

PLUS UP YOUR PROJECTS!

TRAIN YOUR TEAM ON INCLUSION & DIVERSITY



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PREFACE

The manual is an outcome of the training course “**Plus up your projects! – Train your team on Inclusion & Diversity**”, a Training Course organised by Grenzenlos Intercultural Exchanges. The training course was part of the Access 4 All working Group Plan of the **Alliance of voluntary organisations** and funded by the European Commission through the Key Action 1 “Mobility of individuals within the Erasmus+”

The training course took place in Vienna, Austria from 12th to the 18th of October 2014 and was open for current and future youth leaders working on the topics of inclusion and diversity. The main aim was to explore and develop tools and good practices on how to promote and create awareness on inclusion.

35 participants from the **participating organisations** HUJI Armenia, Deineta Lithuania, Allianssi Youth Exchanges Finland, SFERA Russia, Concordia France, De Amicitia Spain, EstYes Estonia, ELIX Greece, INEX SDA Czech Republic, IBG Germany, Jeunesse & Reconstruction France, JAVVA Belgium, UnarecFrance, UnionForumUkraine, LeagueofYouthvoluntaryServiceBelarus, DeinetaLithuania, YAP Italy, SJ France, Young Researchers of Serbia worked 5 days intensively with different methods on the subject of inclusion.





Grenzenlos (former ICYE Austria) is part and founding partner of the international youth exchange network (the ICYE Federation). It was founded in 1949 as a pacifist programme standing for tolerance and re-conciliation between different cultures. Grenzenlos is a non-profit and non-governmental Organisation, which main aim is to promote world peace and tolerance through international non-formal education programmes that combines cultural integration with engagement in non-profit initiatives worldwide. Since 1996, Grenzenlos participated in the EVS. 1998, it became the implementer of the **EVS MELANGE** special support project, which resulted in a partnership between EVS organisations and municipal departments. In 1999 the focus was set on the increase of mobility for disabled people, the opening of volunteer actions in Eastern Europe, and maximizing inclusion of disadvantaged youth; e.g. youngsters with disabilities from migrant background or long

term unemployed. Since 2001 Grenzenlos offers additional short term programmes such as integrative summer projects, youth encounters and practical trainings. Since 2009 Grenzenlos broadened its integrative work in Austria and additionally implemented a workshop programme aiming to spread intercultural sensitivity and respect and a mentoring programme for migrants.

In the European context **Grenzenlos** is running the **MELANGE** program, the EVS in Vienna. The **MELANGE** program ist implemented by **Grenzenlos** in close cooperation with **wienXtra** on behalf of the city of vienna. Till now, each year we were sending and receiving an average of 30 young people each, plus short term exchanges. The main priorities are working with disadvantaged youngsters (e.g. handicapped people, young migrants, long term unemployed).



Erasmus+ is the EU's new programme for boosting skills and employability through education, training, youth, and sport.

Between 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience, and volunteer abroad.

What does it involve?

Funding for youth activities under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level.

Concretely in the field of youth, the Erasmus+ programme offers three main opportunities:

Key Action 1:

Mobility opportunities for young people and youth workers. Young people have the opportunity to participate in youth-exchanges or to volunteer for a period up to one year in another country.

Youth workers can take part in training and networking activities abroad or spend some time in a youth organisation abroad for a job shadowing or an observation period.

Key Action 2:

Opportunities for cooperation for innovation and exchange of good practices. Organisations can apply for funding to work in partnership with organisations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.

Key Action 3:

Opportunities to support policy reform. The Erasmus+ programme will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

Who can take part?

Various opportunities are available under Erasmus+, including opportunities for young people (aged 13-30), youth organisations, and other stakeholders active in the field of youth.

Find out more under: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

The following Manual was developed through the training course Plus up your project! under the Key Action 1 with the support of the Erasmus+ programme.

The training course and the topic of inclusion:

The Access for All working group is the permanent working group of the Alliance of European Voluntary Organisations. Its action is entirely dedicated to enhance the correct social inclusion of disadvantaged participants in the voluntary projects promoted by the Alliance's members and partners and, further, to work for a better social cohesion in the society through these voluntary projects.

Within the Plan of Action 2014 the working group has decided to run a training for all members of the network to increase the knowledge of inclusion and enable more organisations to open their projects for volunteers with fewer opportunities.

Grenzenlos is working since more than 10 years on the topic of inclusion and diversity and after such a long period of time we still see the need to empower other organisations to get more involved and to share our knowledges and experiences to our partners and organisations which are working within similar projects as we do. That's why we have volunteered to host this training in the name of the working group.

The objectives of the project were:

- To promote inclusion and diversity in international projects.
- To share our experiences on the topic
- To transfer Grenzenlos methods to international partners
- To develop a module that will be able to be used in any local leaders training by all the organisations
- To strengthen the partnership among organisations to develop future projects focused on young people with fewer opportunities

Through this course, we wanted to strengthen the topic of inclusion and diversity within the international projects such as long-term or short-term EVS, youth exchanges, workcamps and other kind of mobility projects. Also to solve the huge necessity of reaching young people with fewer opportunities for international projects as well as opening them projects to everyone.

The project increased young people's positive awareness of other cultures by working on the stereotypes and prejudices and trying to break them or transform into positive ones.

Overall the project helped to transform negative attitudes leading to exclusion, especially on the issue of physical disability. On the topic of inclusion & diversity intercultural dimension is very important as being a person with fewer opportunities assumes a social disadvantage and a predisposition to become a victim. It is a global concern and one of the main issues that must be addressed in tackling inequality and exclusion.



INTRODUCTION

This manual is a practical toolkit for volunteers, youth workers and people in general who aim to work on the inclusion of young people with fewer opportunities using non-formal education methodologies. It contains a set of tools, activities and methods as well as theoretical inputs and references for the future work in the field. This manual includes activities which were implemented during the training course and most of them are flexible to adapt to particular needs of specific target group.

The manual is divided into three main parts:

1. Teambuilding Activities for Inclusion and Diversity
2. Group Dynamic and Communication
3. Inclusion and Diversity

We start the manual from the participants' personal reflection and perspective about the topic and continue through the group-building and group dynamic level while linking it with the topic of Inclusion and Diversity.

We hope the reader enjoys the manual and finds the advice for Inclusion and Diversity applicable to his or her context. If you wish to share your suggestions, inputs or feedback feel free to send us an email: office@grenzenlos.or.at



PART I:

TEAMBUILDING ACTIVITIES FOR INCLUSION & DIVERSITY

This part of the manual is devoted to the teambuilding activities. We included games and activities that support participants to get to know each other as well as build a strong team for further work and development. Presented activities involve feelings and knowledge and make participants confident to share about their self and identities with other people.

As we work with the topic of inclusion and identity emotions can be strong and there is need to work with them with sensitivity and openness. It is very important to make learning process gradually and rely on the experience of the participants. When outcome is based on personal or/and group processes it is usually more grounded and deep.



While working on inclusion be aware that you as a trainer are the role model for your participants. That means: Make sure that your team reflects also inclusion and diversity. In our case one of our trainers is a wheelchair user.



ALPHABETICAL NAME GAME

Aims: Getting to know each other and remember names

Number of participants: Any

Length: 10-30 minutes, depending on the group size

Materials needed: adhesive tape

Description: Place a long strip of tape on the floor. The participants are asked then to stand on the strip in alphabetical order by their first letter of their names without speaking. At the end of the game they should stand in alphabetical order, e.g. first those whose names begin with an "A", then those whose names begin with a "B" etc.

You can also do it with their age, from the youngest to the oldest.



APPLE GAME

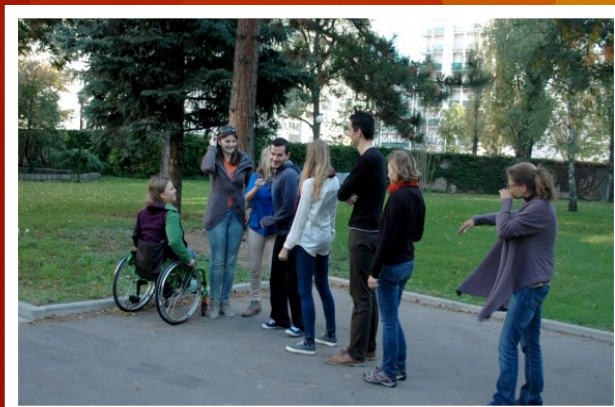
Aims: warm up, getting active

Number of participants: big group

Length: 10-20 minutes, depending on the group size

Materials needed: an apple

Description: The group participants stand in a circle except one who stands in the middle. The participants in the circle are hiding an apple behind them and they have to pass the apple in the circle secretly and quietly while the participant in the middle has to guess who keeps it.





HOPES, FEARS & EXPECTATIONS - CLOTHING LINE

Aims: Getting to know each other, group dynamics

Number of participants: Any

Length: 10-30 minutes, depending on the group size

Materials needed: colour papers, scissors, markers, a long rope, some clothes pegs

Description: Participants receive three pieces of paper with different colours each corresponding to fears, expectations and hopes that they have to write. Then they have to cut some clothes shapes and hang their “clothes” on a rope line. The facilitator read them loud so they can reflect on their own about it and discuss them in the big group. The clothing-line can stay during the project so they can have a look from time to time.





Aims: contact as a group, working together, warm up, getting active

Number of participants: big groups

Length: 10-30 minutes, depending on the group size

Materials needed: nothing

Description: Make 2 teams, each team make a line. The first person of the line hugs the person behind her/him and it goes on this way (each person hugging the next one of the line). When it comes to the last person of the line, he/she has to go on the front of the line. The first team who has his first person back at the start of the line wins and ends the game.



Aims: contact as a group, getting to know each other and their countries and culture through typical music, food.

Number of participants: any

Length: n/a

Materials needed: typical food, drinks, music, pictures, etc. from the participants countries

Description: Each participant brings typical food, music, videos, dances....from their origin countries. During the dinner time they introduce their countries and what they brought. When we have many countries to present, we can make shorter the presentation if the facilitators prepare some questions and put them in a box. Each participating country picks a given amount of questions without seeing them and presents the answers.

Question examples:

- To say three famous people in your country.
- To sing a typical lullaby
- To show some dance moves of the typical dance to the group
- How to greet in their mother tongue
- To teach the group how to say "where is the toilet?" in their mother tongue
- To teach the group a tongue-twister in their mother tongue
- Typical dish and their favourite dish
- To say three things they would recommend to the group to survive in their countries.



PART II:

GROUP DYNAMIC & COMMUNICATION

This part of the manual will cover the very important part of any learning process: group dynamic and group communication. We selected and presented activities that will develop participants communication skills, especially connected with the topic of inclusion and diversity.

It is very important to have a positive group dynamic when participants feel comfortable and trust one another while learning or/and working together. Each participant has a different communication preference so it is significant to emphasize the importance to reflect on personal communication preferences and be sensitive and flexible with other participants.

All activities have to be adjusted to the needs of your target group(s)!!!

Aims: to divide the big group in smaller groups

Number of participants: any

Length: 15min

Materials needed: puzzles pieces cut on different colour papers

Description: The facilitator gives to the participants some puzzle pieces (As many puzzles as you wish to have groups) and they have to find their partners or groups according to the puzzle piece they got. According to the same colour, size, form, etc.

Aims: to divide the big group in smaller groups

Number of participants: any

Length: 5min

Materials needed: music

Description: The facilitator invites participants to walk through the room while the music is playing and think that they are little atoms in the space. Atoms never want to be alone and like to build shapes with other atoms, when the music stops the facilitator says a number. E.g. 3, so the participants are asked to build groups of 3. The facilitator stops with the group size he/she wishes to work on the next exercise.



Aims: Work as a group, working together, warm up, getting active

Number of participants: big groups

Length: 20/30 minutes

Materials needed: some pieces of paper

Description: Participants are split into 2 groups. Every group gets some papers. The number of the papers is one less than the number of the participants in the group. The task of the group is to cross the imaginary river using these papers one by one. The main restriction is that every paper should be touched by feet or hand. In case participants don't touch a paper the paper is lost. Before doing this exercise, group could talk and discuss the strategy for 5 min.



EAR, EYE, MOUTH, NOSE

Aims: to understand and use different levels and channels of communication and to discover one's own communication preferences

Number of participants: more than 12

Length: 40/50 minutes

Materials needed: paper and pens or pencils

Description: Participants were divided into four smaller groups. Then the plenary was organised with rows of five chairs.

Row 1	Row 2	Row 3	Row 4	
X	X	X	X	Reading
X	X	X	X	Writing
X	X	X	X	Drawing
X	X	X	X	Describing
X	X	X	X	Miming

The facilitator writes a series of words on small pieces of paper and gives one of them to person 1 of each team and reads it for them secretly. Then person 1 goes to Person 2 – first in their group's row, and writes down for person 2 a description of the word without mentioning the word itself. Person 2 has to guess the word without actually saying it. If person 2 thinks he/she has guessed, he/she can move to the chair behind. Then Person 2 has to draw the object for Person 3 with the same rules. If Person 3 thinks he/she has guessed, he/she describes the word verbally to Person 4. Again, when Person 4 thinks he/she has guessed right, he/she has to go the last person, and mime it to Person 5. When Person 5 thinks he/she has guessed, he/she returns to the facilitator and says the word. If it's right Person 5 gets another word; if the word is wrong then they have to start again with the first word. A team wins when they have completed five words and stops when all teams have finished.

The description sounds complicated, we recommend to plan it in advance to understand it. Enjoy!



Aims: communication skills, defining roles in a team, working together

Number of participants: at least 5

Length: 20/30 minutes

Materials needed: ropes and plastic cups

Description: We divide the big group into smaller groups (5/6 per each). The goal of each group is to build a tower with the help of a few ropes and five cups. No verbal communication and no physical touching to the cups are allowed. The outcome: more ways of communication are available during a task or any other kind of activity what can be useful especially in international team-work and communicational situations. Besides the numerous ways of communication, the participants realised and experienced the importance of the well-coordinated teamwork too.





PART III : **INCLUSION & DIVERSITY**

This last part of the manual is devoted specifically to the activities on inclusion and diversity. The activities provide positive and mind-changing experience for all participants to think and act more inclusively. It can be challenging for participants involved in the project to learn from each other and to be sensitive and open minded towards people with disabilities. Inclusion is about creating opportunities for everyone to live, learn and work in a more respectful, accessible and cooperative environment.



Aims: To reflect about how and when we include or exclude people

Number of participants: more than 10 participants

Length: 10-20 minutes

Materials needed: dots stickers in different colours

Description: All the participants have to close their eyes and sit in a circle. The facilitator walks around and put three/four different types of colored dots stickers on participant's foreheads. The participants don't know what they have on their foreheads and as they open their eyes, they are asked to find the group they think they belong to without talking. One participant doesn't have a dot on his/her forehead.



Aims: to learn about different types of disability and how to transform them into abilities and to reflect on the importance of the role of personal assistant.

Number of participants: any

Length: 30 minutes

Materials needed: none

Description: Participants were divided into two smaller groups:

- One with disabilities (people being either blind, unable to talk, etc.)
- Another one with „assistants“

Each “disabled” person has a personal assistant to help them have breakfast. Each of the assistants had a role to play (e.g. to be the busy assistant, the overcaring one, etc). Participants then exchanged about their experiences and feelings and for whom it was difficult.

Aims: to reflect about the topic and create a debate

Number of participants: any, if the group is not so big they can work on pairs or in the plenary

Length: 40/50 minutes depending on the group size

Materials needed: newspapers, magazines, scissors, pencils, markers, flipchart papers

Description: The group was divided into 6 small groups and every group took the task to think about social inclusion projects for different target groups during 20 minutes and make a collage including following the points:

- Whom (whom to work with)
- Environment (what is a environment of this target group)
- Needs (what does target group needs)

Afterwards the groups made the presentations. The group had following topics:

- Young people with fewer opportunities (social and economical).
- Families.
- People with mental disabilities.
- Disabled and able-body people (joint activities)

The main questions of the discussion during the presentation:

- Where to find a target group,
- How to be in touch with young people with fewer opportunities if we have long-term project with them.
- The level of support for disabled people during joint activities.



Aims: To find out and define the target group for the specific project.

Number of participants: Working in a small group (5-6 participants)

Length: 30 minutes

Materials needed: nothing

Description: Participants continued to work in their target-group team and they looked for answers for the following questions:

- Who are the multipliers on these target groups (school, etc.)?
- What do they need to help our target group (infrastructures, etc.)?
- What concrete example can we give?

Members of the different groups then give their feedback.

? WHAT GROUP DO I BELONG TO

Aims: to reflect about exclusion and inclusion in terms of groups

Number of participants: 5-7 people

Length: 20 minutes

Materials needed: pens, flipcharts, and flipchart markers

Description: You divide the big group in smaller groups. Every person in each group has to write down three everyday categories / groups they belong to and discuss about it. If they exclude or include people from their chosen groups or if they were include or exclude from any group for any reason.

For example, if a person chose a group “English language”, they include people who speak English and exclude people who do not speak English. Another example would be “being employed”, and a member of the group would exclude people who has no job.



Aims: to reflect about the way we see “reality”

Number of participants: any

Length: 20/30 minutes

Materials needed: a short story prepared by the facilitator

Description: In the plenary, everybody closes their eyes. A story is told by the facilitator of the activity and the participants have to follow the story in their minds.

Story: “Imagine: you are going for a walk in the park. At the gate, the park guard nods at you when you walk by. You enter the park and hear the birds singing. On the grass a group of children are playing, their parents watching over them. A bit further, on a bench, a young couple are kissing. On the other side of the park you see an ice-cream van and you order a cone...”

While reading, everyone creates images of the different people in each head.

At the end of the story, the facilitator asks the participants what they saw and asks them some questions:

- How many of these people were black or white?
- How many of you imagined that the kissing couple was homosexual?
- How many people in the story had a disability?
- Why do you think you imagined it so?



ANIMALS GAME - What’s behind the word: DIVERSITY?

Aims: reflect on stereotypes, to reflect about the feelings while judging people or while being judged.

Number of participants: any

Length: 20/30 minutes

Materials needed: nothing

Description: We divide the group in smaller groups of 3 people. During 2 or 3 minutes, two people have to sit in front of the 3rd person in the group and judge that person comparing him/her with animals. The person who is being judged has to keep a poker face, while the other two people are talking about her/him.

After all the participants have been judged, we can ask these short questions:

- Is the first impression so important?
- Is it difficult to change our idea after a first impression?

Aims: to reflect about the feelings while judging people or while being judged

Number of participants: any

Length: 30 minutes depending on the group size

Materials needed: papers and markers

Description: You divide participants in smaller groups by countries and every group write their country name in a paper. We put all the papers around the room and every participant in the group has to write a stereotype about the countries. After all of them wrote something, each country-group take its paper and read the stereotypes written by the other participants.

After reading, we ask them some questions:

- How do you feel after reading the stereotypes about your country?
- Are stereotypes a good description of every person?
- Are they a real description?
- Could people not feel comfortable when they are described through stereotypes?



Aims: to reflect about real conflict situations, connect a topic with the real life working environment

Number of participants: any

Length: 30 minutes depending on the group size

Materials needed: cases already prepared by the facilitator running the dynamic

Description: You divide the group into 4-5 people and the facilitator gives each group possible situations that could happen in our projects. They have to discuss about the possible solutions. After the discussion in groups they have to perform a small theatre play (theatre of the oppressed) or making a sculpture to show the situation to other groups. Spectators can interact with the “actors” and modify the plot for a positive conclusion.



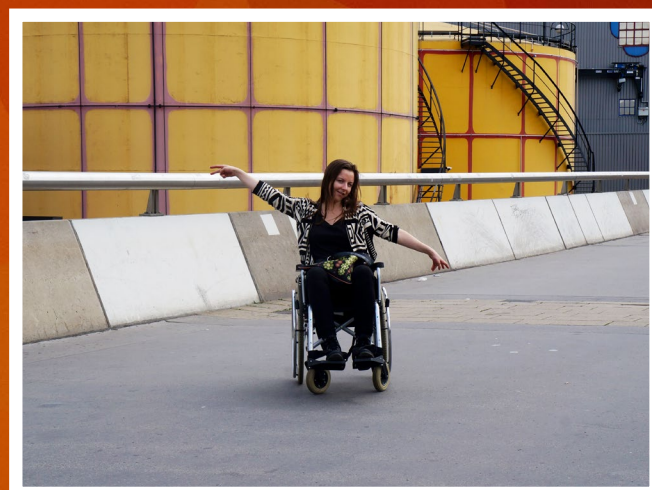
Aims: Way of putting part of the theory (talking about disabilities) into praxis in order to provide the participants another perspective for a further and more diverse learning process. To make participants put themselves in the “shoes” of a wheel-chair user and make them feel how ordinary life for them is.

Number of participants: Any – 4 groups á 7-8 participants

Length: app. 3-4 hours (whole morning/afternoon)

Materials needed: wheelchairs and papers with the tasks to be done

Description: The participants have to complete some tasks given by the facilitators while some of them are using wheelchairs in the city. Before the start of City rally, facilitators explained them how to work with wheelchairs and participants had possibility to try it in the hostel. Every group had its own leader. In every group there were 1-2 wheelchairs and participants were kindly asked to use them. They could switch in the group during City rally. Groups were asked to use a public transport as much as possible; they received tickets for public transport.



Every group received the following tasks:

1. To find a place on the picture (Graffiti on the wall in Donaukanal, Narrenturm in University campus, Fernwärme in Spittelau, house of United Nations) and make a photo in front of this building/picture. If it is possible to find out what is this building used for. The group with a graffiti-task had to find an ice-cream shop nearby.
2. To make a certain picture from the body of all participants (e.g. heart, sign of peace etc.)
3. Everyone had to find something in the city that represented his country (chocolate from Belgium, motorbike from Italy, etc.)
4. To find and get to B-ständig shop until 4 p.m. and return the wheelchairs.

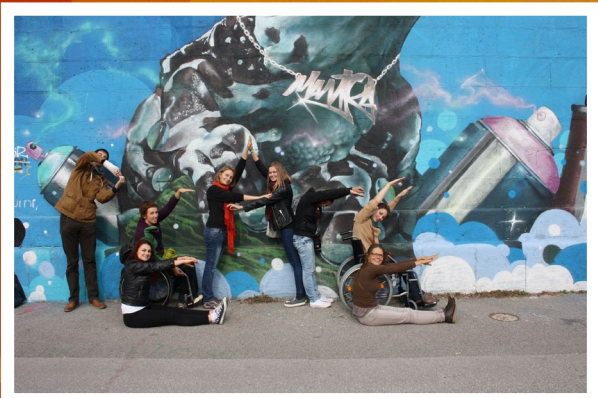


Presentation about the outcomes of the city rally:

Each group introduced their experience and pictures of the city rally, giving a feedback to the respective leaders of the group at the same time.

Comments from the participants:

- “Another point of view of reality”
- “Seeing the world from another position”
- “Sometimes I felt dependent; sometimes I had bad feeling for having to seek for help but also a feeling of solidarity.”
- “Adapt to a different speed”
- “I know now how to help”
- “Learnt how to be more sensitive”
- “People in the streets were different, we felt compassion, interest. Furthermore it was also easy to get around in Vienna”
- “Seeing passengers’ different emotions”
- Participant in wheelchair: “I had mixed feelings, it was confusing. It was nice to see people enjoy the experience. At some point it was also irritating to notice that, it’s 24/7 reality for me and not 20 minutes. I wish they had had a bit of a negative experience, so they could see negative parts.”
- “We had problems with public transportation.”
- “We could observe different attitudes from people.”





Easy-to-Read is a way of writing that has been developed for people with learning difficulties. It is a language that gives people with learning difficulties or disabilities the chance to understand complex contexts and documents.

Currently it is widely used as an inclusive method by many organizations that are sensitive to people with learning disabilities.

If you plan to publish something in Easy-to-read involve someone from your target group and ask if it is understandable for them:

People with reading difficulties

- » People with learning disabilities
- » Children but it's not a „Baby-language“
- » Migrants who do not know the language well
- » ...

How to write in Easy-to-Read?

- Short sentences (15-20 words)
- Use big letters in written documents
- A clear writing and easy-to-read means:
 - Not too close
 - Not too light
 - No serif fonts
 - No italic
 - And no special design

This is the official symbol for material in Easy-to-read



Some Easy-to-Read guidelines:

- If you have difficult words or ideas you should say what they mean. You can do it in the next sentence and using different colour but a dark one.
- Use easy to understand words that people will know well and use the same word to describe the same thing throughout your document.
- It would be good if you add a words list at the back of the book/handout etc. And better to use full words instead of letters. For example: Disability Right Commission and not DRC. And if you use letters, explain them immediately.
- Try not to use percentages (65%) and big numbers (1,235,654) because they are hard to understand. You can use words like “few” and “many”
- Speak to people directly, use words like “you” to do it.
- Use positive sentences rather than negative ones where possible.
- Use active language instead of passive where possible. (For example, say “The doctor will send you a letter” not “you will be sent a letter”)
- Do not use metaphors (“it is raining cats and dogs”) and words from other languages (like the French word “voilà”).

- Keep the punctuation simple.

Yesterday, I bought a green/yellow bike (a new one!) for my son – whose name is Michael.

Instead, write

My son's name is Michael. Yesterday, I bought a new bike for him. The new bike is green and yellow.

- Using pictures, the right picture should be always near the right words.
- If we use photographs, they should be easy to understand and show an idea.
- Underlining can make the text harder, use it with caution.

This is a clear photograph of a man reading a book.



This picture is not as clear because there are too many things in the photograph to look at.



This is easy to read



This is not easy to read

Other Important tools: tape and CD's

- There should be a tape or CD with the book.
- The tape or CD must speak the words in the book slowly
- It must say when you need to turn the page.
- It is good to have some music to have time to turn the page

BRAIN STORMING ACTIVITIES



CROSSWORD/SCRABBLE

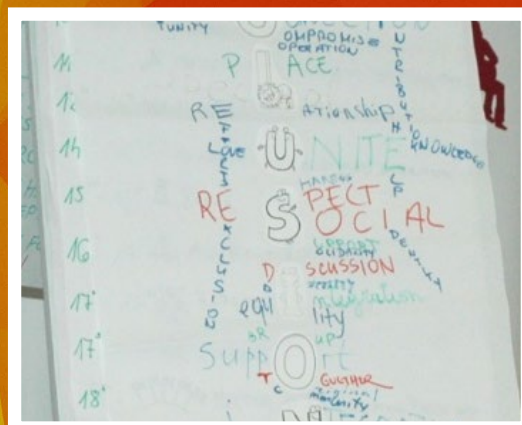
Aims: to create our own “inclusion” definition

Number of participants: any

Length: 20/30 minutes

Materials needed: flipchart paper and colour markers

Description: The facilitator writes the word “INCLUSION” on a flipchart in big letters and participants have to write down words that come to their minds when they think on inclusion. Letters of INCLUSION has to be employed.



NETWORKING ACTIVITIES

SPEED DATING

Aims: getting to know other organizations and its goals for possible future projects.

Number of participants: any

Length: 20/30 minutes

Materials needed: papers and pencils, markers

Description: Each person chooses 5 people within the group and has 7 minutes to talk to each of them. In this time both people have to introduce their organizations, activities, goals.



MENU OF ORGANIZATIONS

Aims: getting to know other organizations and its goals for possible future projects.

Number of participants: any

Length: 20/30 minutes

Materials needed: papers and pencils, markers

Description: When the group we are working with is too big, another possibility to get to know all the organizations involved in the project is to prepare a form. This paper form has to be completed by the participants about details like:

Name of the organization, goals, projects taking place, future projects, if they are looking for partners and if yes, in which kind of projects.

You can design it as you would have a menu in the restaurant and hand it out either during the coffee house method or by the end while you hand out the participation certificate.

EVALUATION ACTIVITIES



SMALL REFLECTION GROUPS

Aims: To reflect about the activities and training sessions. The reflection in smaller groups gives to the more quiet participants the opportunity to talk and express themselves.

Number of participants: 5-7 / reflection group

Length: 20/30 minutes

Materials needed: paper and pencils, markers

Description: After all the activities, workshops and sessions, the big group is divided in smaller groups (designated with funny names in our case), guided by a facilitator, which possibly remains the same one for the whole training. Groups then discuss about the outcomes, feelings, likes and dislikes.



FLOWERS

Aims: to reflect on the personal experience of the training

Number of participants: any

Length: 15 minutes

Materials needed: coloured paper and pencils, markers and scissors

Description: All participants take a piece of coloured paper and cut a flower out (see picture). Then each person writes one word in the middle part of the paper flower. One word that describes their personal experience gained during the training. After folding the petals to the middle, you put the flowers on some water – poured in a huge bowl beforehand – and wait as they slowly blossom revealing their content.

Tip: Relaxing music may accompany the whole reflection activity.



PERSONAL REFLECTIONS

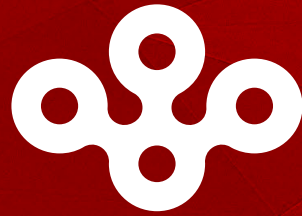
Aims: to reflect on the personal experience within the group during the project, positive feedback, good energy

Number of participants: any

Length: 30 minutes

Materials needed: coloured paper and pencils, markers

Description: We stick one paper on the back of each participant. While listening to music, everyone, including the facilitators team walks around the room and stops by each of the group to write some nice words related to that person during the project. This is a really sweet way to finish the time we spent together.



PART IV:

THEORETICAL INPUTS

INTRODUCTION OF THE GROUP'S DIFFERENT PHASES

Especially in working within inclusion projects leaders, facilitators, trainers need to keep an eye on different learning methods and on the group dynamics. As a facilitator you usually choose by intuition the method which fits to yourself! Be aware that you offer a variety of methods and that you might need to adjust it due to the needs of your group!

To know more about the theories of group dynamic and the differences in learning styles very often helps to overcome difficult phases and to support a group in their learning process. Therefore we provided a short introduction on both topics below.



This method is attending to the different style of learners. First we have to ask to ourselves: who is the audience?"

One of the most common and widely used categorizations of the various types of learners is the Fleming's **VAK**-Model:

- * **V**isual learners: see it!
- * **A**uditory learners: hear it!
- * **K**inesthetic learners: do it!

Fleming says that Visual learners have preferences for seeing. E.g.: pictures, graphics, diagrams, symbols...

Auditory learners get better results through listening. E.g.: lectures, discussions, audio...

And Kinesthetic or tactile learners prefer to learn via experience- moving, touching and having an active and direct exploration of the world.

As a trainer it is important to address your methods to all learning styles. Note that from your intuition you will tend to choose the method which fits to your own learning style!

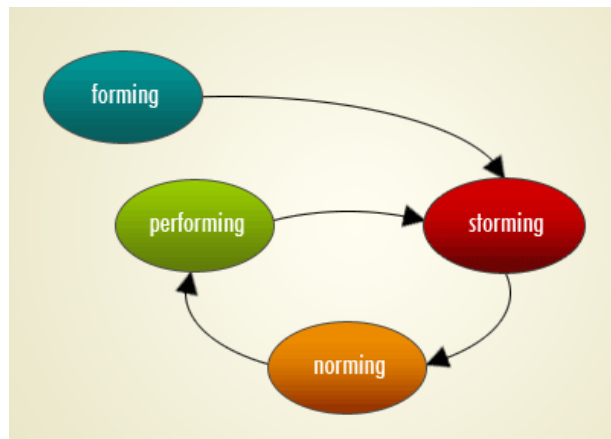


What is a group? What are the criterias of a group?

- Community
- Cooperation
- Common aims
- Common rules
- Group feeling
- Sharing ...

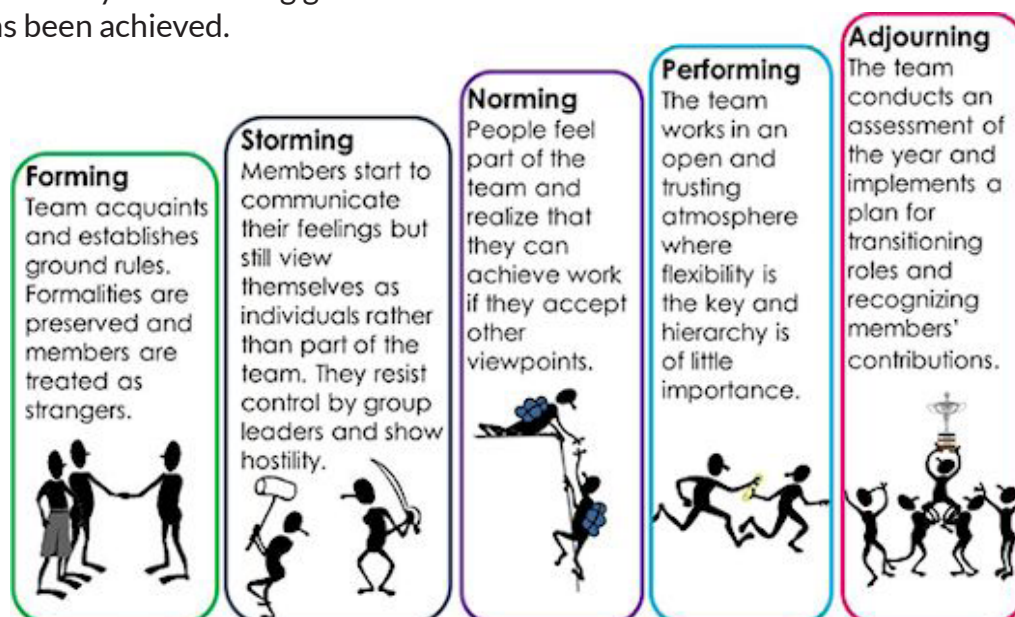
The differences between a team and a group

In 1965 Bruce Tuckman, who extensively researched the theory of groups dynamics, proposed 4 stages necessary in order for a team to grow, to tackle problems, to find solutions, to plan work and to deliver results: **FORMING, NORMING, STORMING, PERFORMING**



- **1st is FORMING.** The stage where the group are introduced to each member, there is a high dependence on the leaders. The individuals roles and responsibilities are unclear and the members test the tolerance of the group and the leader and it is where the transition from individual to the group member begins. It is the stage in which the group starts to form.
- **2nd STORMING.** This is the stage where the group begin to challenge each other and disagree. Conflict will be common and may cause some upset. The team needs to be focused on its goals to avoid becoming distracted by personal and emotional issues. It is the stage when facilitators need to negotiate compromise and offer solutions.
- **3rd is NORMING.** A group reach this stage when its members started to adjust their behaviour and be aware of the others. Their roles and responsibilities are clear and accepted. Big decisions are made by group agreement looking for commitment and strong unity. The team discusses and develops its own process and working style.
- **4th is PERFORMING.** It is the moment when the team knows clearly what they are doing. The team has a high degree of autonomy so the facilitator is now able to delegate extensively as they are confident and comfortable in taking more responsibility for their own work. Disagreements can appear but now they are solved within the team positively.

In 1975 Tuckman refined his theory by adding a 5th stage, **ADJOURNING (or mourning)**, which is the break-up of the group, hopefully when the task is completed successfully and everyone is feeling good about what has been achieved.



Open Space method is a large group method that already won a big interest in European youth work in recent years. It is very supportive of group process and development of ideas. More often this method is used in self-organised projects and in youth participation projects. This method promotes creativeness, synergy and self-motivation. This facilitation method in which people can identify specific issues or/and projects on any topic, self-select into discussion groups, and work with the issue or/and projects with people also concerned with that issue or project.

During the training several projects were presented and participants showed their interest in joining them and develop further as a joint initiative.

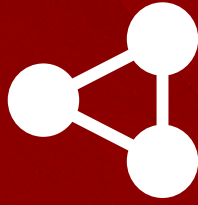


PROJECT MANAGEMENT: THE K.I.S.S. METHOD

KISS stands for **Keep It Simple and Short**. Simple solutions could be better than shorter ones – even if they might seem too short. The KISS principle is about striving for simplicity.

A project plan that follows the KISS principle might look sometimes even too simple at first glance but simple and understandable. The KISS principle states that there is no value in a solution being complex but in one being easily understandable.





RESOURCES & LINKS



EASY-TO-READ RESOURCES

- Example of an easy to read website: <http://www.easy-read-online.co.uk/>
- Example of rules to follow in a meeting: <http://www.wearepeople2.net/default.aspx?page=18539>
- Check list to see if your materials are easy to read: <http://inclusion-europe.org/en/>



SALTO-YOUTH TOOLBOX

Salto-Youth is a network working on European priority areas within the youth field. As well as training and contact-making activities, it provides youth work and training resources, manuals, tools...

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



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This manual and the training course have been created with the great help and inputs of the whole support and trainers team .

