18-23 NOVEMBER
ROME, ITALY

EMBRACING
DIVERSITY

# TC Reader

## Introduction to the course

Inclusion and diversity are, as written in the E+: Youth in Action ID Strategy, two sides of the same coin. One thing is to reach out to different target groups to take part in the E+ programme, but once they are in we also need to equip them to deal positively with diversity of all kinds (different abilities, identities, social background, educational level, provenance...). All youth workers have to deal with the fact that the young people they work with are different from each other in many ways, this means that they have to manage diversity. Some differences are more obvious than others, such as ethnicity, religion or language. Diversity is more than the obvious differences, however it also includes differences such as: educational level, social and economic situation, sexuality, health and hidden or visible disabilities. Many youth workers put great emphasis on including a diversity of people, and this training will help participants to manage this diversity in their work.

This reader is the result of the 3rd edition of the TC. The 1st one took place in Norway, in April 2017 and the 2nd in Germany, in May 2018. For more information please check out SALTO D&I www.salto-youth.net/embracingdiversity/.

During the training course, we explored Diversity Management from an antidiscrimination and social inclusion perspective. We focused on the concept of intersectionality and multiple discrimination, sharing tools and methods inspired by the italian organisations and institutions.

The TC aimed to support youth work professionals in developing diversity management competences in their daily practice and how to help young people appreciate diversity and cooperate valuing each others' differences, within an intersectional approach.
We planned to reach the aim, by:
- exploring concepts and different forms of diversity and inclusion;
- strengthen and developing youth workers and other professionals 'diversity management' competences;
- exploring the local italian reality and Institutions working on diversity (Roma, Disabilities, Interculturality etc);
- sharing different tools, methods and approaches for managing diversity and to reflect on how to adapt to different daily youth work context;
- supporting networking between participants and the development of Erasmus+: Youth in Action project ideas on diversity.

## The Italian context

The training course offered participants the chance to explore a bit of the italian reality on Diversity Management with meeting with Institutions representatives and Civil Society Organisations, active in different areas of the Country and working with diverse target groups. Keynote speech was done by Roberto Bortone of UNAR - Ufficio Nazionale Antidiscriminazioni Razziali "*The office for promoting equal treatment and repressing race and ethnicity discrimination, briefly named UNAR- National Anti-Racial Discrimination Office, is the office destined by the Italian State to guarantee the population the right of an equal treatment, regardless their ethnicity or race, age, religious belief, sexual orientation, gender identity or disability. The Office was established in 2003 (l.d. n. 215/2003) due to a European Union directive (n.200/43/CE), requiring each Member State to activate a system purposely dedicated to oppose all forms of discrimination. In particular, UNAR manages cases and*

*events related to any kind of discrimination, studies possible solutions, promotes the culture of respecting human rights and equal opportunities and provides practical assistance to the victims*". Afterwards Bortone explained the UNAR's action towards countering discrimination against Roma, Sinti and Camminanti in Italy: in Italy over 80% of population show antigypsyism, this data represented the high level of hate speech and discrimination that generally represented the climate of intolerance in the whole country.

Despite this, he concluded his speech encouraging the CSO's to cooperate directly with institutions to increase the impact of all anti discrimination actions, especially the education ones that aims to overcome stereotypes and prejudices.

Three organisations joint the training for a presentation and focus workshop, the organisations presented their action at local and international level, also through the Erasmus Plus Programme:

### UILDM Lazio

UILDM Lazio, italian union against muscular dystrophy: they presented several activities of the organisations, including raising awareness workshops in the school on disable lifestyle and on the concept of *independence,* the independence of explore life fully and without barriers that are not only architectural but mental, especially of parents and relatives. They also present their model of peer-support involving disabled people as consultant and guidance provider for other disabled people. The organisation is very active in the international Volunteering within the Erasmus Plus and the ESC Programme: they host and send volunteers in many organisations active in several topics.

More info at: **https://www.uildm.org/**

### Genitori scuola Di Donato

Associazione Scuola Di Donato is a community based organisation founded by parents of students of the school Di Donato, a public school which is located in the most intercultural neighbourhood of Rome *Quartiere Esquilino.* The organisation self manage a part of the school building (the basement) . Organisation members who are mostly parents, renovate the rooms and organise several after school, free time and sport activities involving children living in the neighbourhood . Children have very different cultural backgrounds and the intercultural dialogue process start from the sharing of space and passions.

More info at: **http://www.genitorididonato.it/wp/**

### Stay Human Pesaro

Stay Human è is a non profit organisation, founded in 2016 by a group of young activist who decided to join their wishes with the aim to help people in need in Italy and in the rest of world. The organisation carries out own activities for the material support and the social inclusion of people in need through:

- Support during humanitarian emergency in Italy and abroad (especially in refugee camps in Greece);
- Migrants and minorities involvement in the decision-making process at local, national and international level;
- The creation of a "Social market" as a collecting and distributing point of food and clothes for people in need;
- Through the organisation of communication campaigns in schools, open spaces, youth centres, the members of the organisation share their values and their mission: promoting human rights, solidarity and diversity encouraging dialogue, tolerance and antiracism actions.

Specific focus of the organisation is the fight of anti gypsum by running workshop in schools and outside schools around Roma issue.

More info at: **www.stayhumanonlus.org/**

## Concepts and definitions

### Diversity

Diversity is the rage of human differences. It consists of numerous factors including visible and non-visible differences, e.g. gender, age, background, race, physical abilities, sexual orientation and personality.

### Diversity Management

Diversity management is an active and conscious development of a future oriented, value driven strategic, communicative and managerial process of accepting and using certain differences and similarities as a potential in an organisation, as a process which creates added value to the company. In Europe the concept developed in the frame of antidiscrimination and inclusive policy that foster the European Charters of Diversity in many EU Countries, that represent the specificities of the Country.

### Intersectionality

Intersectionality we intend an analytical tool for studying, understanding and responding to the ways in which identity components intersect with other personal characteristics/identities, and how these intersections contribute to unique experiences oppression and discrimination. It starts from the premise that people have multiple, layered identities derived from social relations, history and the operation of structures of power. Intersectional analysis aims to reveal multiple identities, exposing the different types of intersectional and multiple discrimination and disadvantage that occur as a consequence of the combination of identities with other grounds.

### Inclusion

Inclusion is a term used widely in social and educational policy making to express the idea that all people living in a given society (should) have access and participation rights on equal terms. This means, on the one hand, that institutions, structures and measures should be designed positively to accommodate diversity of circumstances, identities and ways of life. On the other hand, it means that opportunities and resources should be distributed so as to minimise disadvantage and marginalisation. In the sphere of European youth work and non-formal education, inclusion is considered an all-embracing strategy and practice of ensuring that people with fewer opportunities have access to the structures and programmes offered.

### Intercultural/Multicultural

Interculturality refers to the capacity to experience cultural otherness, and to use this experience to reflect on matters that are usually taken for granted within one's own culture and environment. Interculturality involves being open to, interested in, curious about, and empathetic towards people from other cultures, and, using this heightened awareness of otherness, to evaluate one's own everyday patterns of perception, thought, feeling and behaviour in order to develop greater self- knowledge and self-understanding. In a multicultural society diversity is tolerated, but not valued.  In an intercultural society all citizens (beyond any categorisation such as national, migrant or minority) have the opportunity both to affirm their culture and to participate in dialogue and democratic processes with the rest of society.

Multicultural approach or society reflects a tendency to deal and tolerate different cultures, but put in place actions to keep different cultures running in parallel without meeting, crossing, mixing.

**Stereotype**

A stereotype is a generalised belief or opinion about a particular group of people, for example, that entrepreneurs are ambitious, public servants are humourless, or that women have long hair and wear skirts. The main function of stereotypes is to simplify reality. Stereotypes are usually based either on some kind of personal experience or on impressions that we have acquired during early childhood socialisation from adults surrounding us at home, in school or through mass media, which then become generalised to take in all the people who could possibly be linked.

**Prejudice**

A prejudice is a judgment, usually negative, we make about another person or other people without really knowing them. Just like stereotypes, prejudices are learned as part of our socialisation process. One difference between a stereotype and a prejudice is that when enough information is
available about an individual or a particular situation, we do away with our stereotypes. Prejudice rather works like a screen through which we perceive any given piece of reality: thus, information alone usually is not enough to get rid of a prejudice, as prejudices alter our perceptions of reality; we will process information that confirms our prejudice and fail to notice or "forget" anything that is in opposition. Prejudices are, therefore, very difficult to overcome; if contradicted by facts, we'd rather deny the facts than question the prejudice ("but he's not a real Christian"; "she is a n exception").

**Discrimination**

Discrimination and intolerance are often based on or justified by prejudice and stereotyping of people and social groups, consciously or unconsciously; they are an expression of prejudice in practice. Structural discrimination is the result of perpetuated forms of prejudice.

**Multiple discrimination**

Each one of us belongs to or identifies with several social groups. When dealing with any particular disadvantaged social group, it is important to be aware of the internal heterogeneity of the group and the potential for multiple grounds of discrimination. These multiple identifications not only mean more possibilities of discrimination, but can also come from several directions: for example, a lesbian Roma woman might be subject to multiple discrimination by heterosexual non-Roma; at the same time she can be subject to homophobia within the Roma community and subject to racism within the LGBT community. In most cases multiple discrimination occurs to so-called visible minorities, women and people with disabilities

**Migration**

Migration is a process of moving, either across an international border or within a country, encompassing any kind of movement of people, regardless of the causes.

**Migrant**

The term 'migrants' is used […] to refer, depending on the context, to emigrants, returning migrants, immigrants, refugees, displaced persons and persons of immigrant background and/or members of ethnic minority populations that have been created through immigration.

For the United Nations High Commissioner for Refugees (UNHCR), refugees and asylum seekers constitute a distinct group of people, because they have left their home in response to serious threats to their life and liberty. The UNHCR warns of the risks of blurring the line that separates refugees from other groups of migrants who have moved from one country to another for economic or social reasons in order to improve their lives, while refugees are forced to flee to save their lives or preserve their freedom.

## Refugee
A refugee is someone who is unable or unwilling to return to their country of origin owing to a well- founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.

## Asylum seeker
Asylum-seekers are individuals who have sought international protection and whose claims for formal refugee status have not yet been determined.

## LGBT+?
Lgbt+ is an acronym for lesbian, gay, bisexual and transgender. The + stands for other relevant groups, which can also be included in the concept of sexual orientation and identity.
For example: LGBTI, LGBTIQA
- Intersex (I) = a person born with variations of sex characteristics, which can't be easily put in the categories of female or male.
- Queer (Q) = Is a criticism of ideas about what is considered "normal", and typically mean being outside the box of the binary system imposed. Some see their gender identity or sexuality as queer.
- Asexual (A) = people who do not feel interested in having sex or do not feel sexually attracted to others.

## What does it mean to be homo- or bisexual?
Lesbian, gay and bisexual are concepts connected to sexual orientation. Sexual orientation can be divided into different parts:
- Sexual interest - which person or people someone wants to have sex with.
- Romantic interest - which person or people someone falls in love with.
- Sexual practice - which person or people someone has sex with.
- Romantic practice - which person or people someone has loving relationships with.
- Identity - whether and how someone describes their sexual orientation.
Lesbian/gay or homosexual - people who fall in love with or are sexually attracted by persons with the same gender as themselves.
Bisexuals - people who fall in love with or are sexually attracted to people, regardless of gender.

## What does it mean to be transgender?
Transgender is a concept connected to gender. Gender can be divided into different parts:
- Gender identity is the gender that you feel you are and identify with, or lack thereof.
- Gender expression relates to how you express your gender and the gender that others see you as.
- Assigned gender is the gender that you are given when you are born.
- Legal gender is the gender you are given in the population register, for example on you ID documents and passport.
Trans person is an umbrella term that aims to include the wide variety of identities, groups and persons that use the term trans to identify themselves. It can be people who identify within the

binary gender (trans men, trans women) or people who identify as outside of it and don't feel either as a man, or as a woman (ex: non-binary, agender, genderfluid etc.). Some trans people use hormones and/or surgery to modify their body in order for it to match how they feel inside, others don't.

The common factor for trans persons is that a person's gender identity and/or gender expression does not match the legal gender that was assigned at birth, and which was determined by that person's physical appearance and was interpreted at that time.
All people have the right to define their own gender.

Trans has no relation to sexual orientation, it relates to gender identity. A trans person could be homosexual, heterosexual, bisexual, asexual or something else.
Cis person means a person that is not a trans person. It is a person whose body, legal gender and gender identity match, according to the norms.

## Methods

### ❖ Diversity bingo

This bingo can be used as a fun and simple way to support breaking the ice in the beginning of the training and to introduce the theme that you will be working. Create the bingo in accordance to your group and print one per participant. Participants have to go and mingle until somebody wins. You can make the rules of the game: you can have a winner when somebody fills in 2 lines, or even all of them, depending on how much time you have available. The rule is that they can put somebody's name only once in the bingo. After the winner shouts BINGO! you can shortly review their answers, celebrate and see if there are any fun facts that people discovered during the game that they want to share with the group.

| Who has lived in another country? | Who always arrives late? | Who loves to read books? | Who has more than 2 ethnicities in their family? |
|---|---|---|---|
| Who does not drink coffee? | Who likes pineapple on their pizza? | Who works with LGBTQI+ people? | Who is a Sagittarius? |
| Who works on disability rights? | Who participated in a protest in the last 2 weeks? | Who snores? | Who likes to hike? |
| Who practices a religion? | Who is a feminist? | Who is critical towards the European Commission policies? | Who is able to touch their nose with their tongue? |
| Who likes to tell jokes? | Who has not been in Rome before? | Who has been a leader in a Youth Exchange? | Who speaks more than 4 languages? |

### ❖ Pronouns

In order to facilitate the inclusion of people of all genders we introduced pronouns right from the beginning of the training, and then came back to it several times so we make sure that everybody understands why we do this, and how can they better use it.

Pronoun is a word someone wants to be called when they are talked about in the third person. Pronouns can be linked to your gender/gender identity, but they do not need to be. There are gender coded pronouns, like he or she. There are also gender neutral pronouns, like they, ze, ey, per, ve. For a trans person it can be a sensitive matter to be titled with the right pronoun. It is important to never assume which pronoun a person uses. Many people who define themselves as non-binary want to be called a gender neutral pronoun. If you are not certain about someone's pronoun, you can ask in a separate conversation.

Pronoun round
Share with participants that gender is a very prominent factor in our interactions, and pronouns are used very often, especially when referring to each other. Some of us use she/her, he/him and others use they/them as their pronoun.
As everybody sits in a circle, they are invited to share their name and pronoun. The facilitator can model it by sharing their name and pronoun: Hello, I am ... and I use ... pronouns.

Pronouns usage

After an initial introduction it is important to come back and explain some more about how to actually use gender neutral pronouns. Many people are not used to using singular they, so it is helpful to introduce something similar to the flip chart below. Also, it is important to emphasise that this is a learning process and we are here to support each other.
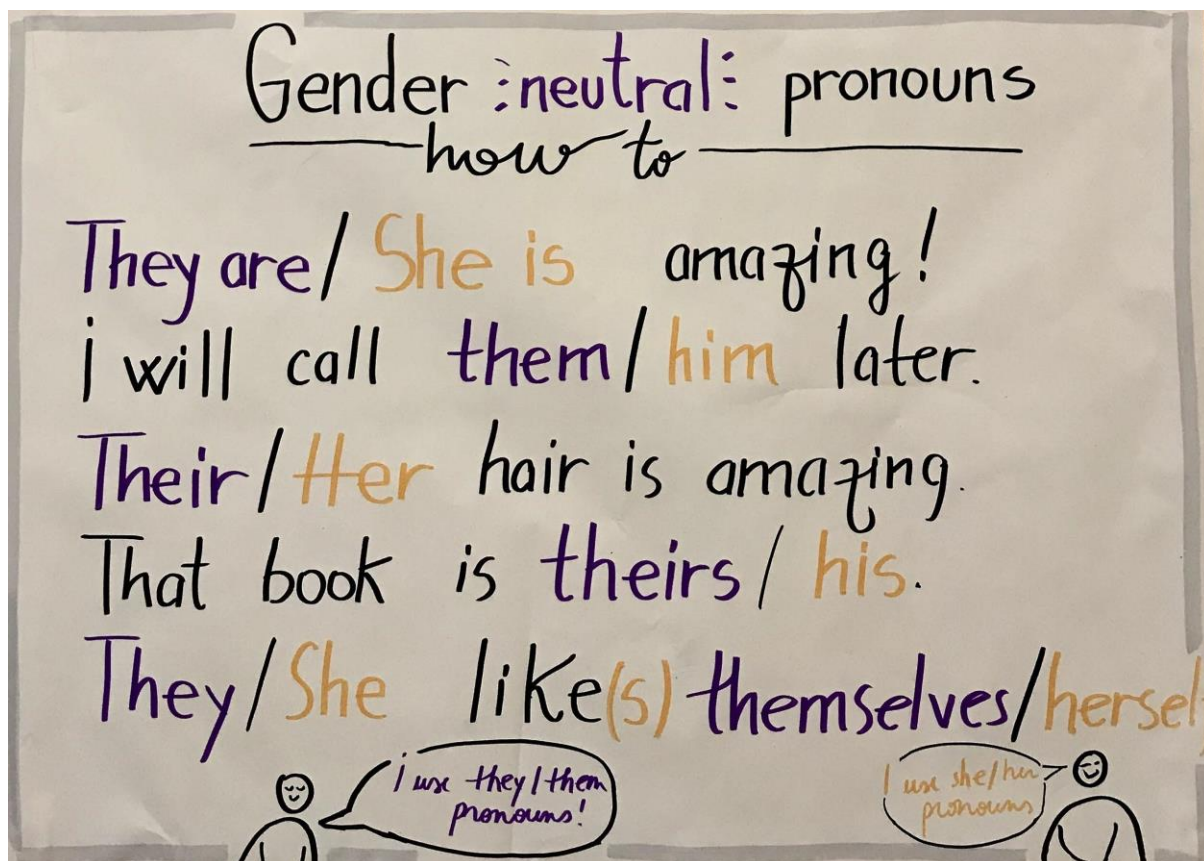


❖ **Speed Dating**
Getting to know each other activity. Participants are facing each other in a line or in 2 circles (one internal and one external). The facilitator ask participants to share in a short period of time (approx 2-3 minutes) as many information as possible about a certain topic (i.e. interests/hobbies, studies, job , etc) . Participants have to share the time equally so that they can talk, but also listen the person facing.

❖ **Spectrum of Opinions**
Based on the Compass activity "Where do you stand?" . It can be used in different contexts

for a guided discussion. Participants take a position in the room (i.e. I agree or I do not agree or I don't know or Yes/No/Maybe) according to their answer/opinion to the question of facilitator.

The questions can be very different and it can be used in different context. In our case the activity was used to map the experience of the group (experience in diversity management, target groups they were working, international experience, experience in Erasmus+ , etc).

❖ **Learning continuum (To do, Doing, Done)**

Participants are asked to write down one or more learning element they want to develop during the training. Then they are asked to place this element on the flipchart according if is something to start, in progress or done. The flipchart is used as monitoring tool every day. Every morning participants are asked to move the learning element on the post it according to the progress in their learning during the training.

Here an example from the 1st and last day of the training:

1st day                                            Last day
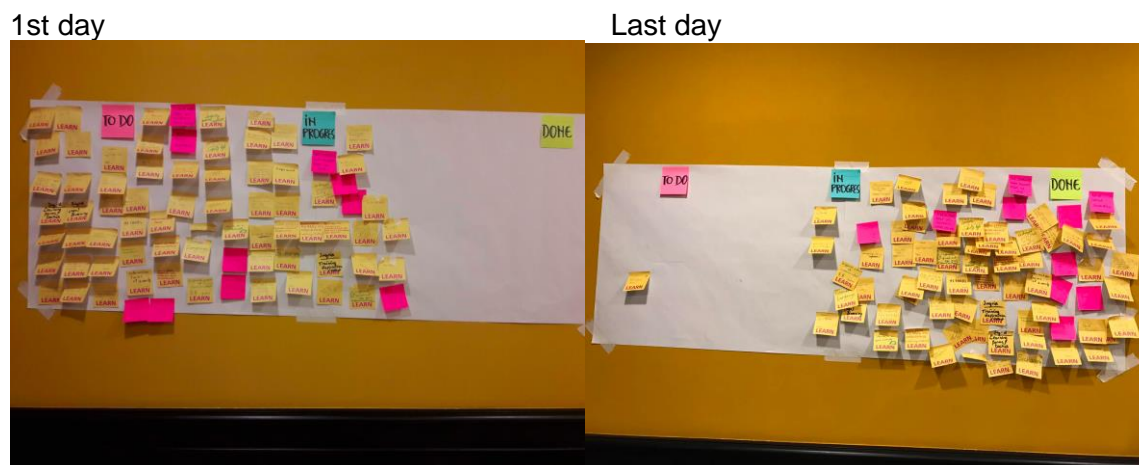


❖ **Collective definition making**

Definitions are always changing and that's a great thing as we continue to evolve and discover new things about ourselves and the world. In order to build a common basis the words we operate with in diversity management, we decided to use the group as a resource. Some of the words relevant to the theme are: diversity, diversity management, stereotype, prejudice, discrimination, inclusion/ exclusion, intersectionality, identity, minority, multicultural/ intercultural, migrant, LGBTQI+, refugee, Roma/ Sinti/ Traveler, disability. You can choose to add others or remove.

On a flipchart you can write: "I know", "I don't know", "I am not sure". Then, put each word we want to define on a different piece of paper and place them in the middle of the room. Ask participants to volunteer and come take a paper and see where they would fit it. If they know it then they define it, if not, you can ask the group for support.

❖ **Diversity in practice**

In european context, Diversity Management  is deeply related to national specificity, where types of diversity are multiple and where support systems are complex. Often youthworks, trainers, educators that worked with a specific target do not perceived the brother and intersectional perspective on diversity, for this reason, one session was dedicated to an individual reflection on working context, target groups, local and national peculiarity. After the individual reflection, participants represented creatively the diversity in their context and share it buzz groups.

❖ **Learning groups**

Learning groups are a very useful way to support people in their reflection process, to look deeper into what they are learning and how are they going through the process. They can be facilitated by a member of the team, or if it fits better, they can be self-facilitated by participants.

Some ideas you can use for this:
- Print a [Blob Tree](#) and ask participants how they feel about the day
- Offer participants projective cards (such as **Dixit** or **OH Cards**) and ask them to choose a card that better reflects their day
- Ask participants to draw the contour of their hand and then add on each finger a different element: thumb-something great about today, index finger- something I want to point out, middle finger- something that was not good, ring finger- something emotional, pinky finger- cherry on top.

❖ **Guided Fantasy**

Procedure for Guided Fantasy (10 mins)
Ask group to sit in a circle, and slowly talk through the following guided fantasy

*Close your eyes. Take a minute to imagine yourself in a public park. Just for now it is empty of people. It's a warm summer's day, the trees are heavy with leaves and the sun breaks through to make you feel warm. There is a slight breeze; you can feel it on your face. As you look forward you can see a path winding its way far into the distance. Around the path there are followers, grassy patches of cut grass and large leafy trees. The only sound is of birds singing.*
*You hear the birds and smell the freshly cut grass; you feel the heat of the sun and are refreshed by the slight breeze. You look in front of you and decide to follow the path.*
*You begin to walk and you move along the path and hear human voices in the distance. You look first to your right and then to your left, you notice a young child kicking a football. The child throws the ball into the air and catches it as it falls. You notice the ball fall hard into the child's hands. Two people are playing with the child – you smile and wave towards them noticing the smiles on their faces.*
*You continue to walk around some large trees and pass two people sitting on a bench. They are laughing loudly – you try to hear what they are saying. You move again along the path and see a couple walking towards you holding hands. They walk past you as you look at them.*
*As you walk on a number of men are sitting on a bench by the path, talking and laughing – you look at them one by one.*
*As you walk on you are nearing the gate of the park, you walk through the gateway and in front of you, you see this building (make relevant to environment). You walk into the building and then into this room. You sit on the chair and feel it under you. You begin to slowly open your eyes and come back into the group when you are ready.*

Key Questions for Discussion (40 mins)
Use the following questions to stimulate discussion in the group on the experience of the Walk in the Park.
How was the walk? Did you like it? Where did you go?
Do a small recap and see how people look, behave, and what identities they had.
● When you saw the child with the ball, what was their gender?
● The two people you saw with the child, what relationship do they have with the child? parents?
● The two people sitting on the bench: what did they look like? Were they white? Able-bodied?
● The couple holding hands that were walking towards you; were they an old or retired couple, were they able-bodied, were they non-white, were they two women or two men?
● The group of men on the bench, were they young or old, were they able-bodied, and were they white?
● Did anyone in your park wear clothing or jewellery which made you think they were from a different culture?
Was everyone in your park:
● White?
● Able Bodied?
● Young or middle-aged?

- Were there couples of the same sex?
- Were there any retired or old people in your park?
- Were their different ethnic groups in your park?

<u>Debrief</u> (+collect ideas of how this translates into practice on flipchart)

*Why do you think that your park looked like that?*
*In which way do you think that having this unconscious perceptions plays a role in your work?*

❖ **Identity Soup**

Introduction of intersectionality concept using the <u>"identity soup" metaphor</u>. Draw on a flipchart a soup pot, and then on small separate pieces of paper add the ingredients which you will add in groups:
- base and broth: race*, ethnicity, gender, sexuality, disability status
- early additions: socioeconomic status, geographic location, education, family structure: hobbies & passions, religion & faith, career, political beliefs
- secret ingredients: personal experiences, misperception of identities, hidden identities, changes to ingredients

*race- the way we use race here is with the awareness that race is a social construct that has been used throughout history to oppress black, indigenous, and people of colour. Race is not a "real" difference between people, but racism is a very present and oppressing reality which deeply affects the lives of black, indigenous, and people of colour.

Invite people to add other ingredients if they feel something is missing. Then go on to explain that "cooking this soup" does not happen in a vacuum. Various social, historical and political structures are in place that influence how our soup will end up. Add as many elements as you believe are valuable to the group's experience and knowledge.

Ask participants to do their own identity soup and share in pairs how it was for them to think about their identity in this way, naming every element in its specificity.



❖ **Are we inclusive in practice?**

The purpose of this exercise is to support people to think about their contexts and see if they are ready to accommodate different realities and needs into their organisations.

Participants are divided into 6 groups and they each receive theoretical case of a person who wants to join their organisation (either as a volunteer, as a beneficiary, or staff- depending on their realities, choose what is most relevant for them). This new person lives at the intersection of multiple identities. They have to answer a series of questions that look at that person's inclusion. For the exercise, they use their real life organisations/situations, not an imaginary setting.

Example of identities/realities: Roma, woman, living with HIV, lesbian, in a wheelchair, transgender, alcoholic etc. We will give each group a mix of about 5 elements. Choose relevant, diverse and non-stereotypical identities.

Group questions:
- Would this person feel welcome and included in our organisation?
- Would this person be able to participate in your projects? (national or international)
- Are there any persons in the organisation that they could relate to?
- Is there any barrier or challenge that your organisation has in order to include this person?
- What adjustments do you think you need to make in order for them to feel included? Both personal and organisational.

After the discussions in the small groups, gather ideas in plenary, focusing on adjustments.
Ask everybody how was it for them to go through this imaginative exercise. Was it easy to take this person as a whole and not try to divide their identity into separate pieces?

❖ **Open Space**

Open Space Technology is a method that facilitates meaningful conversations, without a pre-established agenda. It strongly believes in the participants as able to self-organise in order to have the conversations that they need.

As a facilitator here are the steps you need to do:
1. Find the most relevant question that can guide participants in the Open Space and write so it is visible in the room.
2. Create a "marketplace" or agenda on the wall, where you delimitate the places available for the parallel workshops and the time available. Explain that the empty slots in the agenda will be filled by participants.
3. Write and explain the principles, the roles and the rule of the Open Space*. Take participants through them, and explain the philosophy of the methodology.
4. Invite people to think and add their proposals to the empty slots by sharing 2-3 sentences about their question, theme, resource or discussion they want to have.
5. Start the Open Space and invite people to go and choose where they feel called to contribute to or learn from.
6. Make sure to keep the time and remind participants when it's time to wrap it up. If the conversations need more time, encourage them to find it later on.
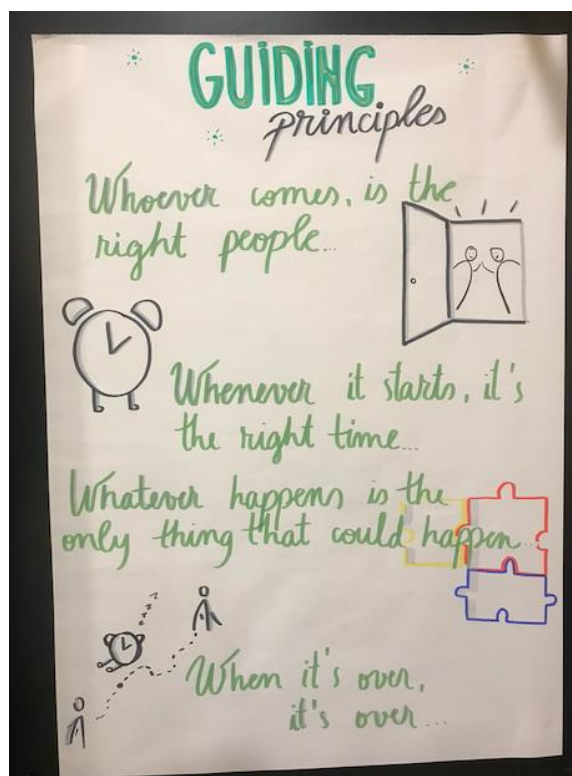


*More resources on Open Space here and here.

❖ **Competences development focus: conflict transformation and dealing with ambiguity**

*Conflict transformation*: during the workshops on conflict transformation participants have the opportunity to test and analyse 2 different experiential exercises on conflict :
- Force the circle: similar activity can be found here

- Conflict escalation, that's my chair ! a similar activity can be found [here](#)

During the debriefing the participants analyse the 2 experiences and receive input about difference between conflict prevention, resolution, transformation . For more information please have a look to: [https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-12-youth-transforming-conflict](https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-12-youth-transforming-conflict)

*Dealing with ambiguity*:

Ambiguity is a type of meaning in which a phrase, statement or resolution is not explicitly defined, making several interpretations plausible. A common aspect of ambiguity is uncertainty. it is one of the most important competencies of intercultural learning and relations that can easily be transferred to any type of differences and perspectives, reflecting on the importance of active listening for fostering mutual understanding and inclusion.

The activity is

For more information please have a look to:

[https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning](https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning)

❖ **Self assessment**

Self assessment of diversity management competences was based on an individual guided reflection which can be found [here](#).

[ETS competence model for youth workers to work internationally](#) and the [European portfolio for youth leaders and youth workers](#) can be further reference sources.

**Resources**

Embracing Diversity TC Reader 2017 - "Embracing Diversity - Introduction to diversity management in youth work"

[www.salto-youth.net/downloads/4-17-3619/IntroductionToDiversityManagementInYouthWork.pdf](http://www.salto-youth.net/downloads/4-17-3619/IntroductionToDiversityManagementInYouthWork.pdf)

Embracing Diversity TC Reader 2018

[www.salto-youth.net/download/3783/EmbracingDiversityTCReader2018.pdf](http://www.salto-youth.net/download/3783/EmbracingDiversityTCReader2018.pdf)

Intersectionality

[https://stavvers.files.wordpress.com/2013/04/301969_452534864833450_34072018_n.png?w=660&fbclid=IwAR3ShhvvKc6uo8VNSug48hNP0fzeY09rwK-dhkoBtCYQ_pwUXrVkFcDxO-0](https://stavvers.files.wordpress.com/2013/04/301969_452534864833450_34072018_n.png?w=660&fbclid=IwAR3ShhvvKc6uo8VNSug48hNP0fzeY09rwK-dhkoBtCYQ_pwUXrVkFcDxO-0)

[https://www.youtube.com/watch?v=akOe5-UsQ2o&fbclid=IwAR3Yeou0Tnz2VTcGfoKvSyPO7zhSfTedqHmV73fO5IX4lCxIpXkidax2tSQ](https://www.youtube.com/watch?v=akOe5-UsQ2o&fbclid=IwAR3Yeou0Tnz2VTcGfoKvSyPO7zhSfTedqHmV73fO5IX4lCxIpXkidax2tSQ)

Project management- writing

[https://www.qualitymobility.app/?fbclid=IwAR2kPrr1IiuZ119hOfwE-LGwOSuA1WsUsYCIkq1a9U3_cVShbfRRmO5FbLA](https://www.qualitymobility.app/?fbclid=IwAR2kPrr1IiuZ119hOfwE-LGwOSuA1WsUsYCIkq1a9U3_cVShbfRRmO5FbLA)

Erasmus + complete guide

[https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en?fbclid=IwAR3rarpalX2hMGHaXl4Kh4bEtQlFCcA0sLPAKmInWVbeb_d0dEDWwr6efQM](https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en?fbclid=IwAR3rarpalX2hMGHaXl4Kh4bEtQlFCcA0sLPAKmInWVbeb_d0dEDWwr6efQM)

Community organising

[http://econnet.eu/pages/publications-and-training-materials.php?fbclid=IwAR23D07YNPqgQRF2fCggkIzbD4zof60pVLjGYedca7mO1WvfdnHMh149weI](http://econnet.eu/pages/publications-and-training-materials.php?fbclid=IwAR23D07YNPqgQRF2fCggkIzbD4zof60pVLjGYedca7mO1WvfdnHMh149weI)

Meeting with italian organisation

[https://www.romacapitaleumana.it/home?fbclid=IwAR3k9_a8tkbngwlezU9izfJYnWfJZkcgUV9Mtem2hIinzHcQOmEoHUDJWDQ](https://www.romacapitaleumana.it/home?fbclid=IwAR3k9_a8tkbngwlezU9izfJYnWfJZkcgUV9Mtem2hIinzHcQOmEoHUDJWDQ)