RIDE

Resources for Inclusion, Diversity and Equality

Inclusion, Diversity and Equality in Youth Work Practice

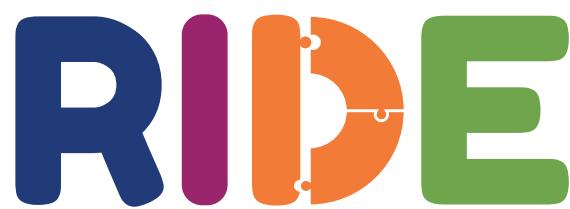University Module

RIDE

Inclusion, Diversity and Equality in Youth Work Practice

University Module

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Contents

Resources for Inclusion, Diversity and Equality Module Template

The purpose of this resource is to help University lecturers develop a course of teaching (called a module) or one or more individual lectures/seminars around topics linked with Inclusion, Diversity and Equality. It is not exhaustive, there are further elements that could be included but it is meant to be a resource to help new and further teaching on this topic.
It contains twelve weeks of suggested content with suitable ways into the topic, suggested literature and ways to help students apply their learning to both a specific country context and a youth work setting.

You will find under each weekly topic, each country in the RIDE partnership has provided their own thoughts and resources to support such learning following and developing on the UKs lead.

Each topic therefore has a depth of rich resources and by looking at how each other country discusses each topic, this also aids further learning and discussion.

We invite you then to use this resource how you want to. Either take the course of study as written or just use selective elements, the choice is yours. Likewise, within each session, pick and choose which elements are relevant to you and use accordingly. This resource is meant to support your own teaching so please change it to suit your own needs.

There is a great deal of literature included. This does not mean that a lecturer or student has to read all of the texts but many are included so that the lecturer and student have a place to start from. Again feel free to take out or add any to fit your situation.

Please note the module that follows, uses a constructive alignment model which starts with learning outcomes and aims for these to be achieved through the learning and teaching and the assignment task.

The learning outcomes are to be found in the example module descriptor. Please change this according to your context and the level you are aiming to teach at.

Finally, please don't forget you can use this resource in conjunction with all the other RIDE resources available to you at http://rideproject.eu/ride-toolbox/

MODULE DESCRIPTOR

Module Title	Inclusion, Diversity and Equality in Youth Work Practice
Credit Amount	e.g. UK 15 CATS, Slovakia 3 ECTS credits
Level of Study	e.g. UK Level 4, first year undergraduate, Slovakia second year WT, graduate (Master)
Brief Description	This module will analyse the position that inclusion, diversity and equality holds within youth work throughout Europe, and how these values link to notions of social justice, morality, rights, professional ethics and anti-discriminatory/anti-oppressive approaches to youth work and social education practice.
Previous Learning	List previous learning this module may build on: E.g. Slovakia: The module synthesize knowledge from previous studies (modules: Undergraduate (Bachelor): Philosophical Anthropology , Social Pedagogy 1, Social Pathology and Prevention 1, Fundamentals of Labour law and Social security law, Disorders of Psychical development in Childhood, Education of Children from Socio-disadvantaged Environment. Graduate (Master): Social Pedagogy 2, Social Pathology and Prevention 2, Psycho-pedagogical Diagnostics, Inclusive Education 1, Multicultural Education, Social Policy, Professional Ethics, Fundamentals of Family law
Indicative Syllabus	This module will cover the following topics, specifically in the youth work context: An understanding of relevant definitions and concepts to provide a shared understanding of inclusion, diversity and equality throughout Europe as it relates to young people; An exploration of the historical-philosophical basis of inclusion, diversity and equality; Understanding of European legislation relevant to inclusion, diversity and equality; Familiarity with relevant language, terms and concepts used in relation to youth work values e.g. diversity, disadvantage, discrimination, deprivation and oppression, social justice and equality; An analysis of the range of approaches and strategies relating to inclusion, diversity and equality which can be employed within the context of youth work practice to challenge the most common forms of discrimination and inequality experienced across all groups of young people throughout Europe.

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Learning Outcomes	A student passing this module should be able to:
	1. State concepts and definitions relevant to inclusion, diversity and equality in relation to young people across Europe;
	2. Describe relevant legislation and policy as it applies to Europe;
	3. Identify the causes and effects of oppression, discrimination and inequality;
	4. Discuss the moral framework of social justice and the value base underpinning youth work practice relevant to inclusion, diversity and equality;
	5. Discuss the importance of cultural competence and skills for working within an increasingly diverse society;
	6. Identify and apply methods to promote concepts of inclusion, diversity and equality within youth work practice to challenge discrimination and inequality as it affects young people.
Learning and Teaching Activities	Insert the amount of contact time: E.g. UK - Scheduled Contact Hours: 2hrs per week plus independent study
Assessment	Insert a relevant assessment type: E.g. UK - 001: 100% Coursework: Individual, standard written: 2000 words
Indicative Resources	If you wish insert a few key resources from the list of literature supporting this module

MODULE CONTENT

Weeks	Content This is an indicative description of contents
Week 1	**1) Introduction to the topic**
UK Plan	Module introduction Definitions of Inclusion, Diversity and Equality Historical & the Philosophical basis of inclusion Anthropological-axiological assumptions and ethical principles of optimal model of inclusion Approaches to the education of children with different disabilities This utilizes the first part of the RIDE resource
UK Suggestions for Literature	Read: Bullock, S. Brestovansky and Lenco, P. (2016). *Inclusion Diversity and Equality in Youth Work* – The Principles and Approaches. Cheltenham: University of Gloucestershire. Retrieved from http://rideproject.eu/media/ride-the-principles-approaches-en.pdf
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Croatia Specifics	Please see the RIDE Principles and Approaches Report
Croatian Suggestions for Literature	http://rideproject.eu/ride-toolbox/
Tasks	• Explore relevant literature in this field; • Discuss this topic with one professor from the field of philosophy, pedagogy or anthropology; • Make your own definition of IDE (inclusion, diversity and equality); • Critically reflect on IDE in Croatia, how are these concepts found in legislation and/or practice? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	Please see the RIDE Principles and Approaches Report
Italian Suggestions for Literature	http://rideproject.eu/ride-toolbox/ Gaspari, P. (2012). *La pedagogia speciale e l'educatore professionale in prospettiva inclusiva.* Roma: Anicia. Canevaro, A. (2006). *Le logiche del confine e del sentiero.* Una pedagogia dell'inclusione (per tutti, disabili inclusi).Trento:Erikson.

Italian Suggestions for Literature	Striano, M. (2010). *Pratiche educative per l'inclusione sociale.* Milano: Franco Angeli. Gaspari, P. (2012). *Pedagogia speciale: questioni epistemologiche*. Roma: Anicia. Gaspari, P. (2015). *Insegnante specializzato al bivio. Riflessioni critiche per un nuovo "identikit" professionale.* Milano: Franco Angeli. Contardi, A. (2015). Verso l'autonomia. *Percorsi educativi per ragazzi con disabilità intellettiva.* Roma: Carocci. Barbieri, N. S., Gaudio, A., Zago, G. (2016). *Manuale di educazione comparata.* Insegnare in Europa e nel mondo. Brescia: La Scuola. Palidda, S. (2016). *Sociologia e antisociologia.* La sperimentazione continua della vita associata degli esseri umani. Editore: libreriauniversitaria.it.
Tasks	What are your thoughts about Inclusion, Diversity and Equality? What do these terms it mean to you? Critical evaluate the literature: is there any statement in the literature you disagree with? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	Please see the RIDE Principles and Approaches Report
Slovakian Suggestions for Literature	Lechta,V.[ed.] : Základy inkluzivní pedagogiky. Praha, Portál 2010. Bullock, S., Brestovansky, M. and Lenco, P. (2016). *Inclusion Diversity and Equality in Youth Work – The Principles and Approaches.* Cheltenham: University of Gloucestershire. Retrieved from http://rideproject.eu/media/ride-the-principles-approaches-en.pdf Translation: Bullock, S., Brestovanský, M. & Lenčo, P. (2016). Inklúzia, rôznorodosť a rovnosť v práci s mládežou. Trnava: PdF TU. Dostupné na http://pdf.truni.sk http://rideproject.eu/ride-toolbox/ Further reading Lechta,V. a kol. (2013). *Inkluzívna pedagogika a jej komponenty.* Trnava: Tipi universitatis. Anzenbacher, A. (1994). *Úvod do etiky.* Praha: Academia (2nd and 3rd chapter).

Tasks	Compare the differences in progress of the inclusive practice development between formal and informal education in Slovakia. Explain the main anthropological principles which constitute the inclusive approach. Look at the Anzenbacher´s 2nd and 3rd chapter. Why is it that hedonism and utilitarianism can´t be the basic philosophies to support inclusive approach? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	Please see the RIDE Principles and Approaches Report and approaches to the education of children/young people who are immigrants
Turkish Suggestions for Literature	http://rideproject.eu/ride-toolbox/ Kilinç, B., Janevski, V. And Bozhanova, G. (2016). Sosyal İçerme ve Ayrımcılık El kitabı. AB destekli Siroma projesi yayınıdır. (http://www. siromatr.net/Portals/0/Egitmen%20El%20Kitabi.pdf) Yentürk, N. (2008) *Sosyal içerme eğitim klavuzu.* İstabul: Bilgi Üniversitesi Yayınları. Yurttagüler, L. (2007), Sosyal dışlanma ve gençlik, mimeo, İstanbul Bilgi Üniveresitesi, STK Eğitim ve Araştırma Birimi.
Tasks	• How does discrimination happen in the country? • How would you protect children and young people against the risk of exclusion Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

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Week 2	2) Understanding Differences across Europe
UK Plan	Cultural Differences across Europe Different understandings of equality
UK Suggestions for Literature	Read: Bullock, S. Brestovansky and Lenco, P. (2016). *Inclusion Diversity and Equality in Youth Work – The Principles and Approaches.* Cheltenham: University of Gloucestershire. Retrieved from http://rideproject.eu/media/ride-the-principles-approaches-en.pdf Read section 2.5: Coburn, A. (2012) *Learning about equality: A study of a generic youth setting.* Unpublished PHD Thesis University of Strathclyde. Retrieved from http://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.576329 Read Chapter 3: Roberts, J. (2009) *Youth Work Ethics.* Exeter: Learning Matters
Tasks	Discuss your learning in the light of contemporary issues in Europe and given the specific information listed by other countries below. Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Croatia Specifics	Croatia is homogeneous society, but it will probably change due to the migrant crisis and rapid society changes. In our education system, there is not too much talking about cultural differences, especially across Europe. We didn't manage to implement civic education in our schools, which is the only subject that can bring closer terms like ''interculturalism, cultural differences, European context'' and so on.
Croatian Suggestions for Literature	Ilštaković, A. (2012): Croatia in the multicultural world http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=130577 Bedeković, V., Zrilić S. (2015): Intercultural education as a factor of coexistence in a multicultural society http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=202280 Ninčević, M. (2009): Interculturalism in upbringing and education: The other as a starting point http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=60936 Puzić, S. (2007): Intercultural education in the european context: analysis of selected european curricula http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=38747
Tasks	• Explore and understand the term "cultural differences" • Take time to learn more about different European realities (find differences and similarities in our cultures) • Discuss what the term equality may mean in different cultures Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Italian Specifics	Cultural Differences across Europe from Italian perspective Linguistic and cultural plurality within Italy Multiculturalism National identity
Italian Suggestions for Literature	Sassatelli, M. (2007). *Identità, cultura, Europa.* Le «Città europee della cultura». Milano: Franco Angeli. Sartori, G. (2000). *Pluralismo, multiculturalismo e estranei: saggio sulla società multietnica.* Milano: Rizzoli, Toso, F. (2006). *Lingue d'Europa. La pluralità linguistica dei Paesi europei fra passato e presente.* Editore: Dalai. Anderson, B. (2009). *Comunità immaginate.* Origini e fortuna dei nazionalismi. Roma: Manifestolibri Galli, C. (2006). *Multiculturalismo.* Ideologia e sfide. Bologna:Il Mulino. Sprini, G., Inguglia, C., Lo Coco, A., Musso P. (2008). Una cittadinanza europea possibile. Il contributo della psicologia. In S. Di Nuovo, G. Falgares (a cura di), *Per una psicologia psicologica*, Franco Angeli, Milano. Inguglia, C., Lo Coco, A., Musso, P. (2009). L'identità europea e nazionale nel passaggio dall'infanzia alla preadolescenza. Psicologia Sociale, IV, p. 137-155. Ganeva, Z., Inguglia C., Lo Coco A., Musso P., Pavlenko V. (2009). The development of children's identification: A cross-cultural comparison between Bulgaria, Italy and Ukraine. Bulgarian Journal of Psychology, 3-4, 187-199. Cappello G. (2007). *Verso un "multiculturalismo quotidiano".* Radici, diaspore e pratiche educative. In: LO VERDE F.M., CAPPELLO G. A CURA DI. Multiculturalismo e comunicazione. p. 35-54, MILANO,FrancoAngeli. Pasquinucci, A.L. (2016). *Contro l'Europa?* Bologna: Il Mulino. Finkielkraut, A. (2013). *L'identità infelice.* Editore: Guanda. Gallissot, R.,Rivera, A. (1995). *Pluralismo culturale in Europa*, Editore: Nuova Biblioteca Dedalo. Gliozzi, G. (2013). *Differenze e uguaglianza nella cultura europea moderna*. Scritti 1966-1991, Editore: La Scuola di Pitagora. Debetto, G. , Gazerro, E. (2011). *Fare integrazione fra enti locali, scuola e comunità.* XIII Convegno dei Centri interculturali, Milano: Franco Angeli. Fabietti, U. (2013). *L'identità etnica. Storia e critica di un concetto equivoco.* Editore: Carocci.
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Slovakian Specifics	Comparing with most of the European countries Slovakia can be considered culturally homogenous country. Cultural diversity as the value and normality state across Europe is yet to be discovered.
Slovakian Suggestions for Literature	Bullock, S., Brestovanský, M. & Lenčo, P. (2016). Inklúzia, rôznorodosť a rovnosť v práci s mládežou. Trnava: PdF TU. Dostupné na http://pdf.truni.sk Výrost, J. (2011). *Atlas európskych hodnôt.* Košice: SAV. Dostupné na http://www.svusav.sk/data/uploads/publikacie/atlas_europskych_hodnot.pdf Mistrík, E. (1999). *Kultúra a multikultúrna výchova.* Bratislava : IRIS. http://www.atlasofeuropeanvalues.eu/new/home.php?lang=sk Further reading Průcha, J. (2001). *Multikultúrní výchova.* Praha: ISV. Průcha, J. (2010). *Interkulturní psychologie.* Praha: Portál. Hofstede, G. (2006). *Kultury a organizace.* Praha: Linde. Gallová-Kriglerová, E. – Kadlečíková, J. a kol. (2009). *Kultúrna rozmanitosť a jej vnímanie žiakmi základných škôl na Slovensku.* Bratislava: Nadácia otvorenej spoločnosti.
Tasks	Find documentaries focused on local specifics from five various European countries (Italy, UK, Croatia, Turkey, and Slovakia). Name the differences in few words (try to avoid stereotypes). Then answer the questions: Are there any differences in inclusive approaches? What are the typical problems in the individual countries which need to be solved by inclusive ways? Look at the Atlas of European Values. What are the areas of the biggest differences between the five mentioned countries? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	
Turkish Suggestions for Literature	Kıymaz Bahçeci, Ş. (2014). *Toplumsal Cinsiyet Konu(şma)ları.* İstanbul Bilgi Üniversitesi Şebeke Gençlerin Katılımı Projesi Kitapları – No: 2. Çabuk Kaya, N. (2013) Türkiye'de toplumsal cinsiyet eşitliği ve eğitim. (http://kizlarinegitimi.meb.gov.tr/KEP-I/files/img/toplum_cinsiyet_ve_egitim.pdf) Tan, M. (1987). Eğitsel Fırsat Eşitliği, *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi,* 20(1,2), 245-259. Meltem Muftuler-Bac (2012) Gender Equality in Turkey, European Parliament. Directorate General for Internal Policies, January, PE 462.428.

Tasks	Consider how much or how little, gender equality and equality of opportunity in education are evident in the country Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Week 3	3) Legislation and Policy
UK Plan	Inclusion, Diversity and Equality Legislation EU and national policies Erasmus Plus Inclusion and Diversity Strategy
UK Suggestions for Literature	Perspectives from Literature Read: UNICEF (1989). *The UN Convention on the Rights of the Child.* London: UNICEF. Retrieved from https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ Read: European Union (2010) *The Charter of Fundamental Rights of the European Union.* Brussels: Official Journal of The European Union. Retrieved from http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2010.083.01.0389.01.ENG Plus any other link from http://ec.europa.eu/justice/discrimination/law/index_en.htm Read: Bullock, S. Brestovansky and Lenco, P. (2016). *Inclusion Diversity and Equality in Youth Work – The Principles and Approaches.* Cheltenham: University of Gloucestershire. Retrieved from http://rideproject.eu/media/ride-the-principles-approaches-en.pdf Read: European Commission (2004) *Erasmus Plus Inclusion and Diversity Strategy – in the Field of Youth.* Retrieved from http://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf Read all about the Equality Act (2010) from https://www.gov.uk/guidance/equality-act-2010-guidance And https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-guidance Read: CWVYS (2013). *Youth Work Methodology Handbook.* Cardiff: CWVYS. Retrieved from http://www.cwvys.org.uk/wp-content/uploads/2014/06/HB-Equalities.pdf Practice implications for youth workers Read about organisations putting law into practice e.g.: https://www.actionforchildren.org.uk/what-we-do/about-us/equality-and-diversity/ Consider the checklists to be found in this resource: http://www.youth.ie/sites/youth.ie/files/Chapter%201%20-%20promoting%20inclusive%20youth%20work%20practice%2C%20organisational%20support%20-%20all%20Ireland.pdf
Tasks	Watch: https://www.youtube.com/watch?v=OPS9OfnV_Vo Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Croatia Specifics	There is a lot of different legislation that are tackling those terms, but they are all tackling them on specific level due to the context of legislation. We don't have one legislation that is dedicated to IDE, but you can read about them ''between the lines''.
Croatian Suggestions for Literature	Constitution of Croatia: https://en.wikipedia.org/wiki/Constitution_of_Croatia Law on gender equality: https://www.zakon.hr/z/388/Zakon-o-ravnopravnosti-spolova Rodin, S. (2003): Equality of Men and Women : Law and Politics in Croatia and the EU https://bib.irb.hr/prikazi-rad?&rad=85919 Law on asylum: https://www.zakon.hr/z/314/Zakon-o-azilu Convention on the rights of people with disabilities: http://www.mhrr.gov.ba/PDF/Konvencija_hrv.pdf
Tasks	• Explore Croatian and European legislation that are tackling IDE principles • Compare and contrast the relevant legislation on a Croatian and European level • Think critically about those legislation and suggest recommendations for improvement Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	Inclusion, Diversity and equality in Italian Legislation Evolution of Italian Legislation dealing with Inclusion, Diversity and Equality

Italian Suggestions for Literature	Constitution of the Italian Republic. Senato della Repubblica. Bartol, C. (2011). *Perché l'articolo 3 della Costituzione italiana fa uguali tutti i cittadini anziché tutti gli uomini?* in M. Mannoia (a cura di), Il silenzio degli altri. Discriminati, esclusi e invisibili, XL, Roma. Nocera, S. (2001). *Il diritto all'integrazione nella scuola dell'autonomia*, Trento: Erickson. Gottardi, D. (2017). *Legal frame work.* Lavoro e legalità nella società dell'inclusione, Torino: Giappichelli. Boccia, P. (2016). *Il codice legislativo della didattica speciale*. Scuola autonoma e crescita inclusive. Roma: Anicia. Miato, S. A, Miato, L. (2003). La didattica inclusiva. Organizzare l'apprendimento cooperativo metacognitivo, Editore: Erickson Liakopoulou, I. (2011). *Le politiche comunitarie dell'Europa allargata.* Editore: libreriauniversitaria.it. Erasmus+. *Strategia per l'inclusione e la diversità* (2014), Direzione generale Istruzione e cultura
Tasks	What does the Italian constitution says about Inclusion, Diversity and equality? Does it treat all the term of just some? Which and how? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	See Inclusion, Diversity and Equality in Youth Work report.
Slovakian Suggestions for Literature	Európska komisia. (2014). *Erasmus + Stratégia začlenenie a rôznorodosti.* Dostupné na https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/youth-inclusion-diversity-strategy_sk.pdf Bullock, S., Brestovansky, M. and Lenco, P. (2016). *Inclusion Diversity and Equality in Youth Work – The Principles and Approaches.* Cheltenham: University of Gloucestershire. Retrieved from http://rideproject.eu/media/ride-the-principles-approaches-en.pdf s. 42 – 51. Lenčo, P. (2012). Takmer neviditeľní: Mladí ľudia s postihnutím v európskej mládežníckej politike. In V. Lechta, ed. *Výchovný aspekt inkluzívnej edukácie a jeho dimenzie.* Bratislava: Iris, 2012. ISBN 978-80-89256-89-1., s. 349-359. Sádovská, A. (in press). Law Component of Inclusive Education. In Lechta, V. (2017). Component´s of Inclusive Education. Stratégia Slovenskej republiky pre integráciu Rómov do roku 2020. str. 26 – 49: https://www.minedu.sk/data/files/3889_strategia_pre_mladez.pdf

Slovakian Suggestions for Literature	Stratégia Slovenskej republiky pre mládež na roky 2014 – 2020, str. 9 – 11. Zákon o rovnakom zaobchádzaní v niektorých oblastiach a o ochrane pred diskrimináciou a o zmene a doplnení niektorých zákonov (antidiskriminačný zákon) - článok 12. Dostupné na http://www.socpoist.sk/ext_dok-365-2004-z-zp-7967/54520c http://www.slpk.sk/dokumenty/ustava.pdf - Ústava SR, článok 12. https://www.iuventa.sk/files/documents/legislativa/zakon_282.pdf - Zákon o podpore práce s mládežou, paragraf 3. <u>Further reading:</u> Hodálová, I. et al. (2011). *Prípadové štúdie z pracovného práva a práva sociálneho zabezpečenia.* Plzeň: Aleš Čeněk. Matlák, J. et al. (2012). *Právo sociálneho zabezpečenia*. 2. vyd., Plzeň: Vydavatelství a nakladatelství Aleš Čeněk, s.r.o. Macková, Z. et al. (2001). *Základy práva sociálneho zabezpečenia.* Bratislava: Prosperity. Barancová, H. & Schronk, R. (2009). *Pracovné právo*. Bratislava: Sprint dva. Barancová, H. (2010). Európske pracovné právo: flexibilita a bezpečnosť pre 21. storočie. Bratislava : Sprint dva, 2010
Tasks	Make a short interview with a youth worker with Roma people in practice. What are the differences between the Strategy for Roma integration and the situation in practice? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
<u>**Turkish Specifics**</u>	In Turkey, there is no specific legislation about IDE. We are using Erasmus+ Inclusion and Diversity Strategy – in the Field of Youth. But we have got youth policies about youth work.
Turkish Suggestions for Literature	Kurtaran, G. N. Y. (2008). Gençlik Çalışmaları Temelinde Gençlik Politikaları Önerileri. *Türkiye'de gençlik çalışması ve politikaları,* 205, 23. Yentürk, N., Kurtaran, Y., & Nemutlu, G. (2008). *Türkiye'de gençlik çalışması ve politikaları* (Vol. 205). İstanbul Bilgi Üniversitesi.
Tasks	• to support youth rights and policies • to defend human rights and democracy Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Week 4	4) Understanding the role of self
UK Plan	Self-knowledge and Self-awareness The significance of values – being aware of personal views Virtue and Care Ethics Importance of reflection and feelings The role of language
UK Suggestions for Literature	The Issues Read Chapter 3: Wood, J., Westwood, S. and Thompson, J. (2014) *Youth Work.* London: Routledge Perspectives from Literature Read Chapters 1 and 2: Bolton, G. (2014) *Reflective Practice* (4th ed.). London: Sage Read Chapter 4: Sapin, K. (2013) *Essential Skills for Youth Work Practice* (2nd ed.). London: Sage Read Chapter 2: Howe, D. (2008). *The Emotionally Intelligent Social Worker.* London: Palgrave Macmillan Read Chapter 1: Banks, S. (2010). Ethics and the youth worker. In Banks, S. (Ed), *Ethical Issues in Youth Work* (2nd ed.) (pp.3-23). Abingdon: Routledge Read Chapters 2 and 3 in Jasper, M. (2013) Beginning Reflective Practice (2nd ed.). Andover: Cengage Learning Practice implications for youth workers Read Chapter 8: Tarrant, P. (2013) Reflective *Practice and Professional Development.* London: Sage
Tasks	Listen to: Identifying values Podcast by Steve Morgan http://strengthsrevolution.net/2014/09/03/podcast-episode-027-identifying-values/ Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Croatia Specifics	We don't have quality literature and discussion on the topic of self-awareness of youth workers. When we talk about self-evaluation and self-awareness, usually all those papers are created for evaluation of young participants, for parent skills and so on.
Croatian Suggestions for Literature	Malčić, B. (2002): Factor Structure of Self and Peer Ratings with Goldberg's Markers http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=30913

Tasks	• Become aware of the importance of self-knowledge and self-awareness • Write a personal diary or notes while working with young people (in order to follow your thoughts and feeling throughout process) Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	
Italian Suggestions for Literature	May, R. (1983). *L'Uomo alla Ricerca si Sé*. Editore: Astrolabio Ubaldini. Maggi, L. (2006). *Gurdjieff.* Le sue tecniche e la conoscenza di sé, Editore: Re Nudo. Cavaliere, R. (2010). *La Consapevolezza dell'Essere*, Editore: Edup. Magherini, S.,(2007). *Identità e culture*, Editore: Società Editrice Fiorentina. Mancini T. (2006). *Psicologia dell'identità etnica.* Sé e appartenenze culturali. Carocci, Roma Musso, P., Inguglia C., Lo Coco A. (2016). Relationships Between Ethnic Identity, Ethnic Attitudes, and Acculturative Stress in Tunisian Individuals in Early and Middle Adolescence. Journal of Early Adolescence. DOI: 10.1177/0272431616659557 Musso, P., Moscardino, U., Inguglia, C. (2017). The Multigroup Ethnic Identity Measure – Revised (MEIM-R): Psychometric evaluation with adolescents from diverse ethnocultural groups in Italy. *European Journal of Developmental Psychology.* DOI: 10.1080/17405629.2016.1278363 Cheli, E. (2009). Percorsi di consapevolezza. Metodi olistici per la conoscenza interiore e la realizzazione di sé, Editore: Xenia.
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	
Slovakian Suggestions for Literature	Labáth, V., Smik, J., Matula, Š. (2011). *Expoprogram.* Bratislava: UK. Kolařík, M. (2006). *Interakční psychologický výcvik.* Olomouc: UP. Further reading Bakalář, E. (1998): Nové psychohry. Praha, Portál

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Slovakian Suggestions for Literature	Kolárik, T. & Sollárová, E. (2004). *Metódy sociálnopsychologickej praxe.* 1. zväzok. Bratislava: Ikar. Komárková, R., Slaměník, I., Výrost, J. (2001). *Aplikovaná sociální psychologie III.* Praha: Grada. Popelková, M. (2000). Sociálno – psychologický výcvik ako prvok edukačného prostredia. In E. Sollárová (ed.). *Netradičné podoby edukačného prostredia.* Nitra: PF UKF, s. 164-212. Hermochová, S. (1982). *Sociálně psychologický výcvik.* Příspěvek sociální psychologie k metodice práce s přirozenou skupinou. Praha: SPN. Hermochová, S. (1988). *Sociálně psychologický výcvik I a II*. Praha: SPN Hermochová, S. (1989). *Metody aplikované sociální psychologie I.* Interakční programy, interakční hry a tematické interakce. Praha: UK. Hermochová, S. (1994). *Hry pro život I a II.* Praha: Portál. Praško, J. & Prašková, H. (1996). *Asertivitou proti stresu*. Praha: Grada. Brestovanský, M. (2013). *Pedagogika voľného času 2. Pedagogika zážitku a hra.* Trnava: PdF TU.
Tasks	E.g.: Go back to your notes from social-psychology training and from a experiential adventure course. Based on comparison, describe the life line you´ve passed during the last three years in development of your social skills. Focus on your prejudices, are there any groups of youth which do you have problem to work with? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	These concepts are new to Turkish literature, so it has not studied yet in youth work or any other field.
Turkish Suggestions for Literature	
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Week 5	5) Understanding Professional Practice
UK Plan	Understanding Discrimination Personal, Cultural & Structural (PCS) Analysis Professional Values & Ethics – youth work expectations Anti-discriminatory practice
UK Suggestions for Literature	The Issues Read Chapter 1 from Thompson, N. (2016). *Anti-Discriminatory Practice*. (6th ed.) London: Palgrave Macmillan Publishers Ltd. Perspectives from Literature Read Chapter 1: Sapin, K. (2013). *Essential Skills for Youth Work Practice*. (2nd ed.) London: Sage. Youth Work Values as listed in National Occupational Standards (2007) Youth Work NOS. Retrieved from http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf Read Chapter 1: Banks, S. (2010). Ethics and the youth worker. In Banks, S. (Ed), Ethical Issues in Youth Work (2nd ed.) (pp.3-23). Abingdon: Routledge Read Chapter 4: Wood, J., Westwood, S. and Thompson, G. (2015) *Youth Work Preparation for Practice*. London: Routledge NYA (2004) Ethical Conduct in Youth Work. Retrieved from http://www.nya.org.uk/wp-content/uploads/2014/06/Ethical_conduct_in_Youth-Work.pdf IFYW (no date) *Code of Ethics*. Retrieved from http://iyw.org.uk/code-of-ethics/ Read Chapter 2 from Thompson, N. (2016). *Anti-Discriminatory Practice*. (6th ed.) London: Palgrave Macmillan Publishers Ltd. Practice implications for youth workers Read Chapter 14: Wood, J., Westwood, S. and Thompson, G. (2015) *Youth Work Preparation for Practice.* London: Routledge Read: Mattison, M. (2000). Ethical decision making: the person in the process. Social Work, 45(3), 201-212. doi:sw/45.3.201
Tasks	Consider practice ways in which youth workers can challenge discrimination and oppression. For details about projects see: Lemons, G. (2005). *Challenging and changing racist attitudes and behaviours in young people.* York:JRF. Retrieved from: https://www.jrf.org.uk/report/challenging-and-changing-racist-attitudes-and-behaviour-young-people Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

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Croatia Specifics	It is easy to talk about discrimination and anti-discrimination practice, but we don't have structured professional values and ethics in youth work; also we have no knowledge about PCS analysis.
Croatian Suggestions for Literature	Brstilo, I., Haničar, E. (2011): Triple Discrimination of Women with Disabilities on Labor Market http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=95115 Leutar, Z., Milić-Babić, M. (2008): Right to Work and Disabled Persons in Croatia http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=43240 Matulić, T. (2009): Equality and non-discrimination: Values Underlying the prevention of discrimination http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=52079 Anti-discrimination legislation: https://www.zakon.hr/z/490/Zakon-o-suzbijanju-diskriminacije Mesić, M., Bagić, D. (2011): The Attitudes of Croatian Citizens toward Cultural Diversities http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=105876 Mesić, M. (2003): European Standards of Minority Protection and the Status of Minorities in Croatia http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=22177
Tasks	• Discuss what discrimination means in theory and practice • Name concrete actions that you can do in situation of violation of someone's rights • Make a list of values that youth worker must internalise Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	
Italian Suggestions for Literature	Cotesta V. (2009). *Sociologia dei conflitti etnici.* Razzismo, immigrazione e società multiculturale. Roma: Laterza. Smuraglia, C. (2005). *Le discriminazioni di genere sul lavoro*. Dall'Europa all'Italia, Editore: Ediesse. Castel, R. (2008). *La discriminazione negative.* Editore: Quodlibet. Carlà, M. (2006). *Impariamo con un progetto.* Per la Scuola media vol.1, Editore: Palumbo. Pitino, A. (2012). *Profili attuali del principio di non discriminazione tra Unione europea e regioni italiani.* Editore: Aracne. Micolano, B. (2009). *Il diritto antidiscriminatorio nella giurisprudenza della Corte Europea dei diritti dell'uomo,* Editore: Giuffre

	Brandani, W., Zuffinetti P. (2004), *Le competenze dell'educatore professionale*, Editore:Carocci. Inuglia C., Musso, P. (2014). Training teachers for effective Citizenship and Intercultural Education. A best practice. In VV.AA., Europa Prin Joc, Editura Revers, Craiova (Romania). (pp. 166-171) Di Maria R., Inuglia C., Lo Coco A., Musso P., Sprini G., Rashkova I., Petrova T., Romaniuc L., Pinto A., Pinto R., Serrano Alfonso M. A. (2009). Tra.C.I.E.Handbook – Training Citizenship and Intercultural Education in Europe. EX-PRESS: Gabrovo, Bulgaria (ISBN 978-954-490-086-1). Inuglia C., Lo Coco A. (2004). *Psicologia delle relazioni interetniche. Dalla teoria all'intervento*, Carocci, Roma Cappello, G. M. (2014). *Prospettive mediaeducative per la sociologia* dell'educazione del Terzo Millennio. In Educare la comunità (pagg. 163-174). Gardella, O. (2016). *L'educatore professionale*. Finalità, metodologia, deontologia, Editore:Franco Angeli Edizioni. Banks, S. (2013). *Etica e valori nel servizio sociale.* Dilemmi morali e operatori riflessivi nel welfare mix. Editore: Centro Studi Erickson. Bansk S.,Nohr K. (2014). *L'etica in pratica nel servizio sociale.* Casi e commenti in prospettiva internazionale. Editore: Centro Studi Erickson. Cappello, G. M., Cortoni, I. (2011). *Crescere e insegnare nella società in rete.* MEDIA EDUCATION, 2, 17-32.
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	Although both youth worker and social educator are professions officially listed in the National Qualification System (SK-ISCO 08), there is nothing like Code of Ethics in this area. We can only synthesize it from various other sources - legislative (anti-discrimination law), general ethics in helping professions, and related professions codes (social worker, teacher) which are recognized.
Slovakian Suggestions for Literature	Zákon o rovnakom zaobchádzaní v niektorých oblastiach a o ochrane pred diskrimináciou a o zmene a doplnení niektorých zákonov (antidiskriminačný zákon) - článok 12. Dostupné na http://www.socpoist.sk/ext_dok-365-2004-z-zp-7967/54520c Zákon č. 85/2008, dostupné na http://www.equityoz.sk/app/webroot/media/content/files/antidiskriminacny_zakon.pdf Jankovský, J. (2003). Etika pro pomáhajíci profesie. Praha: Triton.

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	Further reading: Bakošová, Z. 2008). *Sociálna pedagogika ako životná pomoc.* Bratislava: FIF UK. Aadland, E. & Matulayová, T. (eds.) (2011). *Etické reflexie v pomáhajúcich profesiách.* Prešov: Prešovská univerzita. Kol. autorov (2006). Profesijný rozvoj učiteľa. Prešov: MPC. Dostupné na http://www.mcpo.sk/downloads/Publikacie/Ostatne/OSRIA200704.pdf (2. kap.) Wiesenganger, M. (2016). Etika cnosti a prosociálnosť. in A. Rajský & I. *Podmanický (eds.), Človek človeku. K prameňom etickej výchovy.* Trnava: Typi Universitatis Tyrnaviensis.
Tasks	Try to design a code of ethics for the social educator / youth worker profession with respect to the principles of inclusion, diversity and equality in youth work practice.
Turkish Specifics	
Turkish Suggestions for Literature	Gül, İ.I, Yeşiladalı, B., Karan, U. (2012). Ayrımcılık yasağı eğitimi el kitabı. İstanbul:İstanbul Bilgi Üniversitesi Yayınları Ataman, H. (2011). Ayrımcılığa karşı bir adım at. (http://www.rightsagenda.org/attachments/658_Ayr%C4%B1mc%C4%B1l%C4%B1%C4%9Fa%20Kar%C5%9F%C4%B1%20Bir%20Ad%C4%B1m%20At!.pdf) Avrupa Komisyonu, Ayrımcılıkla mücadele: Eğitim El Kitabı (2006). Bamforth, Malik and O'Cinneide, *Discrimination Law: Theory and Context* (London, Sweet and Maxwell, 2008), Chapters 4, 5, 6, 8. Breen, Age Discrimination and Children's Rights: Ensuring Equality and Acknowledging Difference, (Leiden, Martinus Nijhoff, 2006). Göregenli, M. Temel Kavramlar: Önyargı, Kalıpyargı ve Ayrımcılık. Çayır, K., Ayan, M. (2012). Ayrımcılık: Çok Boyutlu Yaklaşımlar. İstanbul Bilgi Üniversitesi Yayınları Çayır, K., Ayan, A. (2012). Ayrımcılık: Örnek Ders Uygulamaları. İstanbul Bilgi Üniversitesi Yayınları
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
	The following use the barriers mentioned in the Erasmus Plus Inclusion and diversity strategy, plus forms of discrimination, to structure the contents

Week 6	6) Overcoming Discrimination & Barriers 1
UK Plan	**Disability, Educational Difficulties & Health Obstacles** The Issues Theoretical Perspectives e.g. diversity and critical disability theory Practice implications for youth workers
UK Suggestions for Literature	The Issues Explore relevant information from support charities such as Scope (https://www.scope.org.uk). e.g. https://www.scope.org.uk/support/young-disabled-people/bullying Perspectives from Literature Cameron, C. (2014) Oppression. In Cameron, C. (Ed.) Disability Studies. London: Sage Hosking, D. (2008) *Critical disability theory: A paper presented at 4th Disability Studies Conference at Lancaster University.* Retrieved from http://www.lancaster.ac.uk/fass/events/disabilityconference_archive/2008/abstracts/hosking.htm Chapter 12: Race, D. G, (2002) *Learning disability: a social approach.* London: Routledge Read Chapter 8: Oliver, M. and Barnes, C. (2012) *The New Politics of Disablement.* London: Palgrave Macmillan Read Chapter 6: Goble, C. (2004) Dependence, Independence and Normality. In Swain, J., French, S., Barnes, C. and Thomas, C. (2004) *Disabling barriers – Enabling Environments* (2nd ed.). London: Sage Read Chapter 18: Goodley, D. Who's is disabled? Exploring the scope of the social model of disability. In Swain, J., French, S., Barnes, C. and Thomas, C. (2004) *Disabling barriers – Enabling Environments* (2nd ed.). London: Sage Read about the Children and Families Act 2014: e,g: Department for Education (2014) *The Young Person's guide to the Children's and Families* Act. Retrieved from: https://www.gov.uk/government/news/landmark-children-and-families-act-2014-gains-royal-assent Practice implications for youth workers Read Chapter 6: Thompson, N. (2016). *Anti-Discriminatory Practice.* (6th ed.) London: Palgrave Macmillan Publishers Ltd. Read HM Government. (2013). *Access to youth work for young people with disabilities.* Retrieved from: https://www.gov.uk/government/publications/issues-in-provision-of-youth-work-for-young-disabled-people

Tasks	Explore this news story – consider would youth workers have the same or different response? Gelbart, H. (2017, March 31) Meet the former teacher giving a voice to disabled children. BBC News. Retrieved from: http://www.bbc.co.uk/news/education-39380539 Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Croatia Specifics	The field of ''disability'' is covered really well in theory so I think that in Croatia there are a lot of quality papers on this topic.
Croatian Suggestions for Literature	Leutar, Z., Milić-Babić, M. (2008): Right to Work and Disabled Persons in Croatia http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=43240 Mihanović, V. (2011): Disability in the context of a social model http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=95113 Franjković, L., Kiš-Glavaš, L., Novak Žužić, V. (2014): Students' perception of the opportunities of people with disabilities to meet the requirements of study programmes http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=208146 Vajda Halak, Ž., Romić, D., Kolar, J. (2014): The role of the Croatian employment institute in social integration of disabled persons (http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=195076 Majsec Sobota, V., Bakula-Anđelić, M., Šostar, Z. (2006): The Status of Disabled Persons in the City of Zagreb http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=47805 Leutar, Z. (2006): Persons with disability and poverty http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=47890 Meić, B. (2014): The position of people with disability in higher education http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=191177 Lautar, I., Penava, T., Marković, N. (2014): Inclusion of persons with disabilities in the community http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=261744 Milić Babić, M. (2010): Violence and persons with disability http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=73738
Tasks	• To name the obstacles that people with disabilities face • To think critically about integration of people with disabilities in Croatian society (what are we doing well, what can we do better?) • To explore the network of organisation that are working with people with disabilities on local level and talk with one (explore issues in practice) Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Italian Specifics	
Italian Suggestions for Literature	Filippo Dettori, G. (2016). Perdersi e ritrovarsi. *Una lettura pedagogica della disabilità in età adulta*, Editore: Franco Angeli. Pavone, M. (2014). *L' inclusione educativa.* Indicazioni pedagogiche per la disabilità. Editore: Mondadori Università. Greco, F. (2016). *Integrare la disabilità*. Una metodologia interdisciplinare per leggere il cambiamento culturale. Editore: Franco Angeli. Ianes D., Cramerotti S. (2009). *Il piano educativo individualizzato*. Progetto di vita. Vol. 1: La metodologia e le strategie di lavoro. Editore: Erickson. Cottini L. (2016). *L' autodeterminazione nelle persone con disabilità*. Percorsi educativi per svilupparla. Editore: Erickson. Portera, A., Albertini, G., Lamberti, S. (2015). *Disabilità dello sviluppo, educazione e cooperative learning*. Un approccio interculturale, Editore: Franco Angeli. Salis, F. (2016). *Disabilità cognitiva e narrazione*. Il contributo in pedagogia special, Roma: Anicia. Gaspari, P. (2008). *Narrazione e diversità*, Roma: Anicia. Perucci, G. (2006). *Sulla nostra pelle*. Il corpo dell'operatore nel lavoro di cura, Editore: Carocci. De Pieri, S. (2012). *Orientare è educare,* Editore: libreriauniversitaria.it.
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	Individual categories of disabilities are very well researched and described in the Slovak literature, with attention being paid not only to their basic characteristics but also to the specifics of the given individuals within their social and psychological specificities that have an impact on their educational process. Thematised are main barriers in formal education, but also find initial attempts to reflect this issue in informal education settings (youth work, out-of-school education) can be found.
Slovakian Suggestions for Literature	Lechta,V., ed. (2010). *Základy inkluzivní pedagogiky.* Praha: Portál 2010. (See above all pp. 199 – 414). Lechta,V. et al. (2013). *Inkluzívna pedagogika a jej komponenty.* Trnava: Tipi universitatis (chapters 3, 4, and 8). *Vzdelávacie programy pre deti so zdrav.znevýhodnením* (ISCED). Dostupné na www.statpedu.sk

Slovakian Suggestions for Literature	Požár, L. (2007). *Základy psycgológie ľudí s postihnutím.* Trnava: Typi. See chapter 5 (pp 70-95), and chapter 7 (pp. 101 – 177). Further reading: Lechta,V.: Symptomatické poruchy reči. Praha, Portál 2011 (vybrané kapitoly). Žovinec, E., Seidler, P.: 2010.: Identifikácia a analýza problémových oblastí školskej inklúzie. In Lechta, V.: Transdiciplinárne aspekty inkluzívnej edukácie. Bratislava : Emitplus. ISBN 978-80-970623-2-3. s. 175-181. Vladová, K.: 2010.: Možnosti aplikovania vzdelávacích programov pre deti a žiakov so zdravotným znevýhodnením v rámci inkluzívnej edukácie. In Lechta, V.: Transdiciplinárne aspekty inkluzívnej edukácie. Bratislava : Emitplus. ISBN 978-80-970623-2-3. s. 164 – 174. Sabolíková, M.: 2011. Inšitucionálna dimenzia inkluzívnej edukácie. In Lechta, V.: Inkluzívna edukácia ako multidimenzionálny výchovný problém. Bratislava: Iris. ISBN 978-80-89256-69-3. s. 189 – 197. Bizová, N. 2011. Podpora inklúzie v školských výchovno-vzdelávacích zariadeniach. In Lechta, V.: Inkluzívna edukácia ako multidimenzionálny výchovný problém. Bratislava: Iris. ISBN 978-80-89256-69-3. s. 146 – 153. Šuhajdová, I.: 2016. Celodenný výchovný systém ako (možný) podporný nástroj inkluzívnej edukácie. in: Acta Facultatis Paedagogicae Universitatis Tyrnaviensis. Trnava : Trnavská univerzita, Pedagogická fakulta, 2016. ISBN 978-80-568-0006-5. s.42-53, Šuhajdová, I.: 2016. Kvalita života žiakov v škole v čase mimo vyučovacej hodiny. In: Topografia kvality života v inkluzívnej edukácii. Bratislava : Iris, 2016. ISBN 978-80-89726-82-0. s. 217-229.
Tasks	Describe how to communicate, collaborate, or generally approach individuals with different types of disability. Describe how to design activities that can equally involve everyone. Describe the obstacles with which disabled people in Slovakia have to fight most often and suggest solutions to these problems. Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	
Turkish Suggestions for Literature	Genç, Y., & Çat, G. (2013). Engellilerin istihdamı ve sosyal içerme ilişkisi. *Akademik İncelemeler Dergisi,* 8(1). Akbulut, S. (2012). Gerçekten eşit miyiz? Acı (ma), zayıf gör (me) ve yok say (ma) ekseninde engelli ayrımcılığı. K. Çayır ve MA Ceyhan (der.), *Ayrımcılık: Çok Boyutlu Yaklaşımlar, İstanbul: İstanbul Bilgi Üniversitesi Yayınları.*

Turkish Suggestions for Literature	Yılmaz, V. Engellilerin Eğitime Erişiminde Kamusal Sosyal Destek Programlarının Önemi. Yılmaz, Volkan. "Engellilik Üzerinden Eşitliği Yeniden Hayal Etmek: Bütünsel ve İlişkisel Bir Eşitlik Anlayışına Doğru", Sosyal Hizmet ve Öteki içinde, der. P. Akkuş ve Ö. Başpınar Aktükün, İstanbul: Bağlam Yayıncılık, 2014. Yılmaz, Volkan. "Tarihsel Gelişimi ve Güncel İkilemleriyle Türkiye'de Engellilik ve Sosyal Politikalar", Dezavantajlı Gruplar ve Sosyal Politika içinde, der. B. Altuntaş, Ankara: Nobel Akademik Yayıncılık, 2014. Taşkesen, M.Ö., Gönüllü Taşkesen, C. (2016). *Engellilik ve sosyal hizmet.* İstanbul: Karaağaç Yayınevi Özürlülüğe dayalı ayrımcılığın ölçülmesi araştırması. (2010). Özürlüler İdaresi Başkanlığı, Ankara. Çayır, K., Ergün, M. (2013). "Ders Kitaplarında Engellilik" Raporu. Çayır, K., Soran, M., Ergün, M. (2015). Engellilik ve Ayrımcılık: Eğitimciler için El Kitapçığı. İstanbul: Karekök Çayır, K., Soran, M., Ergün, M. (2015). Engellilik ve Ayrımcılık: Eğitimciler için Temel Metinler ve Örnek Dersler. İstanbul: Karekök Soran, M., Şensoy, Ö., Ergün, M. (2015). Engelliliğe ve cinsiyete dayalı ayrımcılık. İstanbul Bilgi Üniversitesi Yayınları.
Tasks	• What improvements could be made for to improve communication with those with disabilities? • Talk to disabled people on the challenges faced by them • Discuss and make suggestions about what improvements could be made in legislation regarding disabled people living in turkey Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

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Week 7	7) Overcoming Discrimination & Barriers 2
UK Plan	**Ethnic & Cultural Differences** The Issues: Racism, nationalism etc. Perspectives from Literature Practice implications for youth workers
UK Suggestions for Literature	<u>The Issues</u> Khaleeli, K. (2006, June 29) A Frenzy of hatred: how to understand Brexit racism. *The Guardian.* Retrieved from https://www.theguardian.com/politics/2016/jun/29/frenzy-hatred-brexit-racism-abuse-referendum-celebratory-lasting-damage Taylor, M. and Muir, H. (2014, May 27) Racism on the rise in Britain. The Guardian, Retrieved from https://www.theguardian.com/uk-news/2014/may/27/-sp-racism-on-rise-in-britain <u>Perspectives from Literature</u> Read Chapter 4: Mason, D. (2013). Ethnicity. In Payne, G.(Ed), Social Divisions (3rd ed.) Basingstoke: Palgrave Macmillan Read the whole of Sangeeta, S. (2011). *Working with Diversity in Youth and Community Work.* Exeter: Learning Matters OR just chapters 1&2. Read the whole of Solomos, J. (2003). *Race and Racism in Britain.* London: Palgrave Macmillan OR just chapter 8: Racism, Nationalism and Political Action Read Chapter 9: Pierson, J. (2010). *Tackling Social Exclusion.* London: Routledge. Read: Hartmann, D. (2015). Reflections on Race, Diversity, and the Crossroads of Multiculturalism. *Sociological Quarterly,* 56(4), 623-639. doi:10.1111/tsq.12096 Read Chapter 4: Thompson, N. (2016). *Anti-Discriminatory Practice.* (6th ed.) London: Palgrave Macmillan Publishers Ltd. <u>Practice implications for youth workers</u> Read Chapter 9: Imam, U. F. and Bowler, R. (2010). Youth workers as critical interpreters and mediators - Ethical Issues in working with black young people. In Banks, S. (Ed), *Ethical Issues in Youth Work* (2nd ed.) (pp.139-156). Abingdon: Routledge Read Chapter 5: Batsleer, J. (2008). *Informal Learning in Youth Work.* London: Sage Readfearn, G. (2003, September 17) Racism: Youth Work against racism. Children and Young People Now. Retrieved from http://www.cypnow.co.uk/cyp/news/1067730/racism-youth-work-against-racism

Tasks	Consider further the implications of Brexit and racism by exploring further potential studies e.g: Pasha-Robinson, L. (2017 March 17) One in three Black, Asian or minority ethic people racially abused since Brexit, study reveals. The Independent. Retrieved from: http://www.independent.co.uk/news/uk/home-news/one-three-black-asian-minority-ethnic-bame-racism-abuse-assault-brexit-hate-crime-tuc-study-a7634231.html Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Croatia Specifics	In Croatia, there are a lot of people who are nationalists and who have problem mostly with people from Serbia. We don't have so many people who are black or Asian… so nationalism would be more appropriate for Croatian context.
Croatian Suggestions for Literature	Government of Republic Croatia – Department for Human Right and Right of national minorities https://pravamanjina.gov.hr/nacionalne-manjine/573 Sekulić, D. (2004): Civic and ethnic identity: The case of Croatia http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=36515 Vujević, M. (2007): National identification in Croatia http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=29695 Mesić, M. (1995): Croatian refugees - the question of coexistence http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=187525
Tasks	• Examine the website of the Office for human rights and national minorities • Discuss nationalism among young people in Croatia • Discuss position of national minorities in Croatia Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	Racism against specific groups in Italy as Roma, Muslims or Immigrants. Nationalisms and extremism within young people.
Italian Suggestions for Literature	Sartori, G. (2010). *Pluralismo, multiculturalismo ed estranei.* Milano: Bur. Donati, P. (2008). *Oltre il multiculturalismo*. Roma: Laterza. Guolo, R. (2007). *L'islam è compatibile con la democrazia?* Roma: Laterza. Belpoliti, M. (2014). *L' età dell'estremismo.* Editore: Guanda. Patriarca, S. (2010). *Italianità. La costruzione del carattere nazionale*, Roma: Laterza. Campelli, E. (2004). *Figli di un dio locale*. Giovani e differenze culturali in Italia, Editore: Franco Angeli. Botti, C. (2013). *Le etiche della diversità cultural*e, Editore: Le Lettere. Naletto, G. (2009). *Rapporto sul razzismo in Italia*, Editore: Manifestolibri.

Italian Suggestions for Literature	Bartoli, C. (2012). *Razzisti per legge. L'Italia che discrimina*: Roma: Laterza. Inguglia, C., Di Maria, R. (2011). "*Amici e guardati".* Discriminazione percepita, conflitti culturali versus processi di inclusione e adattamento: una ricerca tra gli studenti stranieri dell'Università' degli Studi di Palermo. In Discriminazione, esclusione e invisibilità sociale (Vol. 2011-12, pagg. 245-268). (Politix). Musso, P., Inguglia, C., Lo Coco, A. (2015). Acculturation Profiles and Perceived Discrimination: Associations with Psychosocial Well-being Among Tunisian Adolescents in Italy. Social Inquiry into Wellbeing, 1, 76-90. doi: 10.13165/SIIW-15-1-1-06
Tasks	Find cases of racism and extremism in Italian daily news and discuss them in class/ write a short essay. Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	Slovaks still need to cope with their nationalist history. As a small nation they have been fighting for their statehood for many years and the boundary between national pride/self-awareness and nationalism is therefore thin. Due to actual European and special Slovak cultural problems (migration crisis, post-modern and post-factual age, globalization flood, failure of educational system, oligarchy and corruption etc.) nationalist and radical reminiscences rise from ashes. The radical homophobic political People´s Party Our Slovakia gained 8% in the last election and entered the parliament for the first time in Slovak modern history.
Slovakian Suggestions for Literature	Rosinský, R., et al. (2006). *Amare Roma, špecifiká práce v rómskych komunitách.* Nitra: UKF. Průcha, J. (2001). *Multikultúrní výchova.* Praha: ISV. Rusnáková, J., ed. *Životné stratégie obyvateľov rómskych osídlení.* Nitra: UKF. Šišková, T. (1998). *Výchova k tolerancii a proti rasizmu.* Praha: Portál. www.rasizmus.sk (Ľudia proti rasizmu) Further reading: Anderson, B. (2008). *Představy společenství: Úvahy o původu a šíření nacionalismu.* Praha: Karolinum. Gajdoš, M., & Konečný, S. (1997). *Etnické minority na Slovensku: História, súčasnosť, súvislosti.* Košice: Universum. Milo, D. (2005). *Rasistický extrémizmus v Slovenskej republike.* Bratislava: Ľudia proti rasizmu. Hobsbawm, E. (2000). *Národy a nacionalizmus od roku 1780. Program, mýtus, realita.* Brno: Centrum pro studium demokracie a kultury. Fukuyama, F. (2002). *Konec dějin a poslední člověk.* Praha: Rybka Publishers.

Tasks	Watch the videos on http://protinenavisti.sk/ Which story is most addressing your opinion and emotions? Why? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	There are many different ethnic groups living in turkey. This makes Turkey a multicultural country. Residents are adapting to life with the migration crisis.
Turkish Suggestions for Literature	Cirik, İ. (2008). Çok kültürlü eğitim ve yansimalari (Multicultural education and its reflections). Çayır, K. (2014). "Biz" Kimiz? Ders Kitaplarında Kimlik, Yurttaşlık, Haklar. İstanbul: Tarih Vakfı Yayınları.
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Week 8	**8) Overcoming Discrimination & Barriers 3**
UK Specifics	**Economic Obstacles** The Issues: Poverty and Economic well-being Perspectives from Literature Practice implications for youth workers
UK Suggestions for Literature	The Issues Explore the following reports: Pople, L., Rodrigues, L. and Royston, S. (2013). Through Young Eyes. London: The Children's Society. Retrieved from: https://www.childrenssociety.org.uk/sites/default/files/through_young_eyes_poverty_commission_report_final.pdf The Children's Society. (2012). *A good childhood for every child? – Child Poverty and social inequality in the UK 2012.* London: The Children's Society. Retrieved from: https://www.childrenssociety.org.uk/sites/default/files/tcs/microsoft_word_-_updated_child_poverty_briefing_october_2012.pdf Perspectives from Literature Read Chapter 13: Platt, L. (2013). Poverty. In Payne, G.(Ed), Social Divisions (3rd ed.) Basingstoke: Palgrave Macmillan Volmert, A., Pineau, M., and Kendall-Taylor, N. (2016) Talking about poverty: How experts and the Public understand UK poverty. York: Joseph Rowntree Foundation. Retrieved from: https://www.jrf.org.uk/report/talking-about-poverty-how-experts-and-public-understand-uk-poverty This book is a significant resource for this subject: Alcock, P. (2006). *Understanding Poverty* (3rd ed.). Basingstoke: Palgrave Macmillan. This book is a significant resource for this subject: Parrott, L. (2014). *Social Work and Poverty.* Bristol: Policy Press Read the whole of: Jones, C. and Novak, T. (2014). *Poverty and Inequality.* Bristol: Policy Press Read Chapter 5: Dickens, J. (2016). *Social Work and Social Policy.* London: Routledge Practice implications for youth workers Ingram, G. and Harris, J. (2005) Identifying and Meeting Young people's needs. In Harrison, R. and Wise, C. (Eds). Working with Young People. London: Sage Within the UK there is a tradition of youth projects set up to support the most vulnerable in their communities. Explore approaches/examples of projects that youth workers may have adopted. Use the following as a discussion starter: https://www.youtube.com/watch?v=UqEu5rTJ2Zs https://www.childrenssociety.org.uk/what-you-can-do/volunteer/volunteering-with-children-and-young-people

Tasks	There are some interesting practical challenges which bring the issue of poverty into reality to be found here: http://www.thehungerproject.org.uk/getinvolved/live-below-the-line/ Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Croatia Specifics	
Croatian Suggestions for Literature	Šućur, Z. (2014): The old and new poor in Croatia: An Empirical View http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=191087 Družić Ljubotina, O. (2013): POVERTY AS A SOCIAL WORK CHALLENGE IN THE ECONOMIC CRISIS CONTEXT IN CROATIA http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=153695 Malenica, Z. (2011): Poverty in Croatia http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=109965 Matković, T., Šućur, Z., Zrinščak, S. (2007): Inequality, Poverty, and Material Deprivation in New and Old Members of European Union http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=32958 Šućur, Z. (2006): Objective and subjective poverty in Croatia http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=47879 Šućur, Z. (2006): Poverty, Multidimensional Deprivation and Social Exclusion in Croatia http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=20249 Šućur, Z. (2012): Has Poverty in Croatia Been Really Stagnant? http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=133666
Tasks	• Discuss effects of economic crisis • Discuss the economic situation in Croatia and suggest steps for improvement • Discuss who was effected the most by the economic crisis (young, old etc) Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	In Italy, there is a noticeable difference in economic wealth between Nord and South – we suggest two sources dealing with this topic.
Italian Suggestions for Literature	Tuorto, D. (2017). *Esclusione sociale. Uno sguardo sociologico*, Milano: Pearson. Bartoli, C. (2014). *La scuola e il ghetto. Architetture che escludono*. In: (a cura di): Moreno, C., Parrello, S., Iorio, I., La mappa e il territorio. Ripensare l'educazione fra strada e scuola. p. 33-48, PALERMO, Sellerio. Castel, R. (2015). *Incertezze crescenti. Lavoro, cittadinanza, individuo,* Editore: Editrice socialmente.

Tasks	Deaton, A. (2015). *La grande fuga. Salute, ricchezza e le origini della disuguaglianza.* Bologna: Il Mulino.

Daniele V., Malanima, P. (2011). *Il divario Nord-Sud in Italia 1861-2011*, Editore: Rubbettino.

Trigilia, C. (2012). *Non c'è Nord senza Sud. Perché la crescita dell'Italia si decide nel Mezzogiorno*, Bologna: Il Mulino.

Giojelli, G., Beltotto, G. (2007). *I nuovi poveri.*Editore: PIEMME. |
| | Choose from the various ideas expressed in the task sections of the other countries

Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/ |
| **Slovakian Specifics** | Rapid economic growth has brought unprecedented differences in wealth and quality of life in the last 25 years. The poverty is geographically (east and south-east Slovakia) and ethnically (Roma ethnic) conditioned. Corruption has caused the highway to the east of Slovakia metropolis Košice to not yet be completed, so investment has come mainly to the west.
Youth is one of the most vulnerable groups in the labour market. Especially those with low education, graduates without experience, young people in regions with high levels of unemployment, at risk youth (often coming from a socially disadvantaged environment). The unemployment rate among youth is 24 % (July, 2016), although average of population is only 9,7 % (January, 2017). |
| **Slovakian Suggestions for Literature** | Európska sieť proti chudobe - EAPN. (2014). *Chudoba mládeže a sociálne vylúčenie v Európe*. Dostupné na https://sapn.sk/liferay/documents/112072/0/Chudoba+mladeze+EAPN_SK.pdf/fd4bfb9a-17ed-400b-93a5-e129356f8466?version=1.0

Šolcová a kol. (2012). *Sociálne súvislosti spôsobu života chudobnej mládeže.* Bratislava: Iuventa. Dostupné na https://www.iuventa.sk/files/documents/zaverecna%20sprava%20socialne%20suvislosti%20-%20solcova.pdf

Zákon č. 305/2005 Z. z. o sociálnoprávnej ochrane detí a o sociálnej kuratele. Dostupné na http://www.detskecentrum.sk/img/File/Zakon_c__305_2005_Z__z__ZZ_27.pdf

Further reading:
Šimunková, K., Vagač, L. (2001). Chudoba a regionálne rozdiely na Slovensku. Friedrich Ebert Stiftung. Dostupné na internete: www.fes.sk

Žilová, A. (2005). Chudoba a jej premeny na Slovensku. Badín: Mentor.

Tvrdoň, M., & Kasanová, A. (2004). Chudoba a bezdomovectvo. Nitra: FSVaZ UKF. Payne, R.K., DeVol, P.E., & Smith D., T. (2010). Mosty z chudoby. Stratégie pre profesionálov a komunity. Košice: Equilibria.

Mareš, P. (1999). Sociologie nerovnosti a chudoby. Praha: Sociologické nakladatelství. |

Kuberová, H. (2010). Výchova detí z chudobného a nepodnetného prostredia. In M. Gažiová, ed., Chudoba v kontexte dneška. Ružomberok: Verbum, s. 131 – 138. Kol. autorov. (2014). Správa o mládeži 2014. Situačná analýza kvality života mladých ľudí v Slovenskej republike. Bratislava: Iuventa. Bolles, N. R. (2004). Ako si nájsť dobrý džob. Bratislava: Motýľ. Buchtová, B. a kol. (2002). Nezaměstnanost psychologický, ekonomický a sociální problém. Praha: Grada Publishing. Hanzlíková, O., Pauknerová, D., & Soušková, M. (2001) Jak uspět v prvním zaměstnání. Praha: Grada Publishing.
Tasks	See the movie *24 hours homeless* (https://www.youtube.com/watch?v=QR7vQiJgGHU). Would you be able to spend the same time out of home, begging or playing instruments to earn money? And then to sleep out? Would you try? Why/Why not? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	
Turkish Suggestions for Literature	Yılmaz, V., Oy, B. (2014). *Türkiye'de Gençler ve Siyasi Katılım: Sosyo-Ekonomik Statü Fark Yaratıyor mu?* İstanbul Bilgi Üniversitesi Şebeke Gençlerin Katılımı Projesi Kitapları – No: 5 Kavak, Y. (1997). Egitim, istihdam ve işsizlik ilişkileri. Yentürk, N., Başlevent, C. (2007). Türkiye'de Genç İşsizliği. İstanbul Bilgi Üniversitesi Yayınları. Gündoğan, N. (2001) Genç işsizliği, Anadolu Üniversitesi yayınları, Eskişehir
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

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Week 9	9) Overcoming Discrimination & Barriers 4
UK Plan	**Social Obstacles 1** The Issues: Religious practice and perceptions Perspectives from Literature Practice implications for youth workers
UK Suggestions for Literature	The Issues Play and respond to the following: http://www.mirror.co.uk/news/uk-news/muslim-schoolgirls-passionate-speech-islamophobia-7035468 Perspectives from Literature Weller, P. (2011). *Religious Discrimination in Britain A Review of Research Evidence, 2000-2010.* Manchester: Equality and Human Rights Commission Read Chapter 3: Catto, R. (2017). Islam in Europe and the Amman Message: Overview, Challenges and Potentials. In Hardy, M., Mughal, F. and Markiewicz, S. (Eds). *Muslim Identity in a Turbulent Age.* London: Jessica Kingsley Publishers. Chapter 5 from Soni, S. (2011) *Working with Diversity in Youth and Community Work.* Exeter: Learning Matters Read Chapter 4: Abbas, T. (2011). Islamophobia and the politics of young British Muslim ethno-religious identities. In Belton, B. and Hamid, S. (Eds) *Youth Work and Islam.* Rotterdam: Sense Publishers Read the whole of: Commission on British Muslims and Islamophobia (2004) *Islamophobia: Issues, challenges, action.* Stoke on Trent: Trentham Books Ltd. Literature covering practical implications Chapter 8 from Thompson, N. (2016). *Anti-Discriminatory Practice*. (6th ed.) London: Palgrave Macmillan Publishers Ltd.
Tasks	Visit this website for details about religious discrimination and the UK law: https://www.equalityhumanrights.com/en/advice-and-guidance/religion-or-belief-discrimination Visit these websites for UK guidance to employees/employers: http://www.acas.org.uk/media/pdf/d/n/Religion-or-Belief-and-the_workplace-guide.pdf https://www.unison.org.uk/get-help/knowledge/discrimination/religious-discrimination/ Consider thoughts about the following articles: http://www.bbc.co.uk/news/uk-19467554 http://www.huffingtonpost.co.uk/tom-j-wilson/no-wonder-christians-feel_b_1002157.html http://www.telegraph.co.uk/news/uknews/law-and-order/11440548/Discrimination-against-Christians-ignored-across-Europe-MPs.html Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Croatia Specifics	In Croatia, most of the people are Christians so we don't have that much people who are practicing other religions.
Croatian Suggestions for Literature	Zokvović, M. (2009): Presenting Islam in confessional religious education within the curricula of public elementary and high schools http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=167130 Goldberger, G. (2014): Representation of Islam and Muslims in Croatian Daily Newspapers from 1990 to 2006 http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=173052 Švob, M., Brčić, C., Podgorelec, S. (1994): Jews in Croatia with Special Focus on the City of Zagreb http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=187676 Government of Croatia – Department for human right and rights of national minorities https://pravamanjina.gov.hr/pravo-pripadnika-nacionalnih-manjina-na-ocitovanje-svoje-vjere-te-na-osnivanje-vjerskih-zajednica-zajedno-s-drugim-pripadnicima-te-vjere/624
Tasks	• Discover how many religious minorities are there in Croatia • Visit different religious institutions and get to know their customs • Check the media and see if there are any types of violation of right of the members of religious minorities Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	In Italy, Roman Catholic church is predominant. However, in recent years (also s the consequence of immigration) the percentage of other religions is growing.
Italian Suggestions for Literature	Canta, C. C. (2010). *Seminare il dialogo. persone e trame del Mediterraneo*, Roma: Aracne. Canta, C. C., Pepe, M. (2007). *Abitare il dialogo.* Milano: Franco Angeli. Cipriani,R. (2009). *Nuovo Manuale di sociologia della religione*. Roma: Borla. (solo "Gli studi italiani", pp. 409-499).
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	The majority of the Slovak population declares Christian religious affiliation. Traditionally, the most numerous and influential church in Slovakia is The Roman Catholic Church. There are other Christian denominations, such as The Lutheran Church, Greek-Catholic Church, Orthodox Church, and others. During the last decades popularity of New religious movements is growing.

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Slovakian Suggestions for Literature	Průcha, J. (2001). *Multikultúrní výchova*. Praha: ISV Dojčár, M. (2012). *Problém globálneho spolužitia: antropologické východisko*. Trnava: Typi Universitatis Tyrnaviensis. Further reading: Dingir – religionistický časopis o současné náboženské scéně. Praha: Společnost pro studium sekt a nových náboženských směrů. Online http://www.dingir.cz/ Dojčár, M. (2010). *Medzináboženský dialóg II.* Trnava: Pedagogická fakulta TU. Dojčár, M. (2008). *Religionistika.* Bratislava: SAP. Al-Sbenaty, A. (1998). *Manželstvo v islame*. Bratislava: Alja. Al-Sbenaty, A. (2003). *Islamské právo: oblasť mieru a vojny.* Bratislava: Alja. Halík, T. (2006). *Prolínání světů.* Praha: Nakladatelství Lidové noviny. Küng, H., & Bechert, H. (1998). *Křesťanství a buddhizmus*. Praha: Vyšehrad. Küng, H., & Stietencron, H. (1997). *Křesťanství a hinduizmus.* Praha: Vyšehrad. Küng, H., Ess, J.: *Křesťanství a islám.* Praha: Vyšehrad, 1998. Küng, H., & Ching, J. (1999). *Křesťanství a náboženství Číny.* Praha: Vyšehrad. Lužný, D. (1997). N*ová náboženská hnutí.* Brno: Masarykova univerzita. Macháčková, L., & Dojčár, M. (2002). *Duchovná scéna na Slovensku 2.* Bratislava: ÚVSC. Rozmer. Bratislava: Ekumenická spoločnosť pre štúdium siekt. Online http://www.rozmer.sk/ Štampach, O. I. (1995). *Nástin ekumenické teologie*. Praha: Karolinum. Vojtíšek, Z. (2004). *Encyklopedie nových náboženských směrů.* Praha: Portál. Vojtíšek, Z. (2007). *Nová náboženská hnutí a jak im porozumět.* Praha: Beta Books.
Tasks	Find an example in circles of your relatives or friends, when somebody felt to be discriminated. Describe and make recommendations as a solution to the situation.
Turkish Specifics	According to the research report published by the Turkish Directorate of Religious Affairs in 2014, there are people from all types of religion in Turkey. 99.2 % of them are müslim and 0.4 % are other religions. Turkey has always been tolerant of different religions.
Turkish Suggestions for Literature	

| Tasks | Choose from the various ideas expressed in the task sections of the other countries

Consider using and discussing examples from the RIDE Good Practice Directory
http://rideproject.eu/ride-toolbox/ |
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Week 10	10) Overcoming Discrimination & Barriers 5
UK Plan	**Social Obstacles 2** The Issues: Gender and Sexism Plus Age and Ageism Perspectives from Literature Practice implications for youth workers
UK Suggestions for Literature	The Issues: Explore relevant articles such as: http://www.telegraph.co.uk/women/womens-politics/10767784/UN-Britains-sexism-more-pervasive-than-any-other-country.html https://www.theguardian.com/lifeandstyle/2017/apr/17/what-i-have-learned-from-five-years-of-everyday-sexism https://www.gov.uk/government/news/new-report-from-dr-ros-altmann-calls-for-greater-support-for-over-50s-in-employment Perspectives from Literature Read Chapter 11: Ritzer, G. (2016). *Introduction to Sociology.* (3rd ed.) London: Sage Read Chapters 9 & 15: Giddens, A. and Sutton, P. W. (2013). *Sociology. (*7th ed.) Cambridge: Polity Press Relevant chapters from: McLaughlin, J. (2013). *Feminist Social and Political theory.* Basingstoke: Palgrave McMillan Relevant chapters from: Batsleer, J. (2013) *Youth Working with Girls and Women in Community Settings: A Feminist Perspective.* Farnham: Ashgate Publishing Company Age UK (2011). *A Snapshot of Ageism in the UK and across Europe.* London: Age UK. Retrieved from: https://www.ageuk.org.uk/Documents/EN-GB/ID10180%20Snapshot%20of%20Ageism%20in%20Europe.pdf?dtrk=true Literature covering practical implications Chapters 3 & 5 from Thompson, N. (2016). *Anti-Discriminatory Practice.* (6th ed.) London: Palgrave Macmillan Publishers Ltd. Read Chapter 10: Batsleer, J. (2013) *Youth Working with Girls and Women in Community Settings: A Feminist Perspective.* Farnham: Ashgate Publishing Company

Tasks	Discuss relevant articles e.g. • https://www.amnesty.org.uk/blogs/press-release-me-let-me-go/sexism-dead-it • https://indefenceofyouthwork.com/tag/anti-sexist-work-with-young-men/ • http://www.bbc.co.uk/mediacentre/latestnews/2016/5-live-ageism-survey Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Croatia Specifics	This is a relevant topic for Croatia. In response there are several civil society organisations that are tackling these issues.
Croatian Suggestions for Literature	Dovranić, D., Katavić, I. (2016): THE IMPACT OF POSITIVE DISCRIMINATION ON THE INCLUSION OF WOMEN IN THE LABOUR MARKET IN CROATIA http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=252152 Šipić, J. (2009): Gender equality in times of economic crisis http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=58260 Zrinščak, S. (2012): Active Ageing, Gender Equality and Social Inclusion http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=118787 Omnibus person for gender equality http://www.prs.hr/ Law on gender equality http://www.prs.hr/index.php/zors/zakon-o-ravnopravnosti-spolova
Tasks	• Visit the web page of the ombudsperson for gender equality and to read the relevant reports in past 2 years • Check the media and see how are women/men are presented; comment on the possible differences • Discuss various examples of discrimination based on age towards young and old. Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	
Italian Suggestions for Literature	Bernini, L. (2016). La "teoria del gender", i "negazionisti" e la "fine della differenza sessuale", in *AboutGender*, vol. 5, nº 10, 2016, pp. 367-381, ISSN 2279-5057. Dall'Orto, G. (2016). I turbamenti del giovane Gender, in H-ermes: *Journal of Communication*, vol. 7, 2016, pp. 33-60, DOI:10.1285/i22840753n33, ISSN 2284-0753.

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	Simone, A. (2012). *Sessismo democratico.* L'uso strumentale delle donne nel neoliberismo, Editore: Mimesis. Signorelli, A. (2007). *Lavoro e politiche di genere.* Strategie e strumenti per una nuova divisione del lavoro sociale, Editore: Franco Angeli. Rinaldi, C. (2007). *De-gener(azioni): riflessioni per una sociologia del transgenderismo*. Articolo su libro (8 - Articoli originali per esteso su volumi o Atti di Congressi nazionali)
Tasks	Based on literature, prepare a short text about "how would I explain the meaning of gender to me child/young brother/..." Search for statistics or cases of gender-based discrimination/sexism in Italy. Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	The issue is very real in Slovakia. However, approaches and opinions differ strongly based on philosophical and religious foundations of arguments. There is a group of advocates of gender equality (feminist) who try to push their ideas both into legislation ad curriculum. On the other hand, there is a group of opponents (liberals, conservatives) who point out the risks of misunderstood gender equality principles which could lead to other types of discrimination. The problem of ageism is particularly evident in access to employment, both in young age and in pre-retirement age.
Slovakian Suggestions for Literature	http://diskriminacia.sk/pohlavie-rod/vysvetlenie-pojmov/ http://diskriminacia.sk/vek/vysvetlenie-pojmov/ http://diskriminacia.sk/kategoria/analyzy/ www.gender.gov.sk/diskriminacia/diskriminacia/dovody/vek/ Debrecéniová, J. (2008). *Čo (ne)vieme o diskriminácii.* Bratislava: Občan a demokracia, autorka. Dostupné na: http://odz.sk/wp-content/uploads/304.pdf Raučinová, M. (2014). *Gender: alebo rodová ideológia*. Bratislava: Don Bocso. Kuby, G. (2013). *Globálna sexuálna revolúcia (*Strata slobody v mene slobody). Bratislava: Lúč.

	Further reading: Farkašová, E., Kiczková, Z., & Szapuová, M. (2009). Rodovo-diferencovaný pohľad na človeka/spoločnosť. Rozlíšenie pohlavia a rodu. Dostupné na: http://genderstudies.fphil.uniba.sk/files/pub/rod_dif_pohlad_na_cloveka.doc Girgis, S., Anderson, R.T., & George, R.P. (2013). *Čo je to manželstvo?* Ivanka pri Dunaji: Kolégium Antona Neuwirtha. Oakleyová, A. (2000). *Pohlaví, gender a společnost.* Praha: Portál. Porubänová, S. (2005). *Realita a výzvy rodovej rovnosti na Slovensku.* Bratislava : Friedrich- Ebert-Stiftung. Raučinová, M. (2014). *Gender: absurdnosti, ktoré nás nenechajú na pokoji.* Bratislava: Fórum života.
Tasks	Compare the arguments of Debrecéniová and Kuby. Discuss these. Find up to date research in the field of gender studies and sex/gender based discrimination in Slovakia. Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	
Turkish Suggestions for Literature	Bora, A., (2008) Sivil Toplum Kuruluşları İçin Toplumsal Cinsiyet Rehberi, STGM Yayınları, İstanbul. Bora, A. Toplumsal Cinsiyete Dayalı Ayrımcılık. Kıymaz Bahçeci, Ş. (2014). Toplumsal Cinsiyet Konu(şma)ları. İstanbul Bilgi Üniversitesi Şebeke Gençlerin Katılımı Projesi Kitapları – No: 2.
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

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Week 11	11) Overcoming Discrimination & Barriers 5
UK Plan	**Social Obstacles 3** The Issues: Sexual Orientation Perspectives from Literature Practice implications for youth workers
UK Suggestions for Literature	The Issues: Personal Experiences: https://www.youtube.com/watch?v=KnFfZu4v2tU Perspectives from Literature Read Chapter 11: Ritzer, G. (2016). *Introduction to Sociology.* (3rd ed.) London: Sage Read Chapter 15: Giddens, A. and Sutton, P. W. (2013). *Sociology.* (7th ed.) Cambridge: Polity Press Read Chapter 6: McLaughlin, J. (2013). *Feminist Social and Political theory.* Basingstoke: Palgrave McMillan Read Chapter 5: Forrest, S. and Ellis, V. (2012). The making of sexualities – Sexuality, identity and equality. In Cole, M. (ed.) *Issues of gender, 'race', sexuality, disability and social class.* (3rd edn.) London: Routledge Literature covering practical implications Relevant chapters from: Richards, C. and Barker, M. (2013) *Sexuality and Gender for mental health professionals.* London: Sage Chapter 7 from Thompson, N. (2016). *Anti-Discriminatory Practic*e. (6th ed.) London: Palgrave Macmillan Publishers Ltd.
Tasks	Consider/Discuss how the state seeks to prevent discrimination: https://www.citizensadvice.org.uk/law-and-courts/discrimination/discrimination-because-of-sex-or-sexual-orientation/discrimination-because-of-sexual-orientation/ Consider/Discuss youth work approaches to work with the LGBTQ community e.g. http://offtherecord-banes.co.uk/our-services/lgbt/ Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Croatia Specifics	This is hot topic in Croatia; there is still a lot of resistance to homosexuality. There has been violent incidents involving the LGBTQ community. In most of the cities in Croatia they are not free to be open about their sexual orientation.

Croatian Suggestions for Literature	Milković, M. (2013): Brutal reality: Research on violence, discrimination, hate crime against LGBTQ people in Croatia http://www.zagreb-pride.net/new/wp-content/uploads/2016/01/brutalna_stvarnost_hr_web.pdf Huić, A., Jugović, I., Kamenov, Ž. (2015): Student Attitudes toward the rights of homosexual persons http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=211747 Barić, S., Vincan, S. (2013): Constitutional principle of equality and legal regulation of gay marriages http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=147781 Centre for LGBT equality (2011): Brochure for LGBT people on combating violence and discrimination http://www.zagreb-pride.net/brosura-za-lgbt-osobe-o-suzbijanju-nasilja-i-diskriminacije-mi-nismo-vrece-za-udaranje-zagreb-pride-i-centar-za-lgbt-ravnopravnost-zagreb-2011/
Tasks	• To discuss about obstacles that LGBTQ people face • To explore what type of support can LGBTQ people get in Croatia Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	
Italian Suggestions for Literature	D'Ippoliti, C., Schuster, A. (2011). *DisOrientamenti. Discriminazione ed esclusione sociale delle persone* LGBT in Italia, Editore: Armando. Lorenzetti, A. (2015). *Lavoro orientamento sessuale e identità di genere:* dalle esperienze internazionali alla progettazione di buone prassi in Italia, Editore: Armando. Batini, F. (2011). *Comprendere le differenze.* Verso una pedagogia dell'identità sessuale, Editore: Armando. Nussbaum, M. C. (2011). *Disgusto e umanità.* L'orientamento sessuale di fronte alla legge, Editore: Il Saggiatore. Meli, A. (2015). *Europa media e diversità. Idee e proposte per lo scenario italiano*, Editore: Franco Angeli. Antosa, S. (2007). *Omo Sapiens.*2 spazi e identità queer, Editore: Carocci. Trappolin, L. (2008). *Omo Sapiens.*3 per una sociologia dell'omosessualità, Editore: Carocci.
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

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Slovakian Specifics	As in the previous case, the topic is a very real public discussion. There was a referendum on the definition of marriage (unsuccessful due to low attendance, it must be over 50% to be valid) in 2015. The discussion is mainly focused on defining "what everything belongs to basic human rights" and on differentiation between tolerant attitudes and proactive attitudes. LGBT community finds acceptation in government policies, is actively involved in government advisory institutions, and it is supported by all of the mainstream media. However, popularity of the pro-LGBT-rights movement in public is low, what allowed the ruling coalition to novelize the Slovak constitution in 2014. The status of marriage was novelized to formula: "Marriage is a unique bond between man and woman" (art. 41). There are few studies about young LGBTs.
Slovakian Suggestions for Literature	Antidiskriminačný zákon. Bratislava: Občan, demokracia a zodpovednosť Dostupné online na http://diskriminacia.sk/antidiskriminacny-zakon/ FRA – Agentúra Európskej únie pre základné práva. (2009). Homofóbia a diskriminácia na základe sexuálnej orientácie a rodovej identity v členských štátoch EÚ. Dostupné na http://fra.europa.eu/sites/default/files/fra-hdgso-report-part2_sk.pdf Girgis, S., Anderson, R.T., & George, R.P. (2013). Čo je to manželstvo? Ivanka pri Dunaji: Kolégium Antona Neuwirtha. Kuby, G. (2013). Globálna sexuálna revolúcia (Strata slobody v mene slobody). Bratislava: Lúč.
Tasks	Discuss with empathy about the rights, activities and problems of the LGBT community members (use the method of changing positions during discussion). Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	There are not many studies about sexual orientation in Turkey. Almost all of the works have carried out by non-governmental organizations.
Turkish Suggestions for Literature	Kıymaz Bahçeci, Ş. (2014). Toplumsal Cinsiyet Konu(şma)ları. İstanbul Bilgi Üniversitesi Şebeke Gençlerin Katılımı Projesi Kitapları – No: 2. Ayan, M. (2016). LGBTİ Hakları için Eğitim Stratejileri: Sahadan Anlatılar ve Gözlemler. Spod&Seçbir.
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Week 12	12) Overcoming Discrimination & Barriers 6
UK Plan	**Geographical Obstacles** The Issues: Perspectives from Literature Practice implications for youth workers
UK Suggestions for Literature	The Issues: Compare young people's experiences here: https://www.theguardian.com/society/2009/apr/15/teenagers-lives-urban-rural Perspectives from Literature Read Chapter 13: Giddens, A. and Sutton, P. W. (2013). Sociology. (7th ed.) Cambridge: Polity Press. Commission for Rural Communities. (2012). *Barriers to education, employment and training for young people in rural areas.* Gloucester: Commission for Rural Communities http://webarchive.nationalarchives.gov.uk/20130822084033/http://www.defra.gov.uk/crc/files/Barriers-to-education-employment-and-training-for-young-people-in-rural-areas.pdf Shucksmith, M. (2000) *Exclusive countryside? Social inclusion and regeneration in rural areas.* Joseph Rowntree Foundation. Retrieved from https://www.jrf.org.uk/report/exclusive-countryside-social-inclusion-and-regeneration-rural-areas Explore the resources on this webs site: https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionrural/InclusionRuralYouth/ Read Chapter 8: Pierson, J. (2010). Tackling Social Exclusion. London: Routledge Practice implications for youth workers Discuss projects such as the one shown in this video: https://vimeo.com/album/2923320/video/99009876
Tasks	Use the following link to explore various initiatives and resources to support young people in rural and geographically isolated areas. Which in your opinion may be best used in a context you may be aware of? https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionrural/ Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

Croatia Specifics	Croatia has big problem with centralisation – all important things are located in Zagreb, which means that there are a lot of deprived areas in Croatia. A lot of people from rural areas are moving to the bigger cities (in Croatia or abroad) because they are lacking opportunities and activities in the local community. Those who live on islands in the coastal regions are especially disconnected from the rest of the country and as such people tend to also move away from such places.
Croatian Suggestions for Literature	Babić, D., Lajić, I. (2002): The young islanders' dilema: to stay on the island or to leave The islands of Šibenik area example http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=147675 Babić, D. (2003): The Leisure Time of the Young Population in Local Island Communities – the Example of the Zadar Islands (Iž, Dugi Otok, Ugljan) http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=11904 Friganović, M. (2002): On demographic problems of the Croatian Adriatic Archipelago http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=147684 Žutinić, Đ., Kovačić, D., Grgić, I., Markovina,J. (2010): Quality of Life Perception and Intentions to Leave Rural Areas http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=79801
Tasks	• Discuss the effect of centralisation and the experience of living in rural/isolated areas in Croatia. • What possible measures can be taken in order to keep people in their communities? Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Italian Specifics	
Italian Suggestions for Literature	Borghi, R., Rondinone, A. (2009). *Geografia di genere*, Editore: Unicopli. Licari, G. (2006). *Antropologia urbana*. Il caso dei contratti di quartiere, Editore: CLEUP. Margiotta, C. (2014). *Cittadinanza europea*. Istruzioni per l'uso, Editore: Laterza. Mazzara, B. M. (1997). *Stereotipi e pregiudizi*, Editore: Il Mulino. Brown, R. (2013). *Psicologia del pregiudizio*, Editore: Il Mulino. Castel, R. (2008). *La discriminazione negativa.* Cittadini o indigeni?, Editore: Quodlibet. La Cecl,a F. (2015)*. Contro l'urbanistica.* La cultura delle città, Editore: Einaudi.

Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Slovakian Specifics	This topic can be considered to be absolutely new in both public and scientific discourses. Although there are obvious differences between life-style and quality of life comparing rural and urban environment, or comparing west and east Slovakia, there are no studies primarily focused on geographical obstacles in youth participation.
Slovakian Suggestions for Literature	Moravčíková, D., Hanová, M., & Barát, P. (2012). *Vidiek a mládež v sociálnovedných reflexiách*. Nitra: VES SPU. Moravčíková a kol. (2012). *Sociálne a morálne aspekty ekonomického a občianskeho života vidieckej mládeže – správa z výskumu.* Bratislava: Iuventa. Further reading: Gajdoš, P., & Pašiak, J. (2006). *Regionálny rozvoj SR z pohľadu priestorovej sociológie*. Bratislava: SÚ SAV. Jurčová, D. a kol. (2006). *Populačný vývoj v okresoch Slovenskej republiky v roku 2005.* Bratislava: Infostat. Vaňo, B. a kol. (2007). *Populačný vývoj* SR v r. 2006. Bratislava: Infostat. Gajdoš, P. (2009). Globalizačné súvislosti urbánneho vývoja a jeho sociálnopriestorové špecifiká. *Sociológia* 41(4), pp. 304-328.
Tasks	This topic can be considered to be absolutely new in both public and scientific discourses. Although there are obvious differences between life-style and quality of life comparing rural and urban environment, or comparing west and east Slovakia, there are no studies primarily focused on geographical obstacles in youth participation. Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/
Turkish Specifics	It can be said that discrimination arising from geographical obstacles in turkey is mostly about employment. Because job opportunities are usually located in big cities, especially young people living in rural areas cannot offer the same job opportunities as young people living in urban areas.
Turkish Suggestions for Literature	
Tasks	Choose from the various ideas expressed in the task sections of the other countries Consider using and discussing examples from the RIDE Good Practice Directory http://rideproject.eu/ride-toolbox/

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EXAMPLE: ASSESSMENT BRIEF

Assignment 001:
2000 words written Assignment
Give consideration to a youth work project that you are working in or have experience of. How can principles of inclusion, equality and diversity be encouraged within the project and which methods could be used to most effectively challenge specific examples of anti-discriminatory practice.

Please insert relevant assessment grid here

ADDITIONAL READING

UK Suggestions for Literature	Back, L. and Solomos, J. (eds) (2009) *Theories of Race and Racism:* a Reader London: Rotledge
	Baker, J. et al. (2004) *Equality: from theory to action* Basingstoke: Palgrave
	Banks, S. And Gallagher, A. (2009) *Ethics in professional life: virtues for health and social care* Basingstoke: Palgrave Macmillan
	Banks, S. (2012) *Ethics and values in social work.* (4th edn.) Basingstoke: Palgrave Macmillan
	Bartoli, A. (2013) *Anti-racism in social work,* St Albarns, Critical Publishing
	Brown, K. (2010) *Vulnerable adults and community care.* (2nd edn.) Exeter: Learning Matters.
	Burke, P. and Parker, J. (2006) *Social work and disadvantage: addressing the roots of stigma through association.* London: Jessica Kingsley.
	Clifford, D and Burke, B (2009) *Anti-oppressive ethics and values in social work,* Basingstoke, Palgrave Macmillan
	Corey, G. (2007) *Issues and Ethics in the Helping Professions* Belmont: Thomson
	Dalrymple, J. and Burke, B. (2006) *Anti-oppressive practice: social care and the law.* (2nd edn.) Maidenhead: Open University Press.
	Dominelli, L. (2008) *Anti-racist social work.* (3rd edn.) Basingstoke: Palgrave Macmillan.
	Gaine, C. (2010) *Equality and diversity in social work practice.* Exeter: Learning Matters
	Hugman, R. (2013) *Culture, Values and Ethics in Social Work; Embracing Diversity.* London: Routledge.
	Nutbrown, C. (2013) *Inclusion in early years.* London: Sage.
	Parrott, L. (2010) *Values and ethics in social work practice.* (2nd edn.) Exeter: Learning Matters.
	Thompson, N. (2011) *Promoting equality: working with diversity and difference.* 3rd edn. Basingstoke: Palgrave Macmillan.
	Williams, P. and Evans, M. (2013) *Social work with people with learning difficulties,* (3rd Edn.) London, Sage

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Croatian Suggestions for Literature	Kovačić, M., Ćulum, B. (2015): Youth work. Theory and practice: Contribution to understanding of youth work in Croatian context http://www.mmh.hr/files/ckfinder/files/MMH-rad%20s%20mladima-digitalna%20verzija_.pdf Centre for youth work: Practical manual for community youth work https://prijemni.infostud.com/files/staticke_stranice/7/Prirucnik-omladinski%20rad.pdf
Italian Suggestions for Literature	Sbai, S.(2010). L'inganno. Vittime del multiculturalismo, Siena: Cantagalli. Tibi, B. (2003).Euro-Islam. L'integrazione mancata, Editore: Marsilio. Salem, E.M., Berti, F. (2003). *Lezioni di cultura islamica*, Siena: Cantagalli. Khalil, S. (2008). *Islam*, Siena: Cantagalli. Inguglia C., Musso P. (2013). In-group favouritism and out-group derogation towards national groups: Age-related differences among Italian school children. International Journal of Intercultural Relations, 37, 385-390. Inguglia, C., Musso, P. (2015). Intercultural Profiles and Adaptation Among Immigrant and Autochthonous Adolescents. Europe's Journal of Psychology, Vol. 11(1), 79–99. Musso, P., Inguglia C., Lo Coco A., Albiero, P., Berry, J. W. (2016). Mediating and moderating processes in the relationship between multicultural ideology and attitudes towards immigrants in emerging adults. International Journal of Psychology. DOI: 10.1002/ijop.12290 Inguglia, C., Musso, P, Lo Coco, A. (2017). Mutual Intercultural Relations in Italy. In J.W. Berry (Ed.), Mutual Intercultural Relations. Cambridge: Cambridge University Press (pp. 210-229). Chan K, Tufte B, Cappello GM, Williams RB (2011). Tween girls perception of gender roles and gender identities: a qualitative study. *Young Consumers*, vol. 12, p. 66-81, ISSN: 1747-3616, doi: 10.1108/17473611111114795 Palidda, S. (2007). *Mobilità umane. Introduzione alla sociologia delle migrazioni.* Editore: Cortina Raffaello. Rinaldi, C. (2004). *Eating as ritual of masculinity. Food street and cultural construction of gender identity in Sicily.* Proceedings (9 - Abstract di Comunicazioni o Poster di Congressi internazionali pubblicati. Fabietti, U. (2012). Dal tribale al globale. Introduzione all'antropologia. Editore: Mondadori Bruno.
Slovakian Literature	

Turkish Literature	James M. Henslin, Sociology: a down to earth approach, Prentice Hall, 2009. Titley, G. (Ed.) Eğitimin Temelleri Eğitim Klavuzu (2014). İstanbul Bilgi Üniversitesi Yayınları. (http://www.sebeke.org.tr/wp-content/uploads/2014/06/egitimintemelleri.pdf) Gür, E., Bahçeci, D. (2014). Avrupa'da gençlerin katılımı ve gençlik politikası. İstanbul Bilgi Üniversitesi Yayınları. Denstad, F. Y. (2014). Gençlik politikaları kilavuzu. İstanbul Bilgi Üniversitesi Yayınları. Kurtaran, Y., Yurttagüler, L. (2014). Gençlik çalişmalari tarihi. İstanbul Bilgi Üniversitesi Yayınları. Silver, Hilary (1994) "Social Exclusion and Social Solidarity." Sosyal dışlanma ve sosyal dayanışma, International Labour Review 133, no. 5-6: 531-78.

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Croatian youth Network
Croatia
www.mmh.hr
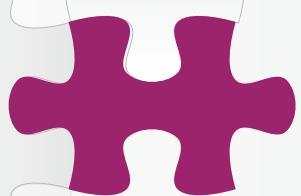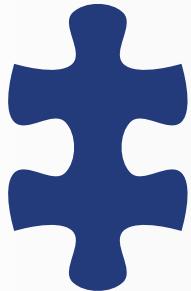
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