

ID Kitchen Staff training on inclusion & diversity | 18 - 20 October 2021



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Suzana



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Laura (she/her) - FI NA



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Sara MT NA

ID Kitchen Staff training on inclusion & diversity | 18 - 20 October 2021

Welcome!

So great to have you all here! :) This padlet is the place where we will gather all information related to the ID kitchen Training Course.

To get us in the atmosphere of ID Kitchen we have prepared here for you some resources to explore and some pre-work.

In the following columns you'll find:

- the **agenda & objectives**
- the **pre-work**
- a **resource** space you can explore at your own pace

If you have any questions please reach out to us, the facilitators, Dani & Annamaria via email:

prisacariudani@gmail.com

annamaria.simeone@giosef.it

Really looking forward to getting to know you!

Agenda & Objectives

Objectives

- o To get familiar with ID concepts and the European ID policy framework
- o To gain better understanding of the ID issues and how to tackle those
- o To get to know better specificities of the ID Strategy of the National Agency of the country of origin
- o To become better equipped to support the ID Officers colleagues, as well as the beneficiaries
- o To exchange ideas and share practices on managing the inclusion issues and learn from each other
- o To reflect on the values and aims of the NA officer's work, analyze how can we contribute to I&D from our different roles in the NA, with existing resources



Agenda

Time	Monday October 18th	Time	Tuesday October 19th	Time	Wednesday October 20th
9:00	Intro & Getting to know each other <i>Let's meet the ID sous chefs to be!</i>	9:00	Limits and structural barriers <i>Who can't come to dinner? Who, even if they want to come to dinner, can't eat the food?</i>	9:00	Learning & sharing approaches, practices & recipes (II) <i>What are your secret recipes and ingredients? Can we cook together?</i>
10:30	Setting the frame of ID Kitchen <i>Let's get familiar with the kitchen!</i>				
11:00	Break	11:00	Break	11:00	Break
11:20	Basic ID concepts & realities <i>What do we have in the pantry? For whom are we cooking?</i>	11:20	Learning & sharing approaches, practices & recipes (I) <i>Really vs the recipe: no matter what, we do need dinner ready!</i>	11:20	Individual action plan <i>What is your unique signature dish? What new recipes are you working on?</i>
12:30	End of the day	12:30	ID Lunch together (optional)	12:30	Final Evaluation & closing <i>Which new recipes did I learn during this training?</i>
					End of training

ID Kitchen Program DRAFT - Short programme

PDF document

PADLET DRIVE

Pre-work

Try to do as many of the following:

- o Browse through the **ID strategy, Embracing diversity publication** & Listen to the **ID Kitchen podcast** (in the Resources section of this Padlet)
- o Check with your colleagues **how far they are with the process of developing the national ID strategy**
- o Think: are there any **good practices** in the field of inclusion & diversity that you implemented from your role and would like to share with colleagues? *Please email us if yes by the 13th of October!* The good practices can be any small or big changes you made in the way you do things in order to be more inclusive (ex. outreaching to different organizations to have more diverse participants,

offering more than 2 options when you ask about gender to be more trans-inclusive, etc.)

- o Tink: what is a **dish that signifies inclusion and diversity** in a plate for you? It can be a dish that is important for you, like an old family recipe or something you have tasted while traveling, etc... (We invite you to plan cooking or ordering it for Tuesday's lunch together; this is optional but we would love to have as many of you as possible there)

Resources

Please take some time to get familiarised with these resources before we meet.

Inclusion & Diversity EU Strategy



InclusionAndDiversityStrategy
PDF document
PADLET DRIVE

ID Kitchen Podcast

ID Kitchen Podcast

The podcast about promoting inclusion and diversity in all areas of work at National Agencies and making ID everyone's business! Talking about why inclusion and diversity matter, who is responsible for that in everyday work, what tools are available, the role of communication and how to get others on board for promoting inclusion and diversity.

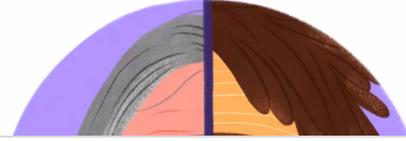
SALTO-YOUTH



Embracing Diversity guide

embracing DIVERSITY

A guide to diversity management for organisations active in intercultural youth work



EmbracingDiversity

PDF document

PADLET DRIVE

Go Inclusive video & leaflet

The Inclusion & Diversity Strategy...

reinforces inclusion and diversity dimension of the Erasmus+ and European Solidarity Corps. It builds on the experiences across the different sectors of the Programmes and encourages mutual inspiration and motivation amongst them. The Strategy helps to reach out to and support young people with fewer opportunities in the best way possible and creates a transparent frame to make Inclusion & Diversity projects easier.

SALTO-YOUTH

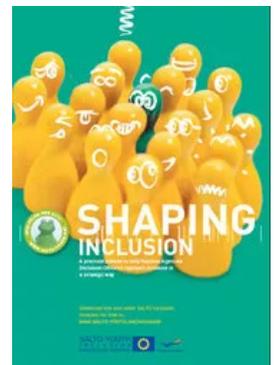


Shaping Inclusion & Diversity: Inclusion Strategies for NAs

Shaping Inclusion: Inclusion Strategies for NAs

The launch of the Youth in Action programme ushered in a period of change for National Agencies and their work on inclusion. New roles and new demands have created a need for a more strategic approach. But what is "strategy"? What is involved in developing a strategy specifically on inclusion?

SALTO-YOUTH



Cookbook for Inclusion

COOKBOOK FOR INCLUSION



Cookbook%20on%20Inclusion.pdf

PDF document

WWW.SALTO-YOUTH.NET

EXPLORING INCLUSION IN E+ YIA: EFFECTS OF INEQUALITIES ON LEARNING OUTCOMES

EXPLORING INCLUSION IN
ERASMUS+ YOUTH IN ACTION:

EFFECTS OF INEQUALITIES ON
LEARNING OUTCOMES

RESEARCH REPORT

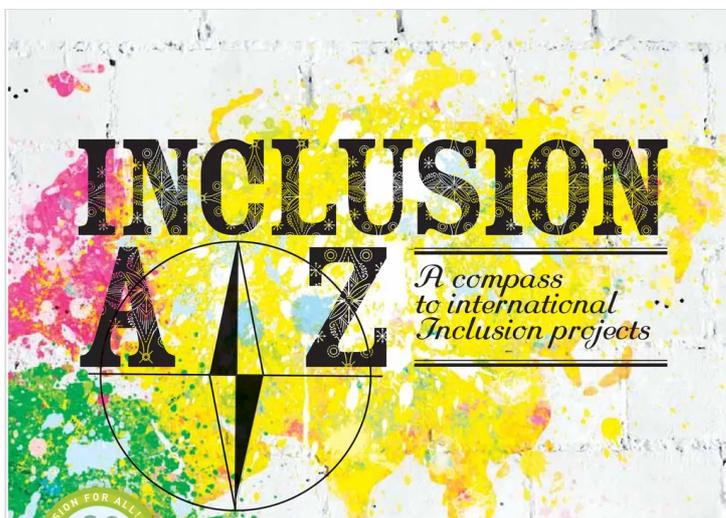
RAY_inclusion_report_v17-20200918_layout.pdf

PDF document

CHRISTIANE MEYERS
MARTIN MAYERL
HELMUT FENNES

WWW.RESEARCHYOUTH.NET

Inclusion AZ



InclusionAtoZ.pdf

PDF document

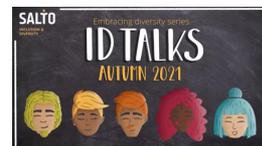
WWW.SALTO-YOUTH.NET

ID Talks Recordings & Articles

ID Talks

ID Talks Magazine - All articles in one!
How can differences become a source of learning rather than conflict or prejudice? This is a key question "ID Talks" want to help individuals and organisations to reflect upon and try to answer.

SALTO-YOUTH



How language shapes the way we think

An interesting video, maybe not that directly connected to the topic, but still an interesting insight how different languages emphasize different aspects of the situations...:

https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think?language=en

Lera Boroditsky: How language shapes the way we think

There are about 7,000 languages spoken around the world – and they all have different sounds, vocabularies and structures. But do they shape the way we think? Cognitive scientist Lera Boroditsky shares examples of language – from an Aboriginal community in Australia that uses cardinal directions instead of left and right to the multiple words for blue in Russian – that suggest the answer is a resounding yes.

TED



Strategic Partnership on Inclusion - SPI

NA Strategic Partnership on Inclusion

The consortium of NAs developed a strategic approach to reach out and involve 4 target groups that are underrepresented in Erasmus+ in the different countries.

SALTO-YOUTH



Booklet 'Solidaritätsprojekte Schritt für Schritt'



Day 1 | 18 Oct 2021

Who is in here?

which NA/Institution do you work for?



Identity Star: who are you?

Identity Star: who you are?



Young people with fewer opportunities

Young People with Fewer Opportunities



In each group answer the following questions + add answers, resources, ideas in the Padlet designated to it so that all the group can access the knowledge. 1. What do we understand by this? Try to define it. 2. How does this look in your own reality and practice? What young people might be covered under this category? Name them, support each other to get familiar with terminologies, etc. 3. What are 5 main barriers these young people may have in accessing the programs? Think about before, during, after a project. 4. What are 5 unique things that these young people can bring into the programs?

PADLET

Learning objectives & contributions

A HOLISTIC APPROACH TO LEARNING

HEAD
stands for knowledge and intellect, encouraging an exploration of what concepts, theories, understanding and ideas we need to know

HANDS
stand for the 'skills' that we need to facilitate learning effectively i.e. tools, methods and approaches

HEART
stands for our intentions and the 'values' we embed in learning outcomes - e.g. inclusion, empathy, social justice

'COMPETENCE'
is the core of the head, heart and hands

Source: Furlong, N. (2010).

FOCUS learning

Erasmus+

Learning objectives and contributions

PDF document

PADLET DRIVE

Day 1: learning reflection

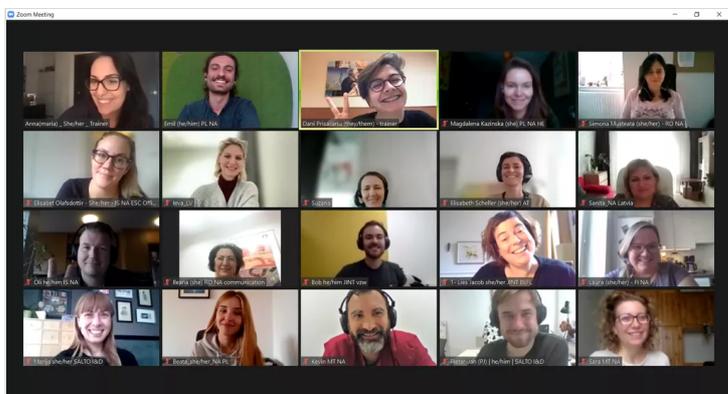
Today, I learn/discovered...

motivated colleagues	think more broadly	That we have so promoting inclus
that I'm privileged :)	different definitions of PWFO	Such a small go
that we can do better	that the barriers are linked to each other and realities are very different, more and more promoting is needed	I discovered new diversity from int

day 1- learning reflections

PDF document

PADLET DRIVE



Day 2 | 19 Oct 2021

The cat I feel

Based on this cat scale....how do you feel today?



How do we feel today?



Definitions we work with in Inclusion & Diversity

Definitions ID Kitchen

Definitions from Embracing Diversity
 Publication by SALTO I&D
<https://www.salto-youth.net/downloads/4-17-4124/EmbracingDiversity.pdf>

PADLET



Self Assessment of Competences

Competence Self Assessment from Embracing Diversity*

Competence	Never	Sometimes	Often	Always
Active Listening 1. When I talk to someone who has a different opinion than I do, I am able to focus on understanding what they are saying, rather than thinking how I am going to respond. 2. In conversations with others, I make sure to ask clarification questions and paraphrase what I've heard to check my understanding.				
Bias recognition 1. I'm aware when I automatically judge someone and I can consciously decide how my judgement will affect my behaviour. 2. I can see how my feelings about certain social groups are related to how I was socialized and the way they are generally portrayed in society.				
Critical Thinking 1. When I hear something negative about other people or certain social groups, I make sure to look for other perspectives before having my own opinion. 2. When I need to make a decision, I am able to look at a situation from many different angles.				
Empathy 1. When I'm working in a team and someone does not deliver their				

Competence Self Assessment

Word document

PADLET DRIVE

ID Challenges

ID Challenge: framework vs reality

The programmes include features and mechanisms to support and foster inclusion and diversity; which are the challenges that NAs/Institutions face on implementing it?

PADLET



Practice from the Podcast to overcome our challenges

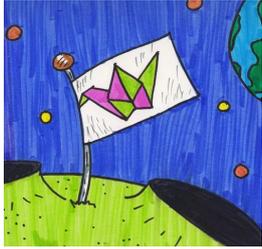
ID Kitchen - Staff training on inclusion & diversity
How practically, we can overcome challenges

Challenge	Practice	Presented by
Mobility and political issues	<p>Visa-related and across borders issues; High travel costs for the more remote areas (e.g. in Iceland)</p> <p>Sometimes if you work very long in the field of inclusion, it's so obvious and so evident, and you forget why it is important. It is important because of <i>human rights</i>: everyone should have access. It's right!</p> <p>Exceptional cost (but money is not always the solutions especially for support youth experiencing discrimination)</p> <p>Young people with fewer opportunities are not one box, it's different obstacles... solutions for these obstacles are not always the same.</p> <p>When sending participants, pay all the costs. It's a different thing traveling from up north than from the capital. <i>It would be unequal that just everyone gets 500</i></p> <p>We should be careful not to frame inclusion as "extra" help, making young people with fewer opportunities feeling self-conscious,</p>	<p>Podcast 6. Barbara</p> <p>Podcast 4. Koen</p> <p>Podcast 3. Paavo</p> <p>Podcast 2. Katerina</p>

Challenges _ Practice
PDF document
PADLET DRIVE

ID solutions/practice

Private padlet
by marijakljajic
PADLET



Individual Action Plan

Please upload here your plan.

PADLET

ID Kitchen - Staff training on Inclusion & Diversity | Individual Action Plan

Instructions:

1. Find a challenge you would like to address in your organization.
2. What challenges do you face in your organization? How do you see the responsibility of the ID strategy?
3. How do you plan to address this challenge in the next 12 months? What are your goals? How do you plan to measure the impact?

Challenge	Responsibility	Goals	Measurement
1.			
2.			

For holidays, I wish from Salto ID....

For holidays, I wish to have from Salto Inclusion and Diversity....

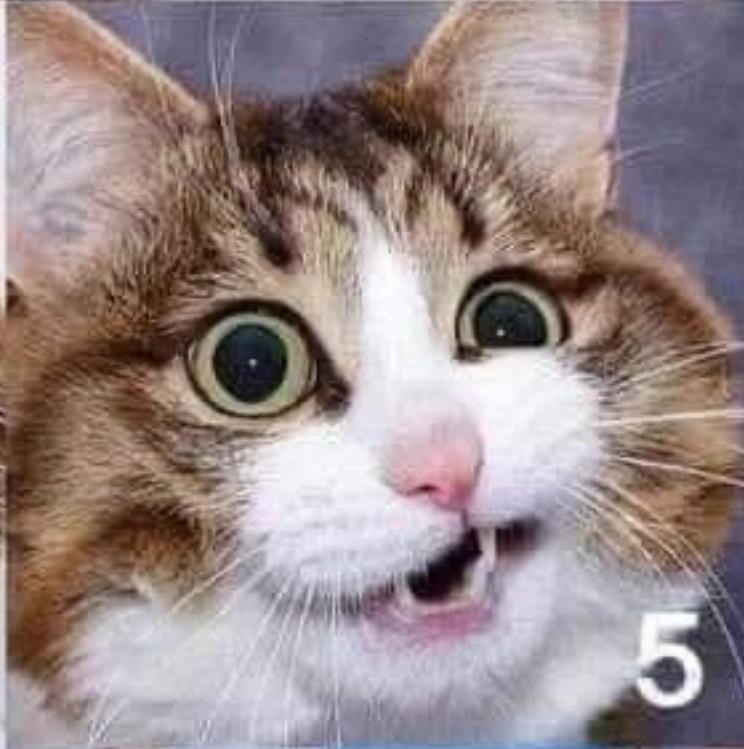
- Keep up the good work with all the excellent resources you develop!
- Simple reminders on how to always have the inclusion & diversity aspect in mind when informing about the Erasmus+ programme
- a publication with examples of good inclusion international projects (to inspire other beneficiaries)
- A question about what I have done for I&D and a cheering up inclusive message to continue working on it
- Intuiti cards xD
- A short powerpoint presentation that we can use when presenting to beneficiaries / potential applicants
- More materials on the inclusion of the topic in projects
- Announcement of a follow-up meeting in 2022 to talk about what we realised so far and to exchange practices and ideas, and white Christmas of course.)
- Good practices on how to implement the ID strategy in NAs

For holidays, I wish to have from Salto Inclusion and Diversity....

PDF document

PADLET DRIVE

Based on this cat scale....how do you feel today?



Definitions ID Kitchen

Definitions from Embracing Diversity Publication by SALTO I&D <https://www.salto-youth.net/downloads/4-17-4124/EmbracingDiversity.pdf>

MARIJA KLJAJIC OCT 19, 2021 05:01AM

Young People with Fewer Opportunities

“(young) people with fewer opportunities’ as “(young) people who, for **economic, social, cultural, geographical or health** reasons, due to their **migrant background**, or for reasons such as **disability or educational difficulties** or for **any other reason**, including a reason that could give rise to **discrimination** under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme;”

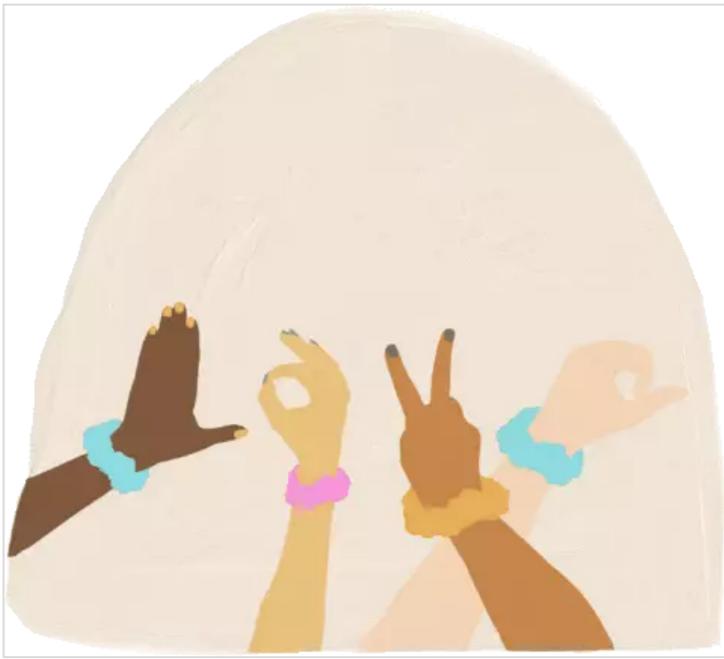


Diversity

Acknowledging the different characteristics in which individuals and groups differ from one another (for example, age, socio-economic status, gender, religion, sexual orientation, race, etc.) and striving to have the different identities in our society represented in the spaces we are part of.

Identity (Personal/Social)

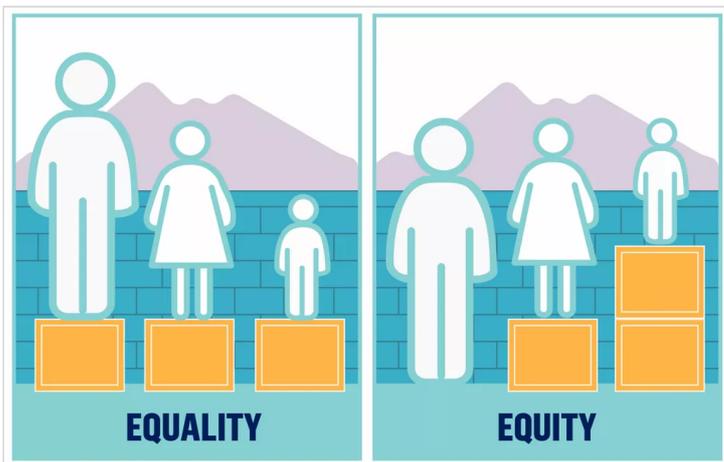
Personal identity describes the individual characteristics that make up who we are. These include qualifications, lifestyles, preferences, personality, beliefs, talents, etc. Social identity, on the other hand, describes a person's sense of who they are based on the social groups (gender, ethnicity, sexual orientation, class, age-group, etc.) they belong to.



Equality & Equity

Equality: Being equal in status and having access to the same resources and treatment.

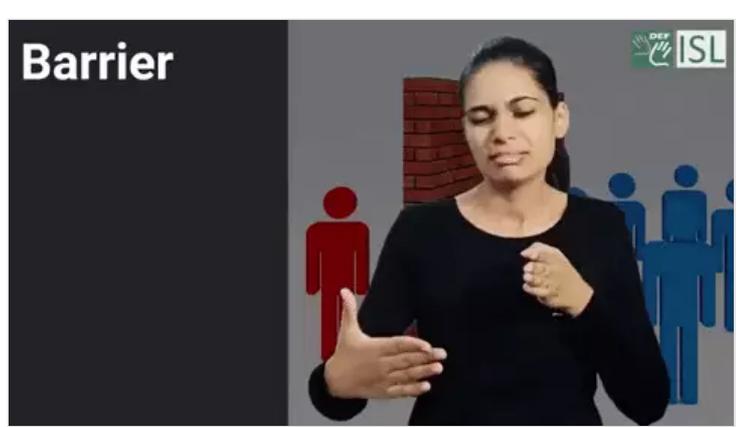
Equity (as opposed to inequity): Seeking fair and just treatment and opportunities for everyone. Unlike equality, which is about seeking equal treatment for everyone, equity takes into account the structural factors that favour certain groups and marginalize others. As a result, justice might, in some cases, require an unequal treatment for different groups or individuals to make sure that each of them has access to the same opportunities.



Barriers

Barriers are structures, policies, practices, and beliefs that limit or prevent some people's access to opportunities that are available to others. There are several types of barriers: physical barriers (for example in the form of walls, stairs, etc.), socio-economic barriers (such as lack of access to financial resources), systemic (such as racism, sexism and other forms of discrimination) or psychological barriers (for example in the form of feelings of inferiority or internalized oppression).

Barrier



Norm

Informal rules or expected behaviours that are perceived to be default for a certain group.



Stereotype

A **stereotype** is an over-generalized belief or idea about a group or class of people. Stereotypes are fixed and assumed to be true for each person in the group it applies to.

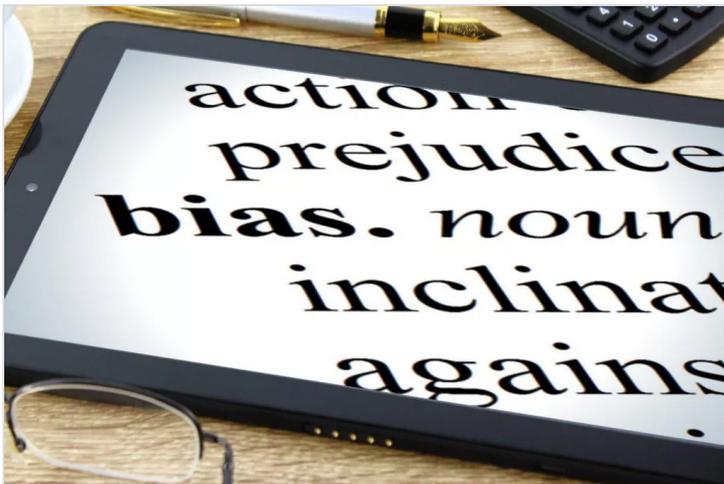
Stereotypes can be harmful when they attempt to limit and pigeonhole an individual to meet the assumptions about the group they belong to.

Sometimes a stereotype can appear to be positive, by suggesting every member of a group has a certain skill or ability. But the effect is still to apply generalized assumptions about a group to a person and deny their individuality and freedom.



Bias

An inclination, prejudice or preference that influences our judgement of other people. Can be conscious or unconscious / implicit. Biases are constructed through socialisation, and often lead to internalizing systemic discriminations present in our societies.



Marginalisation

The process of excluding certain groups or individuals from a society or community and putting them in a powerless position.



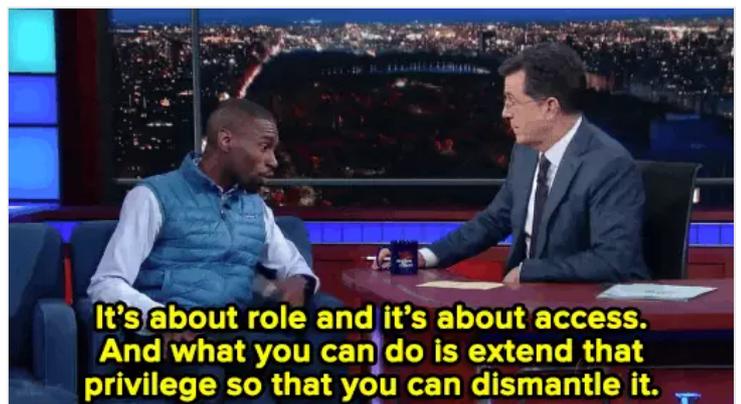
Discrimination

The denial of just and fair treatment on the basis of the social groups to which persons or groups are perceived to belong. Discrimination is based on prejudiced thinking and can be exercised by individuals or institutions. It can have many different forms in areas such as housing, political rights, employment, etc.



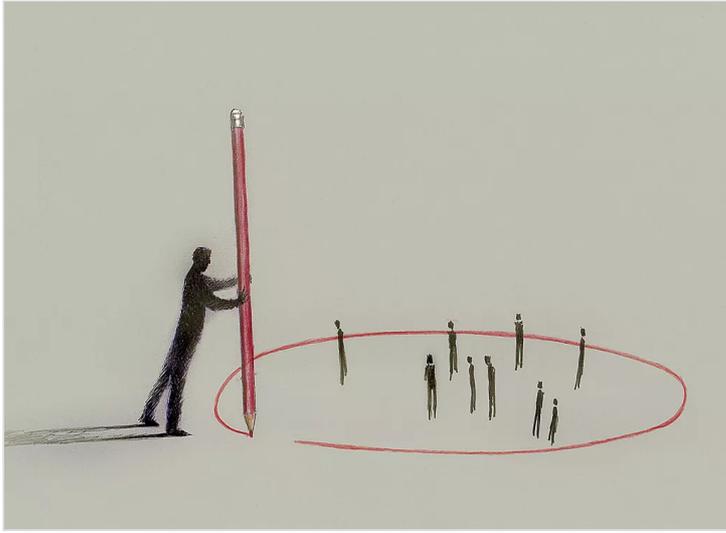
Privilege

The unearned advantages, benefits and rights given to people who belong to certain social groups. For example: male privilege, white privilege, etc.).



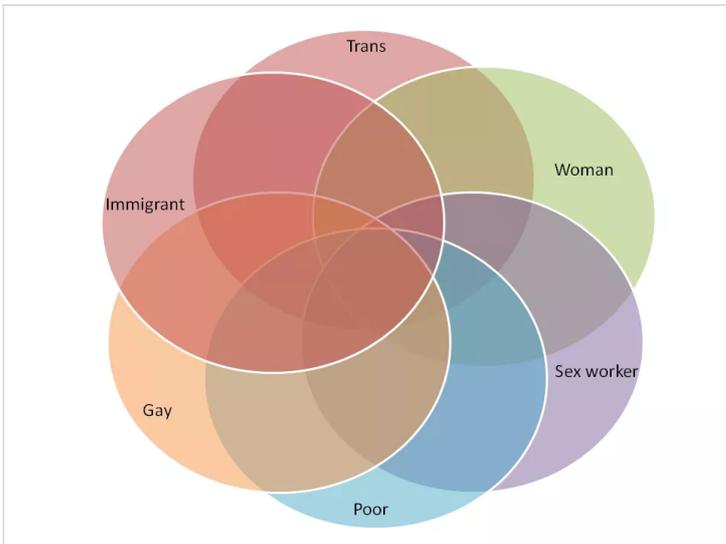
Oppression

The systemic, unfair and pervasive – often unconscious – ways that dominant groups unjustly maintain privilege and power by marginalizing other groups.



Intersectionality

An intersectional perspective suggests that classifications like gender, race or sexual orientation cannot be examined in isolation from each other because each person has many interconnected social identities. These intersectional identities mean that some people can experience several overlapping forms of disadvantage that may even aggravate the other.



Inclusion

Actively and intentionally removing barriers for the participation of groups and individuals with lesser opportunities, and valuing the diversity of backgrounds, beliefs, identities, capabilities, and ways of life.



Allyship

A person of one social identity group that stands up in support of members of another group - often members of dominant groups standing beside members of marginalized groups.



ID Challenge: framework vs reality

The programmes include features and mechanisms to support and foster inclusion and diversity: which are the challenges that NAs/Institutions face on implementing it?

MARIJA KLJAJIC OCT 18, 2021 05:35PM

Challenges



Identify at least 3 challenges to implement the ID priority in the new programs (E+ and ESC).

- What is the challenge?
- Why is this a challenge?
- What are the actors involved?
- What do you need to overcome this challenge? Any ideas from the strategy?

ID Strategy (pag.12/14) _ Programmes' mechanisms to support inclusion and diversity

Mechanism of support: which are the challenges we face to apply those mechanism?

- a) Inclusion and diversity as priorities in the assessment process
- b) Accessibility and user-friendliness of the programmes
- c) Preparatory Visits
- d) Reinforced mentorship
- e) Dedicated financial support
- f) Smaller, easier-to-access actions
- g) Step-by-step capacity building pathways
- h) Project format and mobility duration
- i) European activities at the local level
- j) Online exchanges
- k) Language learning support



Group 1

Elisabet, Tom, Simona, Emil

Challenge 1: to include all groups

We have to focus on all groups of people with fewer opportunities. We shouldn't focus only on one specific (e.g. people with disabilities) and let other groups forgotten. Our actions on inclusion should be addressed to each kind of barriers and social exclusion. – ANONYMOUS

Challenge 2: The trust in beneficiaries

We do not have the direct contact with people with fewer opportunities related to applications. We have to support the applying organisations – ANONYMOUS

Include more organisations that are active in the field of inclusion and are not yet part of the programme – ANONYMOUS

Challenge 3: Making a mapping of the people who aren't in the programme already

Bureaucracy - but our responsibility – ANONYMOUS

There are many organisations/institutions already active in the field of inclusion&diversity but they are not present in European programmes. We should reach them out, to encourage them to use Erasmus+/ESC fund to make their actions broader/international. – ANONYMOUS

Idea: mentoring/supporting system of well experienced I&D organisations active in E+/ESC – ANONYMOUS

Challenge 4: Quality inclusion

Making sure inclusion does not remain at a declarative level in the approved projects – ANONYMOUS

Challenge 5: Being inclusive from our end - focus on communications

Our websites/FB/Instagram should be inclusive and adapted to the all people with fewer opportunities. – ANONYMOUS

From a technical aspect (e.g. blind people), but also content-related. Use easy accessible language, maybe visuals, less complicated terminology. – ANONYMOUS

Key overall: This will take time.

Time-consuming, needs human resource, we have to remain patient and take small steps. – ANONYMOUS

Challenge 6

Lack of resources.

People responsible for inclusion are programme officers at the same time. Not enough time to completely focus on Inclusion&Diversity. NA Officers often are overwhelmed by day-to-day work.

Challenge 7

Defining concrete actions

How to define concrete actions to achieve the objectives in our I&D strategy.

Group 2

PJ, Beata, Ileana, Kelly

Challenge 1: Application vs reality

WHY: We as NA workers only get what's written on the paper and we cannot know what's actually gonna happen in the project. Sometimes beneficiaries do less than they declared and sometimes it's much more than we would have expected. – ANONYMOUS

INVOLVED: NA workers, young people, organisations – ANONYMOUS

HOW TO OVERCOME IT: Finidng time for monitoring the project or just having a short online meeting to find out if they're putting into practice what they promised:) – ANONYMOUS

Challenge 2: Involving less experienced organisations

WHY: youth work organisations focusing on YPWFO might not have the resources/space/time/knowledge... to write projects vs. organisations who are well used to hand in projects. – ANONYMOUS

INVOLVED: NA workers, young people, organisations. – ANONYMOUS

HOW TO OVERCOME: (1) Map organisations that are working with YPWFO and invtivetthem into international projects, (2) as an NA take care of support, (3) match organisations. – ANONYMOUS

Challenge 3: Reaching YPWFO and really understanding their needs

WHY: Sometimes we focus on organisations and what they need to be more inclusive in their project but we don't really reach YPWFO themselves to ask what do they need and what kind of support is expected – ANONYMOUS

INVOLVED: Na workers, beneficiaries + external support in finding out the real needs of YPWFO – ANONYMOUS

WHAT TO DO: Involve networks/institutions/external expert who could support us as NA officers in understanding the real needs of YPWFO – ANONYMOUS

Challenge 4: Clarifying the concept of inclusion well

WHY: The concept of inclusion should be explained including groups of inclusion. Some officers do not know what the NA inclusion strategy includes. – ANONYMOUS

INVOLVED: NA Officers, Beneficiaries/ Organisations – ANONYMOUS

HOW TO OVERCOME: Discussion with beneficiaries on what inclusion groups include, workshops, discussion within the NA – ANONYMOUS

+ promote best projects as examples of good practices so that other beneficiaries/potencial beneficiaries can have a better understanding of how did the concept of inclusion worked in the project IN PRACTICE – ANONYMOUS

Challenge 5: Finding the time for the inclusion aspects in everyday worklife of NA worker

WHY: Inclusion is a job of everyone involved in a NA and not only of people who are working on ID topics. – ANONYMOUS

Add resources, hire more people, develop networking in the country and among countries – ANONYMOUS

INVOLVED: NA officers. – ANONYMOUS

HOW TO OVERCOME: time and space (of course), communication strategy. – ANONYMOUS

Group 3

Sanita, Sara, Michelle, Eda

Challenge 1: Guidance of potential applicants at NA level

How to better guide applicants to set up inclusive projects? How to give them concrete examples that talk to them

WHO: NA staff – ANONYMOUS

Focus on KA2 projects (longer-term strategic projects). – ANONYMOUS

Challenge 2: Establish an effective cooperation with HEIs/IOs since they might already have their own I&D strategies.

International Offices are at the forefront of inclusion strategies in HEIs and sometimes they are reluctant to apply changes. High level of cooperation with NA is needed. Also, potential participants with special needs are not willing to disclose their needs, they don't want to be stigmatized.

Challenge 2: How to involve people with fewer opportunities without stigmatising them, motivating them to express their need without forcing them

Challenge 3: Monitoring inclusiveness

The number of people with fewer opportunities doesn't say everything. Especially because organisations don't necessarily label their participants "fewer opportunities"

Challenge: (In)Accessibility of the programme website(s) and programme tools (both technically but also content- & language-wise)

Group 4

Ieva, Lies, Bob, Ingeborg

Challenge 2 - to motivate young people with fewer opportunities to complete the application process

How to overcome: invite them to send a video explaining their idea. organise writing sessions / application workshops. hire some experts to help with the application process. – ANONYMOUS

What do we need: more time, more resources, more expertise – ANONYMOUS

Challenge 1 - to reach young people with fewer opportunities

Why is it a challenge: they are not always getting the information through our traditional channels. It is easier to reach people who are resourceful and actively looking for information, but not always easy to reach those who are not looking for information or do not know about the E+ programmes already. – ANONYMOUS

Who: Us, the people who work in the NAs (both as programme advisors and communications advisors). Organisations working with young people (with fewer opportunities). Young people (with fewer opportunities). – ANONYMOUS

How to overcome: Different communication strategies. Work more closely with organisations that work with people with fewer opportunities. What do we need: More time and more budget, more manpower. in the NAs, and also in the organisations. – ANONYMOUS

Mechanisms of support: smaller, easier to access actions. Activities at a local level. Accessibility and userfriendliness. – ANONYMOUS

Challenge 3 - some applicants might think of it as a challenge to make their project "inclusive"

Why is it a challenge: the project might not be based on young people's needs. People haven't been on such a good inclusion&diversity training so they don't have I&D "under their skin". Maybe they think its a complicated thing to make their project inclusive. – ANONYMOUS

How to overcome it: talk about inclusion in a less complicated way. Focus on the positive things that comes with a diverse group of participants. Advice the project leaders to be in contact with organisations who are already in contact with the target group - they can provide help and resources and expertise, and also they have YPWFO in their network. It can also help to spread good practices! – ANONYMOUS

how to reach those (new) projects/beneficiaries that really need inclusion support – ANONYMOUS

Group 5

Julia, Óli, Magdalena, Suzana, Elisabeth

Challenge 1: high travel costs for the more remote areas (e.g. in Iceland)

And at the same time not being eligible for the "Green travel" additional cost coverage. – ANONYMOUS

Challenge 2: are inclusive project really inclusive or "just inclusive" because of higher budget

smaller NA's might have better connection and knowledge of applicants so it's easier to not have a "healthy skepticism" towards inclusive projects – ANONYMOUS

Challenge 3: Visa-related issues across borders

Long visa-related procedures can prevent pax from participating in activities, or can even lower their motivation to even apply – ANONYMOUS

Long processing time of Visa into some countries – ANONYMOUS

Covid has made the procedures even longer... – ANONYMOUS

Aka political barriers (example: Kosovo being not recognized/Visa issues) – ANONYMOUS

Challenge 4: language & communication

*how to work with/create definitions

*how to communicate with potential beneficiaries

*how to reach people and communicate in an inclusive way

ID Kitchen - Staff training on inclusion & diversity

How practically, we can overcome challenges

	Challenge	Practice	Presented by
<p>Mobility and political issues</p>	<p>Visa-related and across borders issues;</p> <p>High travel costs for the more remote areas (e.g. in Iceland)</p>	<p>Sometimes if you work very long in the field of inclusion, it's so obvious and so evident, and you forget why it is important. It is important because of <i>human rights</i>: everyone should have access. It's right!</p> <p>Exceptional cost (but money is not always the solutions especially for support youth experiencing discrimination)</p> <p>Young people with fewer opportunities are not one box, it's different obstacles... solutions for these obstacles are not always the same.</p> <p>When sending participants, pay all the costs. It's a different thing traveling from up north than from the capital. <i>It would be unequal that just everyone gets 500</i></p> <p>We should be careful not to frame inclusion as "extra" help, making young people with fewer opportunities feeling self-conscious,</p>	<p>Podcast 6. Barbara</p> <p>Podcast 4. Koen</p> <p>Podcast 3. Paavo</p> <p>Podcast 2. Katerina</p>

<p>Outreach of the target group (young people/people with fewer opportunities)</p>	<p>How to reach young people with fewer opportunities?</p> <p>Making a mapping of the people who aren't in the programme already</p>	<p>Connect with organisations that represent those people; Long term partnerships that can be mutually beneficial</p> <p>Working with an organization who has direct contact with the public you want to reach</p> <p>We directly contact organisations and associations who work with people with fewer opportunities and try to encourage them to join our programmes and trainings</p> <p>Meet them where they are (different channels, venues, neighbourhoods, etc.)</p> <p>Inclusion officer can support to reach the organisations working with them</p> <p>It's very difficult to actually put oneself in the shoes of the other person. Try to have contact also with participants with fewer opportunities. Hanging out with them makes us more aware of their needs.</p> <p>Put inclusion in your national priority, specifying it according to national needs</p>	<p>Podcast 6. darko Podcast 5. Kelly</p> <p>Lies</p> <p>Laura</p> <p>Podcast 3. Paavo</p> <p>Podcast 2. Katarina</p>
<p>Information and awareness raising</p>	<p>Being inclusive from our end - focus on communications</p>	<p>Connect with parents; Use the friendly message: il passaparola;</p>	<p>Podcast 5. Kelly / Melika</p>

	<p>(In)Accessibility of the programme website(s) and programme tools (both technically but also content- & language-wise)</p> <p>Language & communication</p>	<p>Media literacy and critical thinking.</p> <p>The power of words: Words matter and we do need to be conscious of the impact of the words we use. This could be a great topic to discuss with your colleagues: what words you feel comfortable using when talking about inclusion and diversity?</p> <p>Start small, one goal at a time: maybe first accesibilise the website, then tools you use (forms). Make an assesment so you can plan accordingly to resources and time.</p> <p>Belgian organisation- example of the JINT having their strategy read and modified by the language accessibility organisation.</p>	<p>Podcast 2. Joel</p> <p>Marija?</p>
<p>Monitoring and reporting</p>	<p>Quality inclusion: application VS reality</p> <p>Monitoring inclusiveness</p> <p>Trust in beneficiaries</p> <p>Are inclusive project really inclusive or "just inclusive" because of higher budget</p> <p>How do we measure success / inclusion?</p>	<p>Use the structure of the new programme to Visit organisation and ask</p> <p>RAY research network: report EXPLORING INCLUSION IN ERASMUS+ YiA: EFFECTS OF INEQUALITIES ON LEARNING OUTCOMES</p> <p>Define what inclusive and “really inclusive” mean for you. Make it real and then evaluate.</p>	<p>Podcast 6. Darko</p> <p>Podcast 4. Koen</p>

<p>Training and networking for organisations, National Agency staff and expert evaluators</p>	<p>Clarifying the concept of inclusion well</p> <p>Finding the time for the inclusion aspects in everyday work life of NA workers</p>	<p>Human Rights approach</p> <p>Investing in training course and competence development on the topic</p> <p>Seek for diverse in the implementation of our trainings etc. by hiring diverse persons to different roles</p> <p>Whenever possible, try to find venues that support inclusion in their own action</p> <p>Do not rely only on the inclusion officer, ID is something that should be embodied in practice. Make sure it's one of the big topics, vital parts of your ideology when creating the programs.</p> <p>TCA and NET budgets for the promotion of inclusion and diversity in the programs.</p> <p>There are also a lot of resources available for NA staff</p> <p>Many times NA staff think of themselves as admins. They pay a lot of attention to the admin of the program, We are supposed to support them in running their projects.</p> <p>"We as white, middle-class Finish people might not fully understand what it is to be second-generation immigrants"...</p> <p>Inclusion team in the NA that everyone can have the same attitude for inclusive practice and participatory approach</p>	<p>Podcast 6. Barbara</p> <p>Podcast 4.Koen</p> <p>Laura</p> <p>Podcast 3. Bob</p> <p>Podcast.3 Paavo</p> <p>Podcast. 3 Paavo</p> <p>Podcast. 3 Paavo</p> <p>Lies</p>
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		Inclusion test	
Supporting and encouraging beneficiaries	<p>How can the NA better guide applicants to set up inclusive projects?</p> <p>How to motivate young people with fewer opportunities to complete the application process and how to support applicants to make their project "inclusive"?</p> <p>How to involve less experienced organisations?</p>	<p>Supporting approach, to put equity into practice; Inclusion Officer</p> <p>Give a chance to everyone... newcomers. <i>Who don't have to know or do a very good job with the application. This is a program of learning by doing. When you do you learn. You get better on the way.</i></p> <p>Keep in mind that barriers are not just individual. Organisations that work with groups of youth with fewer opportunities might face barriers too.</p> <p>Believe in youth and organisations, encourage them to do and try. Support them in preparation phase, example to write candidacy for ESC</p> <p>Remember that programme is a part of their life: families can not always support them. You cannot see you cannot know the history of a person...we should always be respectful.</p>	<p>Podcast 4. Koen</p> <p>Podcast 3.</p> <p>Podcast 2. Joe</p> <p>Podcast 1. Kristza, Serhat and Shrouk</p> <p>Podcast 1. Serhat</p>
	How to involve people with fewer opportunities without stigmatising them, motivating them to express their need without forcing them	Media literacy and critical thinking to support competence development of youth in general but contributing to social change	Podcast 5. Kelly/Meelika

How do we move from theory to practice?	<p>Getting more people in our NA on board</p> <p>How to define concrete milestones to overcome the challenges in small steps in consideration of time and human resources constrains</p> <p>How to define concrete actions to achieve the objectives set in our I&D strategy.</p>	Make the inclusion topic concrete and easier to embrace, this helps to involve NA colleagues	Podcast 6. Barbara

ID solutions/practice

The role of NA, Resource Centre in ID priority implementation in Program. According to what you responsibility, discuss and come out with practical contribution/practice/resources to support the implementation of national ID strategy and EU strategy.

The role of NA and Resource Centre in ID priority implementation in Program.

- a) Information and awareness raising;
- b) Supportive approach;
- c) Strategic action;
- d) Inclusion Officers;
- e) Training and networking for organisations, National Agency; staff and expert evaluators;
- f) Monitoring and reporting;
- g) Synergies with other programmes.

Mobility issues

Perspective of the Solidarity Project Officer: Make sure that the information about the possibility of additional funding reaches young people (as it's optional in SP).

Solutions from group 3

- use exceptional costs or inclusion costs to pay for their travel
- if they can't come to us, we can come to them
- organise hybrid events (with an online alternative) - more inclusive

Feedback to Commission

-About where more funds are needed for inclusion after experience

Cover travel costs in advance for YPWFO

Promotional activities to work with partner countries

-What is the added value (vs.) obstacles of working with partners from partner countries

-Terminology is important: partner countries vs. third countries

Outreach of the target group (young people/people with fewer opportunities)

Efficient mapping to ensure we get to a wider network of possible future participants

Rely on and empower beneficiary organisations in the outreach, especially accredited organisations

Solutions from group 3

- use organisations as a bridge/intermediary between NAs and young people w/ fewer opportunities (active approach - reach out directly to the organisations - don't wait until they come to you)
- use a questionnaire/customer journey mapping and listen to what young people say about this issue

Make efficient use of existing networks, such as Europeers (young former participants that can promote the programme)

Former Erasmus+ participants with fewer opportunities

Use former Erasmus+ participants as ambassadors to promote the programme to the beneficiaries - especially focus on those who participated that had fewer opportunities

Cooperate with important stakeholders

I.e. municipalities

Reach out to groups related to the target group

Reach their parents, get a success story from a parent that other parents can relate to

Ensure that the representation of the NA is diverse

Hire a diverse pool of people to the NA.
Keep in mind how we are represented, who is in the promo team? Consider gender and background.
Practice what you preach.

Information and awareness raising

more accessible and inclusive way of communication

our information should be accessible to any people with fewer opportunities as much as possible

Make sure the information we spread is SIMPLE. The language should be easy to understand, step by step guides are great idea.

Solutions from group 3

- use a chatbot on the website (Jint BEFL recently added a chatbot to their web platform)
- using an external (or internal) agency to translate all text into clear/simple language (promotions, publications, web, everything)
- Provide QR codes for specific parts of the web page (more accessible and easy)
- pockets size leaflets with very short and simple descriptions of the actions
- communicate testimonials and good practice: whenever there is a project that is showing good inclusion practice, go out there, interview them, and show the example in publications/website
- Have some inspiration of good inclusion practice from a higher level (EU)

List of frequently asked questions on website

Monitoring and reporting

Not being too selective with granting inclusion support at application stage

---mentioning in the feedback to the application and budget comments that the need for inclusion support must be more thoroughly described in the report

---to avoid different levels of knowledge in how to express needs in written formal application forms

Make sure the right feedback is given to the beneficiaries after the monitoring visit. Be nice during the visit, don't give the vibe of a scary NA lady that came to check the procedures:) Ask about the problems, give ideas of how to overcome them, ask what support would be mostly needed from us to make their projects better.

Solutions from group 3

- go on project visits
- have inclusion aspect as part of the "checklist"
- do an online meeting/phonecall and ask about inclusion specifically
- give feedback to projects that are writing their final report, how to be even more inclusive next time
- if a project is a good example of an inclusive project, ask them to write about it in the project results platform

Training and networking for organisations, National Agency staff and expert evaluators

Recruit a more diverse pool of trainers and evaluators

Training for NA staff

Get external trainers to host a training for NA staff on inclusion and how to address and get to people with fewer opportunities. This way we can better train our beneficiaries.

Promotional events for significant organisations

event specifically for newcomer organisations working with the target group of people with fewer opportunities

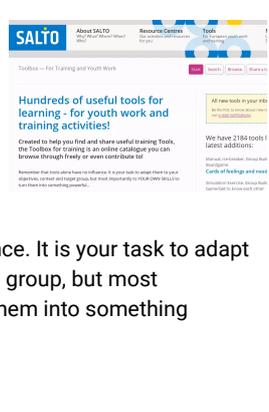
Sharing the relevant tools & resources (handbooks, videos, podcasts, training opportunities etc) in NA communication channels (website, social media...)

SALTO toolbox has many tools: <https://www.salto-youth.net/tools/toolbox/>

SALTO-YOUTH - Toolbox - Tool for youth work and projects - or recruit participants

Created to help you find and share useful training Tools, the Toolbox for training is an online catalogue you can browse through freely or even contribute to! Remember that tools alone have no influence. It is your task to adapt them to your objectives, context and target group, but most importantly to YOUR OWN SKILLS to turn them into something powerful...

SALTO-YOUTH



Solutions from group 3

- make training more inclusive so we get a diverse group of trainers

Supporting and encouraging beneficiaries

translate guide/website/rules in easy language

Mentoring system

Well experienced organisations could support newcomers and organisations not present in European programmes - how to apply, how to run a project etc.

Testimonials- good practice examples

Network of experienced ex Erasmus+ participants that give their testimonials

Contact organisations that address inclusion topics

act as a mediator between the organisations who have the knowledge in the field and beneficiaries

low-key personal contact

---with suitable new organisations before some "formalized" contacts like events

Dedicated trainings on inclusion for beneficiaries

Send them COOKBOOK FOR INCLUSION! :)

Solutions from group 3

- when assessors/experts assess applications, give feedback about inclusion

Cross sectorial cooperation

cross-sectorial working group

Working group on inclusion including all the sectors of Erasmus+ to implement national strategy

Meetings for beneficiaries of different programmes (ESC and E+) so that they can exchange their practices on inclusion (and promote the projects in the meantime)

