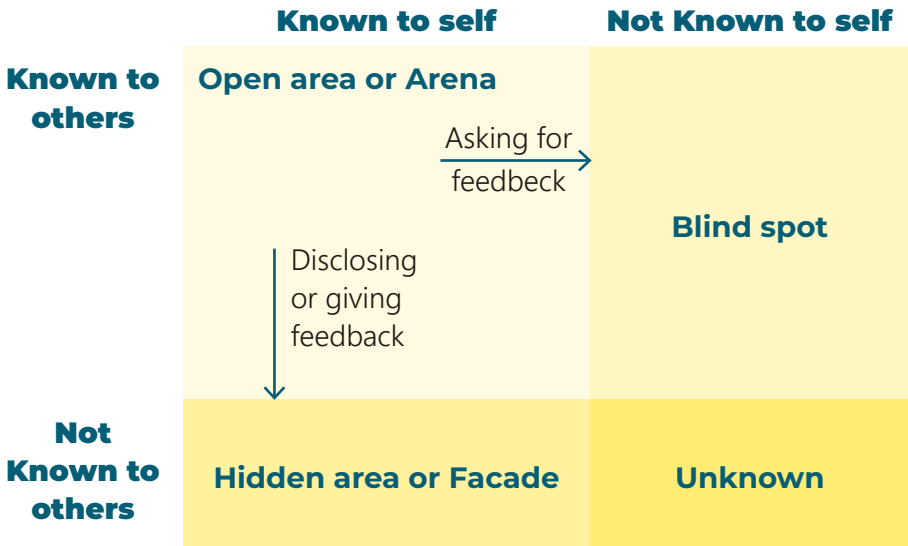
Figure 1.



Linda spent most of her free time sketching in the office which was her preferred pastime and her co-workers found her very shy and elusive. With that evaluation, she got the idea of how she was and tried to be more talkative and interacted more with other co-workers. This helped her to increase her open area and thus making the hidden and unknown areas smaller. (Figure 2)

124. Ibid.

Figure 2.



Through the feedback Linda got from her co-workers she could perform well in the office and her real capacity could be obtained, her real potential achieved, as a result of effective interaction among her colleagues.

DMT 5: The Sinus Milieu and Bourdieu Models (Where You Belong)¹²⁵

Aim: the tool aims at supporting organizations in properly examining and choosing target groups.

Description:

The Sinus Milieu is a psychographic method for establishing the different socio-cultural groupings to which a person belongs. It is often used in marketing to define target groups. The idea was developed by the French sociologist Émile Durkheim. Below is a rarely used version by another French sociologist, Pierre Bourdieu, in the form of an axis model. Bourdieu's analysis of cultural consumption challenges us to think about our deep-rooted cultural preferences and practices.

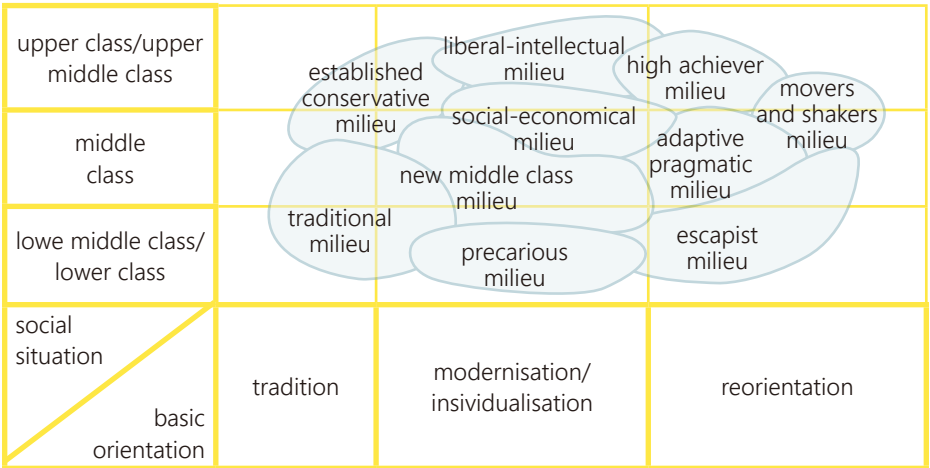
125. The Decision Book, Fifty Models for Strategic Thinking, Mikeal Korgerus and Roman Tschappeler, 2017, p. 94.

The narrowness of the Sinus groups is often criticized. It is true that it cannot answer the question ‘Where do I belong if my father was a bus driver, my mother a hippy, I am a fashion designer and in my spare time I hang out with my friends from the golf club?’ The popularity of such models (the other big player is the Limbic® Types by Nymphenburg) can be explained by the lock-in principle: almost all market research and market analyses are concerned with segmentation. It shows us that if a majority has become used to one system, it is difficult for another system to establish itself. Habit is stronger than the desire for improvement.

Our origins are our future.

Martin Heidegger

The Sinus Milieu and Bourdieu Models¹²⁶:



126. The Sinus Milieu and Bourdieu Models, <https://bit.ly/3wWzzR8>.

DMT 6: The AI Model (What Kind of Discussion Type Are You?)¹²⁷

Aim: The aim of the tool is to measure the strengths and positive characteristics of the organizations, teams or the individual rather than the negative ones.

Description:

The abbreviation AI stands for Appreciative Inquiry, a method attributed to the American management expert David Cooperrider that involves concentrating on the strengths, positive attributes, and potential of a company or a person, rather than weaknesses. 'What is going really well at the moment?' replaces the classic question 'What is the problem?' Concentrating on weakness creates a negative impression from the outset.

Every person, every system, every product, and every idea have faults. In the best-case scenario, an awareness of this fact can lead to a determined pursuit of perfection. But in many cases, focusing too strongly on the flaws of an idea or project stifles the open and positive approach that is essential for good working practices. The basic principle is to take an idea that is not yet fully developed and continue developing it, instead of prematurely abandoning it. People often reveal their character in their approach to discussions. Depending on how they react to suggestions, they fall into one of the following four categories:

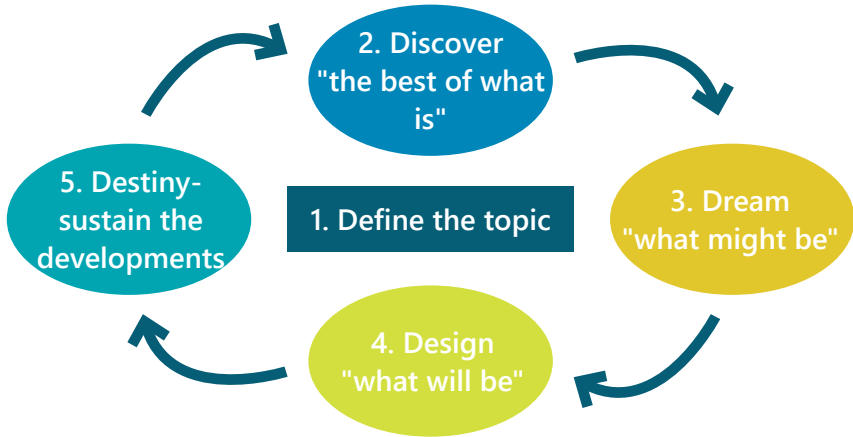
- The fault-finder: 'The idea is good, but...'
- The dictator: 'No!'
- The schoolteacher: 'No, the idea isn't good because...'
- The AI thinker: 'Yes, and we could also...'

Any fool can criticize. And most fools do.

Benjamin Franklin

127. The Decision Book, Fifty Models for Strategic Thinking, Mikeal Korgerus and Roman Tschappeler, 2017, p. 102.

5-D CYCLE OF APPRECIATIVE INQUIRY



All the steps and processes above are described by the author¹²⁹:

1. **Define** - What is the topic of inquiry? The team identifies a goal that it wants to develop, learn about, or enhance. The goal is stated in the affirmative.
2. **Discover** - Appreciating the best of 'what is'. The aim of this first phase is to discover best practices and to appreciate what motivates and energizes the team and the work they do.
3. **Dream** - Imagining 'what could be' The team envisions how the organization might look in the future once the goal is accomplished.
4. **Design** - Determining "what should be". The aim of this phase is to create or design organizational structures, processes, and relationships that support the goal.
5. **Deliver/Destiny** - Creating 'what will be'. The fifth stage in the 5Ds process identifies how the design is delivered, who is responsible for what, and how it is implemented. "I" statements are used to show ownership and accountability.

128. Appreciative Inquiry - Start with What Works, <https://bit.ly/3GpWQQ2>.

129. What is Appreciative Inquiry?, <https://bit.ly/3t3tNfs>.

In order to further strengthen the process and be aware of blind spots:

1. **The fulfillment of Basic Needs** - Identifying how individual and collective basic needs will be met through the execution and completion of the goal helps inspire and motivates the team in difficult times.
2. **Creating a set of Values** - Having a set of agreed-upon values for the duration of the project act as a guide by which all members can conduct themselves. Values can act as a moral compass, a framework from which to operate.
3. **Identifying Distractions** - Doubt, fears, and obstacles can be part of any new endeavor. They can be emotional, physical, mental, or interpersonal and should not be ignored. Voice real or imagined concerns. The team can then identify and implement coping strategies to counteract them when they arise. This also builds team resiliency.

DMT 7: The Role-Playing Model (Belbin & De Bono)

How to Change Your Own Point of View

When the creative-thinking guru Edward de Bono presented his 'six thinking hats' in 1986, critics dismissed the idea as just a bit of fun. De Bono's idea was to assign the members of a working group a temporary one-dimensional point of view or 'thinking hat!'. Today, the technique is widely accepted, and De Bono's six hats are used as a team or meeting technique to stimulate communication and create a playful/serious approach to a discussion topic.

This is how it works. An idea or a strategy is discussed by the members of a group. During the discussion, all the members adopt one of the six points of view- reflected in the color of the hat. (It is important that all members of the group wear the same color hat at the same time).

- White hat: analytical, objective thinking, the emphasis is on facts and feasibility.
- Red hat: emotional thinking, subjective feelings, perceptions and opinions.

- Black hat: critical thinking, risk assessment, identifying problems, skepticism, critique.
- Yellow hat: optimistic thinking, speculative best-case scenario.
- Green hat: creative, associative thinking, new ideas, brainstorming, constructive.
- Blue hat: structured thinking, process overview, the big picture.

Beware!

The meeting must be moderated to ensure that the team members do not slip out of their designated role.

Homogenous teams, i.e., teams in which the members have similar views and character traits, do not work as well. In the 1970s, Meredith Belbin studied individuals and character roles and their influence on group processes. Based on his observations, he identified nine different profiles:

- Action-oriented: doer, implementer, perfectionist.
- Communication-oriented: coordinator, team player, trailblazer.
- Knowledge-oriented: innovator, observer, specialist.

Three Categories for Belbin Team Roles

You can classify these nine team roles into three groups, based on which aspect of group work is their primary focus.

- Thought-oriented: Plants, monitor-evaluators, and specialists. They deal mainly with ideas and abstractions, and essentially determine the course of a project.
- Action-oriented: Shapers, implementers, and completer finishers. They are concerned mainly with the actual performance of project work, and they are responsible for ensuring that a team project achieves its tasks and goals.

- People-oriented: Coordinators, team workers, and resource investigators. They manage a team's most valuable resources: its people. Without them, teams would not be able to work together or with external stakeholders.

The chart below summarizes Belbin's roles, their allowable weaknesses, and some famous fictional characters who embody each role type.

Belbin's Roles Chart¹³⁰:

| Role | Description | Allowable Weakness | Examples from Game of Thrones |
|-----------------------|---|---|-------------------------------|
| Shaper | Problem solver, thrives under pressure | Pushes limits | Lannister |
| Implementer | Practical thinker, brings ideas to life | Dislikes change | Stanis Baratheon |
| Completer Finisher | Diligent and detail-oriented, obsesses over quality | Prone to stress, doesn't delegate well | Robb Stark |
| Coordinator | Natural leader, organizes and delegates | Delegates own tasks to others | Daenerys Targaryen |
| Team Worker | Sensitive to needs of others, helps avoid conflict | Remains neutral, has a tendency toward indecisiveness | Sansa Stark |
| Resource Investigator | Extrovert, develops contacts for the team | Struggles to maintain long-term enthusiasm | Tyrion Lannister |
| Plant | Creative, out-of-the-box thinker | Ignores working constraints | Tyrion Lannister |
| Monitor Evaluator | Analytical, critical thinker, good decision maker | Dispassionate, may be overly critica | Tywin Lannister |

130. How to Use Teamwork Roles to Build Winning Team, Aug. 07, 2017, <https://bit.ly/3Q758k8>.

If you have a good idea, but fear that it may be met with strong resistance, try to lead the discussion in such a way that the other members of the group think that they came up with the idea themselves.

The more that people feel they have generated an idea themselves, the more passionately they fight for its implementation. If nobody claims to have come up with the idea, perhaps it wasn't that good in the first place!

"I never did anything alone. What was accomplished, was accomplished collectively".

Golda Mei

To explain the model to the team or use it during any event the following activity is suggested:

Scavenger Hunt¹³¹

Objective: Teamwork, Problem Solving, Just for Fun, Leadership

Group Size: Any

Time: 2 hours

Materials needed: Materials specific to activities in the hunt

Notes: Wow Factor, Outdoor

In this activity, the group is divided into teams. Each team is presented with a list of tasks in various categories such as: trivia, photos and checkpoints. Most scavenger hunts are completed on foot and will usually last between 90 minutes and four hours. Each task is worth points, and the team with the most points wins. When time runs out, the results of the hunt are calculated and announced. Recent advances in technology, especially smartphone apps, have led to new capabilities such as instant calculation of results, downloadable photos, live leaderboards, new task types such as voting tasks and custom maps.

131. Top Team-Building Exercises: Experts Recommend the Best Activities to Match Your Team's Needs, <https://bit.ly/3xu95lg>.

"A scavenger hunt is a valuable activity for the participants because it is a challenge of many team and business skills," explained Andrew Long of Scavenger Hunt Anywhere. "Indeed, this is part of the design. Teams will be more successful if they are good at prioritization, planning and strategy, allocating roles on the team, thinking outside the box, working as a team and sometimes even collaborating with other teams."

After the exercise discuss the roles in the groups, make team members think of the roles they and their mates took during the exercise, how was the feeling to have the role and what they would do differently.

While using the methods provided in this part, it should be clear that they contribute to the development of a more inclusive organization and society. While developing organization's capacity and engaging young people in the decision-making processes, contribution to a better society is being done. To sum up the subchapter, the following fundamental principles should be embedded in the operation of the organizations that are tackling and addressing the issues of inclusion, diversity¹³²:

- Share background and context, share complexities/ considerations, seek diverse perspectives, and enable transparency;
- Ensure the decision-making process includes representatives of people to whom the decision relates:
 - Especially while working with people from marginalized groups and designing projects to address their issues, they are at the first level, knowing their needs the best. Ensure that certain people (LGBT, migrants, people from law social-economic conditions, women, youth, etc.) participate in the decision-making processes¹³³;
- Ask yourself which repeated decisions are the best to start with and gain early wins - and which decisions need to start from fresh;
- Always reflect on the processes you and your organization initiated, evaluate them, and take lessons learned¹³⁴;

132. Inclusive communication guide, p. 4, <https://bit.ly/3yN6XfY>.

133. Adapted from our interviews with the organizations (125 Procent, Fryshushet, Armenian Progressive Youth).

134. Ibid.

- Assess how often diverse perspectives are directly included in decision-making processes, and actively seek out multiple perspectives (especially those different from your own);
- Explicitly invite your peers to offer an alternative or dissenting view to avoid confirmation bias (looking for evidence to confirm our own beliefs or judgments and ignoring contradictory evidence);
- Use decision devices such as pros/cons, evaluation sheets, and grids to evaluate ideas.

Avoid

- Evaluating the person who is delivering the idea or making the decision:
 - Always focus on the idea or decision on its merits;
- Making assumptions about the age or ability of people and their experience, e.g.:
 - Younger people don't have enough experience, and older people are set in their ways. People lacking education cannot participate in the decision-making or express good ideas;
- Planting ideas or preconceived notions that lead others to a fixed outcome.

RECOMMENDATIONS TO PROMOTE INCLUSIVE YOUTH WORK AND PROJECTS

In their operation, all the organizations acting in the field of inclusion and diversity, also implement projects. Almost all projects transition through a series of distinct stages or phases from the start, through execution, and ultimately close-out. Besides the tools collected and presented in chapter 5, partner organizations of the projects that promote inclusion and diversity devised some recommendations that will support other organizations to efficiently and effectively cooperate with young people and develop participatory projects. Importantly, those recommendations have already been formalized and implemented by the organizations, which means that their effectiveness is checked. If appropriate, they can be adjusted to suit the context or can be used immediately without any changes.

The Four Phases of a Project¹³⁵:

THE FOUR PRIMARY STAGES OF AN ENGINEERING PROJECT

Stage 1:

INITIATION

- Identify key Stakeholders
- Develop High-Level Project Objectives & Constraints
- Formally Authorize Project, Project Manager
- Kick-Off Project

Stage 2:

PLANNING

- Develop & Refine Scope, Quality, Schedule, & Cost
- Plan Procurements, Risk Management, & Comms/Integrations
- Assemble Project Team; Refine Stakeholder Engagement Plans
- Plan Project Leadership

Stage 3:

EXECUTION Monitoring & Controlling

- Direct & Manage Project Work, Procurements
- Monitor Progress & Control Changes*
- Manage Risks & Stakeholder Engagement
- Lead Project

Stage 4:

CLOSURE

- Deliver the Scope
- Document Lessons Learned
- Release Project Team
- Close Project

*Note: The Project Management Institute (PMI)® considers Monitoring and Controlling (M&C) to be a separate distinct effort, or phase of work, that is performed in parallel with the project's Execution phase. In practice, however, a project's M&C phase is nearly indistinguishable from pure Execution work; we therefore treat M&C as integral to the Execution stage.

135. The Four Phases of a Project, <https://bit.ly/3QjpozC>.

Stage 1. Project Initiation

Primary topic choice
Situation Analysis
Community needs assessment
Discussion

- Conduct initial/baseline research, study documents, other research, find the issue that you want to discuss with your target group and tackle it through the project.
 - Study the good examples of other projects that relate to the topic/s.
 - Preferably, pick up several issues and make the list of potential topics.
- Find the target group that may help you to initiate the project:
 - Decide on the age group.
 - Clarify expectations from this youth group as well (remember to genuinely include youth and not make them decorations).
- Brainstorm to identify the organization that can support you in the whole processes.
 - Organize meetings and share the responsibilities.
 - Be in equal partnership.
 - Appoint credible managers.
 - Give a role to the project developer.
- Take project ideas to the youth, organize discussions of the topics of the project.
 - Use the non-formal educational centers for the meetings.
 - Conduct initial needs assessment (remember those needs should be evaluated, and changed if appropriate, during various phases of the project).
 - Analyze those needs and return with more discussion points.

- Keep in touch with the group, exchange ideas, give tasks and roles.
- Ask those young people to discuss the idea of the project with others as well (through this step, raise awareness of young people of the future project, inform others).
- Gather to discuss the results of those discussions.
- Make young people feel that their ideas and experience are appreciated and valued.

Stage 2. Project Planning

Final choice of the topic

Understanding the goal, objectives, desired outcomes, targeting

Action plan and team description (role division)

- Target your group and the area carefully, always have reference groups which represent the chosen group.
- Ensure you have a youth worker on your team.
- Pick up communication mechanisms that are more relevant and attractive for the target group:
 - Brainstorm the mechanisms and methods with your target groups.
 - If impossible, consult them with your reference groups.
 - Ask for their opinion, adjust the identified mechanisms to their needs.
- Make youth feel that they have an ownership over the project, instead of making it as a project for them:
 - Conduct needs assessments, understand needs: plan from an individual level to a group one.
 - Bring the target group onto the decision-making board and give them responsibility for the decisions from the beginning.
 - Ask simple questions; do not be formal, use non-formal

methods.

- Chose topics based on their needs. Consult on the topics as well.
- Give them responsibilities, ask young people what they would like to focus their concerns upon.
- Give more responsibilities to the target group than they feel comfortable with, but make sure that they can handle it. Involve them in all the processes and phases of a project, and support them throughout
- Create action plan:
 - Make a budget plan considering every action that could take place.
 - Plan contribution to be given back to the community.
 - Be realistic, put everything on the ground.
- Be sensitive to the choice of the process and to the design of the project.
- Engage role models to inspire and motivate young people (the most powerful method, is to include role models from their group).
- Test the idea in a small scale. Find the gaps and make the necessary changes.

Stage 3. Project Execution

Implementation
Monitoring and controlling
Lessons learned
Future actions/sustainability

- Use all the ways and methods to inform young people about the project.
- Hold the project in a place convenient to the target group:
 - Ask for the advice on the preferred places of target groups;

- Let the target groups decide on the places for the meetings;
- Choose the places that serve as meeting places for target groups.
- Find ways to engage representatives of your target groups in the communication and presentation of the project and build cooperation and trust with others of the same group.
- Ask for advice from target groups on how the meeting should be held:
 - Discuss expected outputs and outcomes;
 - Include target groups in the choice method.
- Give incentives and credits to those who participate in the processes:
 - Create processes of appreciation that could be used for the organization as well.
- Always include young people in the decision-making processes:
 - Allocate funds that should be under their control and make them responsible for the operations/actions.
- Include young people in the session implementations as well (make them responsible for trainings or activities). Appoint experienced trainers or professionals in the processes so that they will share their experience and be a supervisor/mentor:
 - Document the methods used, in order to pass it to others and make it usable for the organizations.
- Organize weekly and monthly meetings with young people, ask for follow-ups and discuss challenges and developments.
- Make feedback a regular part of cooperation and all the processes:
 - Organize sessions on how to evaluate and provide feedback.
- Be sincere and transparent in communication and collaboration.
- Communicate any concerns and/or failures during the process:
 - Explain that next time the process will be improved (if it is impossible, openly communicate or explain that as well).

- Be aware that the needs may be changed during the project implementation period:
 - Be flexible in the implementation period.
 - If it is impossible, communicate that as well (remember, you cannot please everyone).
- Send real-time check-ups:
 - Ask for opinions - how life is going or has been changed.

Stage 4. Project Closing

Closing
Monitoring
Evaluating
Reporting

- Factor in time and funding for Monitoring and Evaluation (M&E).
- Design an M&E system. However, be flexible in adapting and adjusting it to the changes that may occur externally.
- Evaluate the project results against its Theory of Change (ToC).
- Have baseline and endline evaluation when possible.
- Set clear frameworks for the data collections and use appropriate disclaimers and consent forms.
- Have a final event where you do the following:
 - Invite stakeholders and the wider community,
 - Give participants chances to express their opinions and feedback as well as showcasing their products,
 - Collect feedback from a wide range of stakeholders and beneficiaries,
 - Feature success stories, tell stories, invite media or go to the media,
 - Give out certificates.

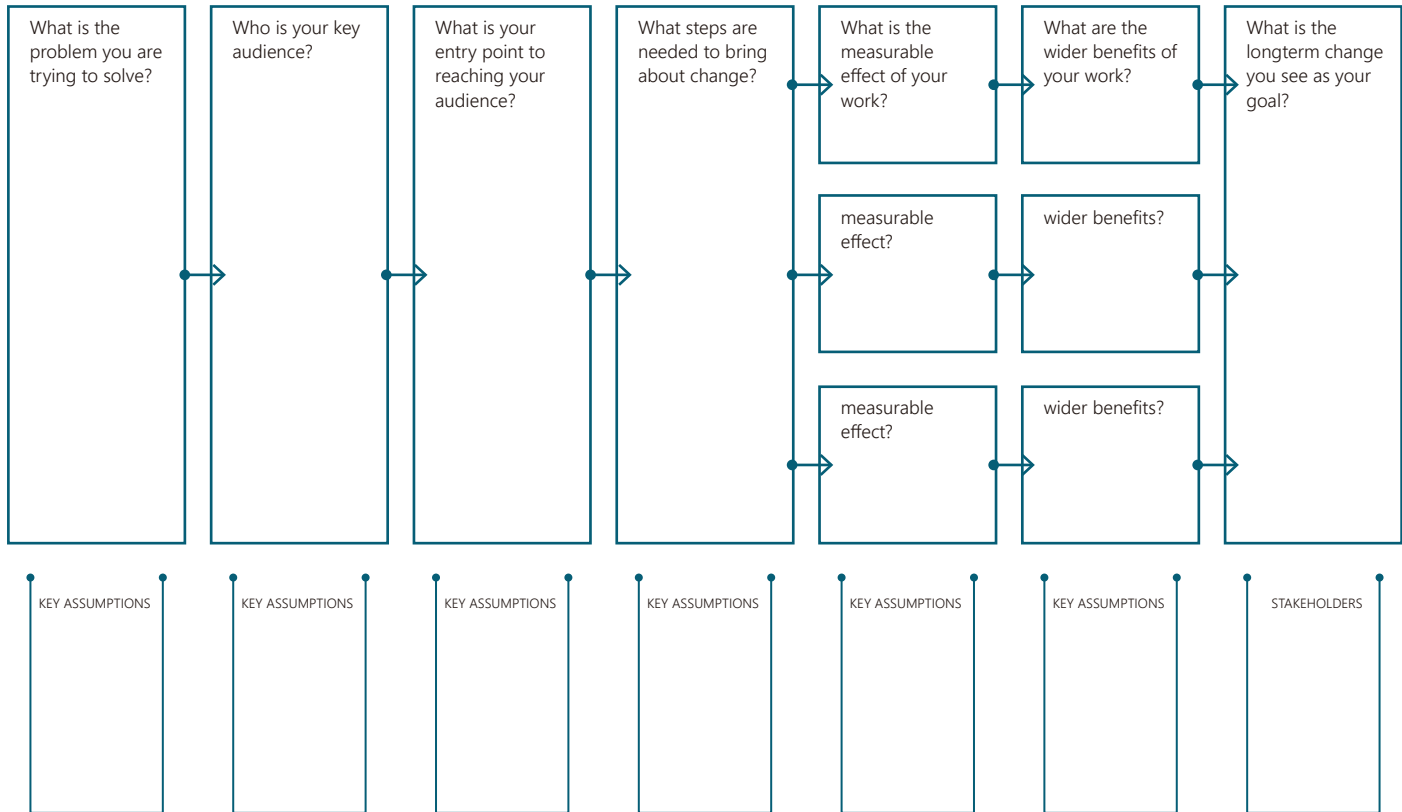
- Anytime you collect feedback and conduct a needs/environment assessment, communicate the purpose of that activity with the interviewees and later follow up with them.
- Create rigorous databases - be mindful of data security and manage the databases.
- Give the beneficiaries roles in the monitoring, evaluation, and reporting phases.
- Evaluate the impact of the project/program on:
 - Your organization;
 - Beneficiaries;
 - Ecosystem.
- Evaluate:
 - Your teamwork;
 - Goals (as formulated in the ToC);
 - Development of the team and beneficiaries;
 - Intervention logic;
 - Processes.
- Conduct outsourced financial and impact audits, if possible.
- Formulate concrete lessons learned.
- Do not let the harvested feedback sit on the shelf or memory drive, analyze it, and base your upcoming projects/programs on the learnings.
- Think about the project's legacy and sustainability.
- Recognize the fact that no matter how inclusive the project design is, you cannot reach everyone. Therefore, be mindful of your limitations and make appropriate decisions based on what the existing/obtainable resources are.
- Be transparent with your information (not the sensitive information/private data), compile annual reports, and share your success and failures.
 - Publish the reports whenever possible.

Remember, Mistakes are OKAY!!!

- Let young people make mistakes and learn from them.
- Tell them about the mistakes: mentor and supervise them and discuss what could be done differently (feedback is the key).
- Ask your colleagues or partner organizations to advise on the mistakes.
- Ask about the young people's needs and try to consider them.
- Keep reassuring them that they are important, valued, and taken into consideration.
- Be always in equal partnership, and never show hierarchy. Create good healthy positive environments in which everyone understands that they are equal partners.
- Assess physical space where the meetings will take place and adapt to target groups' needs.

It will be conducive if, in every stage of the project, the Theory of Change (see diagram below) is considered as a method to use to reach best final results.

Theory of change¹³⁶:



136. Theory of Change, <https://bit.ly/2UK9uRt>.



GLOSSARY

Inclusion - a process of improving the terms of participation in society for people who are disadvantaged based on age, sex, sexual orientation, gender, disability, race, ethnicity, origin, religion, or economic or another status, through enhanced opportunities, access to resources, voice and respect for rights.

Integration - intermixing of people or groups previously segregated.

Inclusive society - society for all in which every individual, each with rights and responsibilities, has an active role to play.

Social inclusion - the process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, sexual orientation, gender, disability, race, ethnicity, religion, origin or other status, through enhance opportunities, access to resources, voice and respect for rights.

Social cohesion - the absence of fractures, or divisions within society and the ability to manage such divisions. A cohesive society creates a sense of belonging, promotes trust, fights exclusion and marginalization and offers its members the opportunity of upward mobility.

Social exclusion - a state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state.

Social Segregation - creating separate spaces for those who differ from the norm. It is a process of separation on a particular basis.

Disadvantaged group - persons denied by mainstream society access to resources and tools that are useful for their survival in a way that disadvantages them or individuals who have been subjected to prejudice or cultural bias because of their identities as members of groups or categories of persons without regard to their individual qualities and includes enterprises in which a majority of the members or shareholders are youth, women, persons with disability or categories as shall be prescribed.

Diversity - the quality or state of having many different forms, types, ideas, etc. It is the state of having people who are of other races or who have different cultures in a group or organization.

Discrimination - the act of making unjustified distinctions between people based on the groups, classes, or other categories to which they belong or are perceived to belong. People may be discriminated on the basis of race, gender, age, religion, disability, or sexual orientation, as well as other categories.

Marginalization - processes by which individuals and groups are ignored or relegated to the sidelines of political debate, social negotiation, and economic bargaining-and kept there.

Youth work - Youth work is a practice that places young people and their interests first. Youth work is a relational practice, where the youth worker operates alongside the young person in their context. Youth work is an empowering practice that advocates for and facilitates a young person's independence, participation in society, connectedness and realization of their rights.

Youth participation - the active participation of young people in civic life as a means of securing social cohesion and anchoring democratic principles in a society based on respect for human rights.

Hearing-impairment - A person who is not able to hear as well as someone with normal hearing - hearing thresholds of 20 dB or better in both ears -is said to have hearing loss.

Disability - any condition that makes it more difficult for a person to do certain activities or effectively interact with the world around them (socially or materially). These conditions, or impairments, may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of multiple factors. Impairments causing disability may be present from birth or can be acquired during a person's lifetime.

THE LIST OF USED LITERATURE

Reports/Factsheets/Documents

- Country Sheet on Youth Work in Armenia, Marine Sargsyan, 2020, <https://bit.ly/3vNglrh>.
- Country Sheet on Youth Work in Netherlands Elianne Daamen and Pink Hilverdink, 2016, <https://bit.ly/3LpbF6X>.
- Country Sheet on Youth Work in Sweden, Tiina Ekman, 2018, <https://bit.ly/3MxV3tV>.
- Creating an Inclusive Society: Practical Strategies to Promote Social Integration, DESA, 2009, <https://bit.ly/3j4ical>.
- Design in Tech Report 2019 | Section 6 | Addressing Imbalance.
- Diversity in the Workplace: A Review, Synthesis, and Future Research Agenda Quinetta M. Roberson Villanova School of Business, Villanova University, Villanova, Pennsylvania 19085.
- Fact Sheet Zero Discrimination against Women and Girls, 2020, UN, <https://bit.ly/3NZCZdL>.
- Inclusion of Youth with Disabilities: The Business Case, International Labour Organization 2014 First published 2014.
- Leaving no one behind: the imperative of inclusive development, 2016, UN, <https://bit.ly/3r71CeO>.
- Lombe, M. (2007) Presentation given at Expert Group Meeting on Creating an Inclusive Society: Practical Strategies to Promote Social Integration. Paris, France, 10 - 13 September 2007.
- Project Brotherhood, <https://bit.ly/3NndPVj>.
- Social Exclusion and Children - Creating Identity Capital: Some Conceptual Issues And Practical Solutions, OECD, <https://bit.ly/3LH3R08>.
- Taylor, P. (2007) Urban Policies for the Social and Spatial Integration of International Migrants. UNESCO and IUAV EGM on Cosmopolitan Urbanism.

- Universal Declaration of Human Rights, 1948, <https://bit.ly/3K65unL>.
- World Migration Report 2020, <https://bit.ly/3LXmTzt>.
- World Population Dashboard, <https://bit.ly/3veS96r>.
- Young People, Youth Work and Youth Policy, Maurice Devlin, European Developments, 2010, <https://bit.ly/3viD8lk>.
- Youth work in the Netherlands - History and future, Hans van Ewijk direction, <https://bit.ly/3s3Ni7r>.
- Youth sector strategy 2030, <https://bit.ly/3MCET2q>.

Dictionaries/Encyclopedias/Articles

- 7 exceptional examples of equity in the workplace, <https://bit.ly/3PotB4h>.
- A Brief History of the Disability Rights Movement, <https://bit.ly/3JbzD3y>.
- About LGBTI people and human rights, <https://bit.ly/3JEyWOx>.
- Disadvantaged group definition, Law Insider, <https://bit.ly/35K4WVB>.
- Diversity, <https://bit.ly/3OfAjbJ>.
- Equity, Equality, and Need: What Determines Which Value Will Be Used as the Basis of Distributive Justice?, 1975, Morton Deutsch Columbia University.
- Equity vs. Equality: What's the Difference? <https://bit.ly/38upRO4>.
- Good Practice in The Youth Field Encouraging the participation of young people with fewer opportunities.
- "Groupthink", Anna Schmidt, Encyclopedia Britannica, <https://bit.ly/3yHNUUa>.
- "Groupthink", <https://bit.ly/3NavRtM>.
- Indigenous Peoples, <https://bit.ly/3Ek5MWd>.
- "Integration", Dictionary.com, <https://bit.ly/3jISb6R>.
- National, ethnic, religious and linguistic minorities and indigenous peoples, <https://bit.ly/3O4J60i>.

- Older persons, <https://bit.ly/3778m5J>.
- Poder es Salud (Power for Health), <https://bit.ly/3wBOTT7>.
- Promoting Social Integration - A Brief Examination of Concepts and Issues, 2008, <https://bit.ly/3v8By45>.
- Segregation, integration, inclusion: what is the history of educating children with special needs?, <https://bit.ly/3v2EHSV>.
- Segregation in the United States, published Jan. 18, 2022, <https://bit.ly/3uqg4k6>.
- Social Inclusion, <https://bit.ly/3up6kGU>.
- That Shape Our Identities, <https://bit.ly/3OcFHg6>.
- The Global HIV/AIDS Epidemic, <https://bit.ly/3M1p7Oa>.
- Victims of groupthink; a psychological study of foreign-policy decisions and fiascoes, <https://bit.ly/3wg38OF>.
- “Wandervogel”, last edited on 16 January 2022, <https://bit.ly/3vciVgW>.
- What is Youth Work, <https://bit.ly/3F1lnsR>.
- Why Peter Drucker was Wrong. The Meaning of True Leadership, <https://bit.ly/3Na6YPz>.
- Youth work, <https://bit.ly/37RW69A>.
- Youth Work WA / What Is Youth Work, <https://bit.ly/3LBGSUL>.
- “Youth Work: Youth Work, a very diverse field of practice”, <https://bit.ly/3F71qSk>.

Toolkits/Handbooks/Books/Tools

- Appreciative Inquiry - Start with What Works, <https://bit.ly/3GpWQQ2>.
- Busatto, C. (2007) Solidary Governance for Creating Inclusive Societies A contribution to the Expert Group Meeting on “Creating Inclusive Society: Practical Strategies to Promote Social Integration”, Paris.
- Communication Theory, <https://bit.ly/3NzBaTM>.

- DARE Practical Guide for Inclusion, 2020, Germany, <https://bit.ly/3v1vhHj>.
- Diversity & Inclusion Leadership Capability Self-Assessment Tool, <https://bit.ly/3ykZKU9>.
- D&I Portal - supporting a Diversity & Inclusion Communication Strategy, <https://bit.ly/3wvWaoH>.
- Embracing Diversity, 2021, <https://bit.ly/3NYk6rE>.
- Empowering for Social Inclusion, <https://bit.ly/3xklA9M>.
- Encoding, Decoding by Stuart Hall, <https://bit.ly/3NrZsPo>.
- Equity Organizational Self-Assessment Use this self-assessment to identify current conditions and practices in place within your organization supporting equity. <https://bit.ly/3AIF0fM>.
- Facilitator's Guide to Participatory decision-Making, 2014, <https://bit.ly/3wUTaAS>. Hebl MR, King EB. 2013. The social and psychological experience of stigma. In the Oxford Handbook of Diversity and Work, ed. Q Roberson,. New York: Oxford Univ. Press.
- How to Receive Feedback: Deal with People's Complement and Criticism, <https://bit.ly/3Gpc33D>.
- How to Use Teamwork Roles to Build Winning Team, Aug. 07, 2017, <https://bit.ly/3Q758k8>.
- Inclusion Assessment Tools, <https://bit.ly/3LkDvBo>.
- Inclusive Communication Guide, <https://bit.ly/3MCNDWG>.
- Johari window, <https://bit.ly/38O9goz>.
- Ladder of Youth Participation, March 29, 2020, <https://bit.ly/3O2KiRe>.
- Making Participation in Decision Making More Than Just Words, <https://bit.ly/3lQlqjC>.
- MAKING PROGRESS: A Tool and Resources for Leading Inclusive Communities, <https://bit.ly/39Cqg10>.
- Nonviolent COMMUNICATION a Language of Life, Marshall B. Rosenberg, Ph.D., <https://bit.ly/3Lo5dwm>.
- Participative Leadership Guide: Definition, Qualities, Pros & Cons,

Examples, <https://bit.ly/38Kin9F>.

- “RACE Matters”: ORGANIZATIONAL SELF-ASSESSMENT, The Annie E. Casey Foundation, <https://bit.ly/3P5ZApE>.
- “Race Equity and Inclusion Action Guide” 7 STEPS TO ADVANCE AND EMBED RACE EQUITY AND INCLUSION WITHIN YOUR ORGANIZATION, Annie E. Casey Foundation, <https://bit.ly/3ypxAaK>.
- Shraddha Bajracharya, “Spiral of Silence Theory,” in Businessstopia, January 6, 2018, <https://bit.ly/3uaXtbF>.
- “The Communication Book. 44 Ideas for Better Conversation Every Day” Mikael Krogerus and Roman Tschappeler, 2017,
- The Decision Book, Fifty Models for Strategic Thinking, Mikeal Korgerus and Roman Tschappeler, 2017.
- The Four Phases of a Project, <https://bit.ly/3QjpozC>.
- The History of Youth Work in Europe Relevance for Youth Policy Today, Griet Verschelden, Filip Coussée Tineke VandeWalle, Howard Williamson, Council of Europe Publishing, 2009,, <https://bit.ly/3vM1RNV>.
- The Sinus Milieu and Bourdieu Models, <https://bit.ly/3wWzzR8>.
- The “Spiral of Silence” Theory, <https://bit.ly/3sFnzm0>.
- T-KIT 8 Social inclusion, Adina Marina Călăfăteanu Miguel Angel García López, Council of Europe, 2017, <https://bit.ly/38uspuT>.
- Theory of Change, <https://bit.ly/2UK9uRt>.
- Top Team-Building Games: Experts Share Their Favorites, <https://bit.ly/3zpWjvV>.
- Top Team-Building Exercises: Experts Recommend the Best Activities to Match Your Team’s Needs, <https://bit.ly/3xu95Ig>.
- Using the power of Inclusive Decision Making, <https://bit.ly/3wKp2Zf>.
- What is Appreciative Inquiry?, <https://bit.ly/3t3tNfs>.
- Youth work and social inclusion, <https://bit.ly/3sa8SqG>.

