



Diversity in Youth European volunteering **Guide of Best Practices**

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Introduction

Two years ago, the DIVE project was launched, aiming at tackling the issue of diversity in European volunteering.

Indeed, three European youth networks, JEF Europe, ESN International and AEGEE Europe, have assessed that their activities, all European by nature (support to student mobility, European integration, European active citizenship), are not allowing full participation of young people as volunteers due to several perceived or real barriers. Along with six of their local and national members and with the support of YES Forum, a platform of organisations working with and for young people with fewer opportunities, partners decided to work on the topic of diversity in European volunteering, identifying these barriers and reflecting on how to take them down. The final goal is to make sections of JEF, ESN and AEGEE more diverse and ultimately to make European volunteering more accessible and inclusive.

To this end, we developed three tools through the project: the Organisational Assessment Tool (OAT); the Training Session Outlines (TSO's); and the Guide of Best Practices. We wanted them to be part of a logical and gradual development, to be practical and usable by a large range of people. We like to think that this was achieved, and we are happy to present you the results of this work.

It is important to acknowledge that some inclusion topics might be covered more than others. Some might even not be present in these tools at all. We decided to keep it that way, as it represents the priorities of the participants. It is also essential to underline that the Best Practices and TSO's were done by many people, at different places and times. Therefore, some of them might cover the same topics and/or look very similar. Once again, the choice was made to keep them all, as they are the product of various participants.

Instructions for use

First, you should start with the **Organisational Assessment Tool**. Indeed, it aims at raising awareness about diversity and inclusion in your organisation. We are not always aware that inclusion is a problem within our association, just because, in theory, everyone is welcome. But that does not mean everyone feels welcome. There are barriers and obstacles, even if we may not always be aware of them. This tool should help you reflect on that and realise what barriers may exist within your organisation. Throughout the project, three main kind of barriers were identified:

- 1) Organisational: barriers specific to the organisation: how it operates, its rules, its structure. For instance, is the recruitment method inclusive? What is the working language? Is there an age limit? How expensive is the membership fee?

- 2) Environmental: all “external” barriers coming from the geographical as well as socio-economic background. Is the environment where your activities are taking place “friendly” to anyone no matter the physical condition, the income or the place of living? For instance, how far away do your volunteers and members live from the place of your activities? How diverse is the choice of location for your activities? How do you fund your organisation and what fundings are available in your country? How accessible the facilities are for people with disabilities?
- 3) Attitudinal: barriers related to the attitude or behaviour one or the organisation as a whole can demonstrate towards someone else, realising it or not. For instance, are there educational requirements for new members to join your organisation? Is the vocabulary used within the organisation accessible to anyone? Are there expectations regarding social skills and image when recruiting? Do you have equal opportunities for all genders in your functioning? Do your events and activities put social pressure on people who don't want to consume alcohol?

As you will see, they are the common thread of this toolkit. The OAT will trigger discussion, reflection, and thanks to its questions, will help you understanding what barrier might be the biggest challenge regarding inclusion.

Then, the two following outcomes will give you some keys and they will give you guidelines to improve the weaknesses that have been identified thanks to the OAT.

According to the barrier you decide to tackle, the TSO's as well as the Best Practices have symbols to make them easy to spot:

 = Attitudinal

 = Institutional

 = Environmental

The **Training Session Outlines** (TSO's) will provide you with instructions to give a training on specific topics related to inclusion to small or big groups of people. We made them as accessible as possible. You do not need to be an experienced trainer to be able to use them. They cover a large range of topics, from raising awareness to offering you concrete ways by helping you planning a change in terms of inclusion within your organisation for instance.

As for the **Best Practices**, we aim at providing accessible and practicable ways to help any association, organisation, whatever its size and its role, becoming more inclusive. They tackle the three barriers and give guidance to anyone who is willing to tackle inclusion within their organisation.

I. Organisational Assessment Tool

The DIVE Organisational Assessment Tool aims at helping youth organisations assessing how diverse their organisation is. The tool will allow you to assess the current demographics in the team, followed by three different categories of factors that create barriers to inclusive organisations.

Note that the tool serves as a self-assessment. Therefore we suggest to be self-critical and avoid social desirability bias by answering the questions in a manner that will be viewed as the expected outcome rather than a reflection of reality.

We suggest each team member to fill it in separately and compare results within the team in order to spark discussion.

Organisational Assessment Tool

DEMOGRAPHICS							
Answer statements relative to local reality. Score between 0 (disagree) and 10 (agree)		0	2	4	6	8	10
1	Our team has an equal gender balance						
2	Our team has people with different gender identity and/or sexual orientation						
3	Our team has people from a different ethnic background						
4	Our team has people from different nationalities						
5	Our team has people from all over the region/city and rural background						
6	Our team has people from all socio-economic background						
7	Our team has people from diverse religious backgrounds						
8	Our team has people with disabilities						
9	Our team has people from diverse political ideologies						
10	Our team has people from diverse educational backgrounds						
Total Score per Category							

ENVIRONMENTAL							
Answer statements between 0 (disagree) and 10 (agree)		0	2	4	6	8	10
1	A diverse audience is attracted to participate in youth organisations in your city/region.						
2	The activities of our organisation are spread out throughout the city, we visit the suburbs as well as the centre.						
3	Our members live all over the region, close to the city centre as well as in the suburbs and surrounding towns.						
4	Our events are easily reachable through affordable public transport, also at night.						
5	The general financial situation of young people (balance between financial support and cost of living) enables youth to take part in volunteering activities.						
6	Independent financial support is available for youth/student organisations in your city/region.						
7	Easy access to facilities (venues) for youth/student organisations are made available by the city/region.						
8	Diverse channels of communication (own and public) are available to disseminate information about our organisation to reach different groups of young people.						
9	Youth organisation are given the space to impact decision-making processes and society at large						
10	Volunteering is valued by the society						
Total Score per Category							

INSTITUTIONAL							
Answer statements between 0 (disagree) and 10 (agree)		0	2	4	6	8	10
1	The structure of the organization is easy to explain to new/potential members.						
2	Our organisation has a code of conduct that all our members are expected to respect.						
3	The organisation offers accessible training opportunities for skills and competence development.						
4	The team structure(s) allow people to commit as much of their free time as they have available.						
5	The organisation has support systems in place to help people deal with complex tasks and administration.						
6	The organisation allows for non-students (youth in general) to be active as a member of the organisation.						
7	Volunteers in the organisation come from a diverse study field/field of expertise.						
8	The working language used in the organisation does not require a lot of technical knowledge.						
9	Our organisation has an inclusive HR policy that allows for inclusive recruitment of team members.						

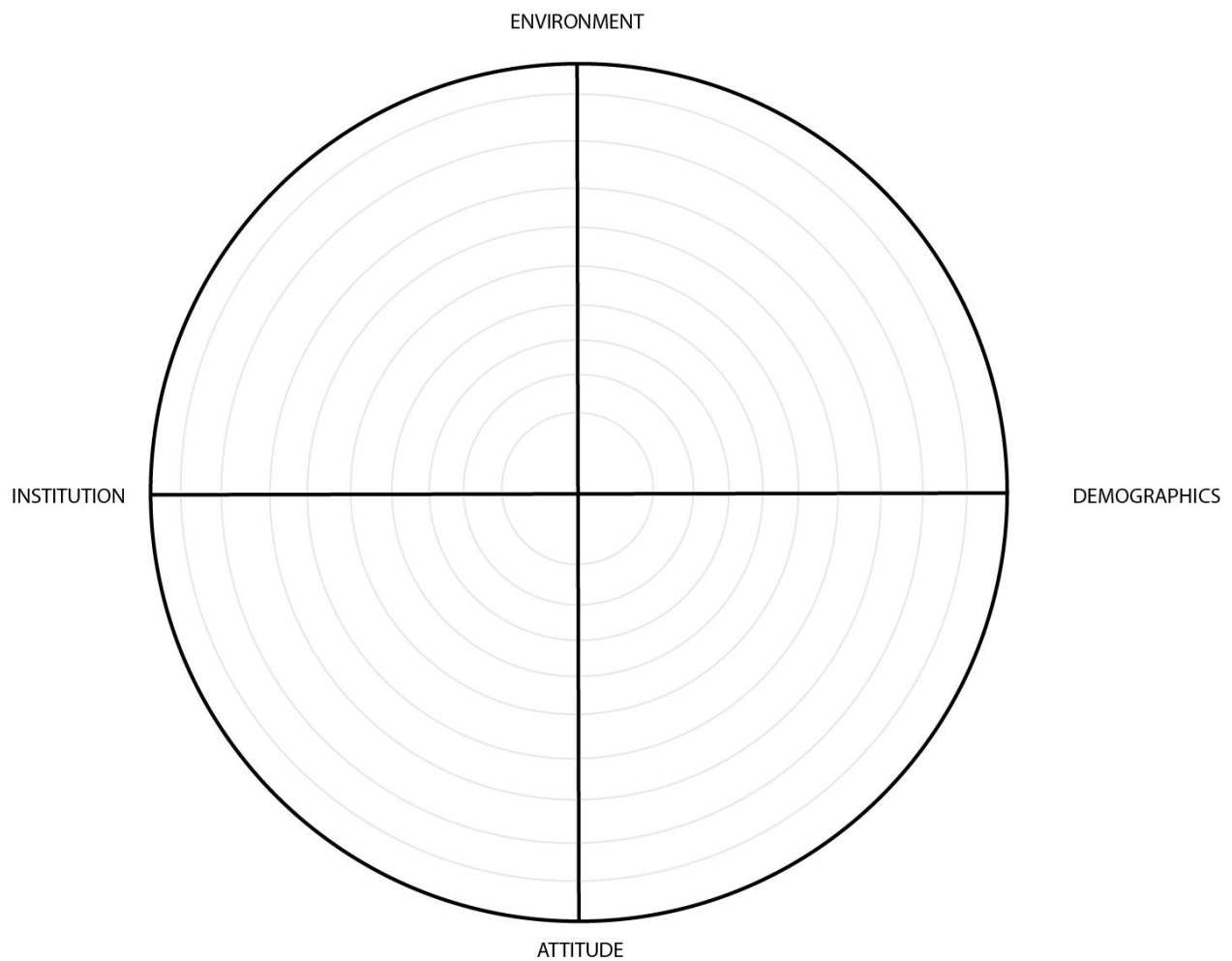
10	There is a development plan/strategy in place for people to develop to other positions in the organisation. (examples)						
Total Score per Category							

ATTITUDINAL							
Answer statements between 0 (disagree) and 10 (agree)		0	2	4	6	8	10
1	No specific skills and knowledge are required to become a member of our organisation.						
2	It is important that the team members identify/agree with the general values of the organisation.						
3	The team works towards including people from a diverse background.						
4	The team is a safe space for people with diverse background to talk about their needs						
5	Our activities are diverse, we offer a variety of activities to meet the different needs of members.						
6	Our activities encourage interaction between people with different backgrounds						
7	The team is attentive to a responsible lifestyle, social activities do not centre on alcohol						
8	The team is attentive to social-economic needs of members, activities are affordable for all members.						
9	Active volunteering is valued and recognized within the organisation						
10	When communicating about the organisation and the activities, focus is put on making the messages inclusive to all groups						
Total Score							

Visual Chart

After calculating the final score per category, we would like to ask you to insert the score in the chart that is added attached to the survey. Place a dot on the score, connect these dots with lines and colour the shape.

Compare these charts with your colleagues in order to discuss how your visual representatives differ from each other.



II. Training Session Outlines

As you will see, the TSO's all follow the same pattern in order to make them as clear as possible.

It indicates the duration of the session, as well as the suggested number of people. It states the objectives of the session, sometimes gives links to useful articles, and tell you what you will need for the session. It then details you step by step the proceedings of the training.

Note that you are more than welcome to adapt the session according to your needs.

1. Assumptions

Title:	Assumptions	Duration:	70 minutes
Objectives:	• Raising awareness on unconscious bias • Confront that we make assumptions about groups • Acknowledge one's own personal assumptions		
Participants:	Members of your organisation	Number:	5-30
Links:	Schein Model of Culture: https://www.toolshero.com/leadership/organizational-culture-model-schein/ https://www.managementstudyguide.com/edgar-schein-model.htm Unconscious bias: https://diversity.ucsf.edu/resources/unconscious-bias		
Preparation:	• Print pictures of people in different situations and from different backgrounds cut from newspapers • Post-it • Markers/pens		

SESSION FLOW

- 70' **Exercise:**
- Put the pictures in different parts of the room, visible (for example, the walls or the floor)
- Give participants post-its and one pen/marker per participant
- Present the pictures of different people and ask participants:
- What do you think about them?
 - What is the first thing that comes to your mind?

Participants have 10 minutes to think in silence and write the answer to those questions in post-its. They will stick the post-its with the different thoughts next to the picture each thought it is related to. Participants can write down as many thoughts as they want and therefore take as many post-its as they need.

Gather participants in a circle and divide them in as many groups as pictures there are. Each group should be between 2 and 5 people. They have 10 minutes to answer the following questions for their picture and the post-its that are related to it.

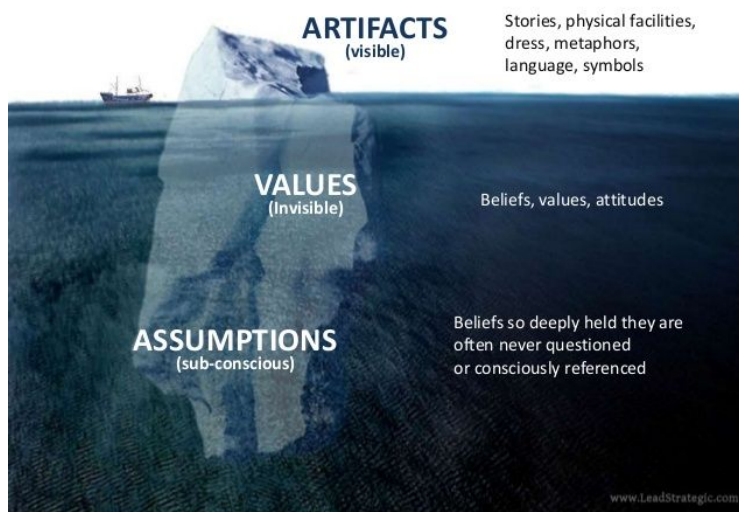
- What are the facts and what are not?
- Where does the second come from?

Ask each group to share their main points with the rest in a 1 minute presentation. In the meanwhile, the trainer writes on a flipchart the main ideas and clusters them to shape different kinds of assumptions we make. [20']

Theory (Schein Model of Culture):

Present briefly the Schein Model of culture focusing on the fact that assumptions are subconscious.

Each organisation has their own artifacts, values and assumptions. As you can see, the assumptions are the deepest level, in the subconscious. These are beliefs so deeply held that they are often never questioned or consciously referenced. [10']



Debriefing:

Are all assumptions wrong?

How to recognise our assumptions?

How to evaluate assumptions?

Based on what do we make assumptions about our members?

What assumptions do we make about people that do not join our organisation?

[20']

2. Barriers of Inclusion

Title:	Barriers of Inclusion	Duration:	90 minutes
Objectives:	• Exploring a framework of barriers of inclusion • Acknowledging that people live in different information bubbles • Being able to reach people outside the bubble		
Participants:	Members	Number:	12 approx.
Links:	Beware online filter bubbles: https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles Multivoting: https://asq.org/quality-resources/multivoting Barriers to inclusion: https://gsdrc.org/topic-guides/disability-inclusion/barriers-to-disability-inclusion/		
Preparation:	• Flipcharts • Markers • Moderation cards		

SESSION FLOW

- 50' **Barriers of inclusion**
Instructions 10'
 Introduce the 3 types of barriers. One flipchart on the wall with the scheme from the picture below.
- Environmental barriers: the ones that depend on factors external to the organisation or its members. Examples: infrastructure, policies from the government, funding available,...
- Institutional: related to the structure of the organisation. For example: policies, organisational structure,...
- Attitudinal: the behavior of the people



Groups work 25

Participants are divided into three groups (one per type of barriers) and write on a piece of paper all the specific barriers that fit in their type of barrier in the context of their organisation.

After 10' the facilitator asks the teams to put their ideas on moderation cards (max 20 barriers), and if they actually can already with ease assign to which area of focus (**recruitment, HR management, activities**) it relates to, by putting a letter next to it (R, M, A), and if there is no area it belongs to then no letter, 15'. E.g. A: vocal communication

Plenary 15'

Ideas are collected in a big map of barriers, that build a bubble around the organisation.

40' Barriers of inclusion

Debriefing:

What is there on the list? How do you feel knowing there are so many barriers? Are you willing to crush them? Which do you find the most burning to address (multivoting)?

[15']

Experience

Video https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles about internet bubbles: [10']

Debriefing:

Do you think the filter bubble applies in everyday life?

What is your individual filter bubble like?

Debriefing: What would it take to destroy the barriers that our groups are creating themselves?

What is the difference between org barriers and barriers made by the outreach group?
[15']

3. Excluded groups

Title:	Excluded groups	Duration:	60 minutes
Objectives:	Exploring a framework of groups based on research		
Participants:	Members	Number:	6-20 approx.
Links:			
Preparation:	- Flipcharts - Markers		

SESSION FLOW

60' **Excluded groups**

Participants generate various ideas of groups affected by exclusion through individual, silent brainstorming (i.e. disabled, obese, non-native speakers, economically unprivileged etc.) [5']

The facilitator collects proposed ideas one by one on a flipchart and asks if there are some ideas missing[10']

Through multivoting, pick the groups that are most commonly excluded in our organisation(s). [5']

Then we have a group work on defining the barriers for 5 most common excluded groups, focusing on **HR, recruitment and participation**. Participants write their ideas on flipcharts and present results to the entire group (3 min each).

Group work [20']

Presenting the results [20']

4. Exclusion vs. exclusivity

Title:	Exclusion vs. exclusivity	Duration:	70 minutes
Objectives:	• Experience exclusion / • Understand the pain of others and why the problem is important / • Experience exclusivity		
Participants:	Members	Number:	12 approx.
Links:			
Preparation:	• Matches • Papers • Pens		

SESSION FLOW

- 90 Exclusion vs. exclusivity
- (40) Everyone has to draw a match. Four matches are shorter. If a participant draws a short match, they are asked to wait outside the room for instructions.
- When all four are outside, one trainer explains them that they are now excluded and that they have to wait outside until they become part of the group again. If they are physically able, they should go for a walk with themselves and contemplate how it feels to be excluded. Otherwise they should just stay by themselves outside the room silently. After 7 minutes the trainer comes outside again and asks them to go in and pick a random other pax to go outside and take their place. Like this, after five turns, all pax should have experienced being excluded from the group. Trainers take notes of who is outside together.
- Inside the training room , trainers put some music and ask participants to think about how they are excluding others in their lives and why. What do they gain from it what do they lose? In the first 24 minutes participants should just stay in the room without talking and take notes. Like this, all participants will have notes on how they are excluding others.
- From the third turn participants can gather on the floor in one corner of the room and share on how they are excluding others. Trainers join the conversation and take notes.
- Debriefing:
- 1) What happened outside? What inside? What did you do/ say/ see?
 - 2) How was it to be excluded of the group? How was it to exclude others? How are you excluding others in your life? How are you being excluded? How do you feel about it? How are you making others feel?
- (30) Why is it important to make a difference between excluding others and being

excluded? What can we learn from this

5. Impressions

Title:	Impressions	Duration:	45 minutes
Objectives:	• Experience of being stereotyped		
Participants:	Anyone	Number:	6-30 approx.
Links:			
Preparation:	• Room with movable chairs and enough space for all the participants		

SESSION FLOW

45'

Impressions

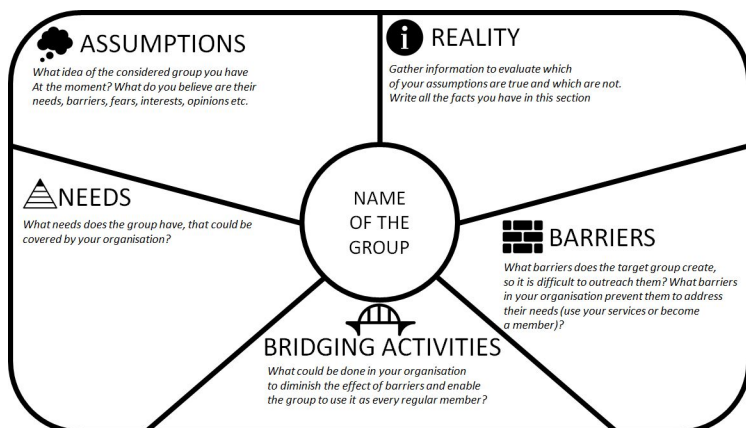
1. Make pairs with a person nearby.
2. Trust warmup 10': A will have closed eyes, B will give the most pleasant dance. B can hold A connected through fingers, or closer, or closer only when needed, A instructs B about their preference. B gives the dance and then they swap roles.
3. Pairs sit in dyads, watch each other, let all the rest of the world flow away and consider in their minds answers to the guiding questions, one at a time:
 - a. who is this person,
 - b. why is the person here,
 - c. what is their ambition in inclusion,
 - d. what do you think the person actually does in inclusion,
 - e. how well is the person managing their ambitions to include others,
 - f. Based on your experience with the person so far what can you assume about their capacity of inclusion, what is one thing they do that doesn't support inclusion, what is one thing they do that supports inclusion. 5'
4. We will ask you to share with the person **a thing that the person does that supports inclusion** and **a thing that the person does and doesn't support inclusion**. One will start, on our signal you will swap. Both the person sharing and person listening, be aware this is an assumptions exercise. Everything shared is an assumption. You switch when want, but trainers will signal when half of sharing time is over. 10'
5. Debriefing 20':
 - a. How was it to consciously think of assumptions of another person?
 - b. how was it to listen to assumptions about you?
 - c. What is the purpose of this exercise?
 - d. How and when do we make assumptions in our everyday life?
 - e. How can we be more aware of our assumptions and react to them?

6. Inclusion and us

Title:	Inclusion and us	Duration:	100 minutes
Objectives:	• Reflecting about our organisation in relation to the three areas (recruitment, HR management and accessibility to activities) • Understanding our inclusion limits and duties based on our organisation's vision, mission and values • Getting to know the inclusion canvas • Plan a change in terms of inclusion for your organisation through the inclusion canvas		
Participants:	Members	Number:	6-18
Links:			
Preparation:	• Print on sheets of paper the vision, mission and values of the organisation • Moderation cards in 3 colors • 2 flipcharts		

SESSION FLOW

75'	Inclusion and us Participants receive printed the vision statements, mission statements and values of their organisation. Based on this, and through self reflection, they are supposed to write on moderation cards good practices and inclusion limits in terms of HR, participation, and recruitment in their organisation. (3 colors for 3 areas of work). If the group is big, you can divide them into 3 groups according to each area, and then present their work to each other. [20'] Debriefing [25']: What are the limits we have in terms of inclusion? Should we and how could we broaden them? Do you know any other practices that you would like to implement? Facilitator presents the inclusion canvas. [10']	Goal Finding partners' realities in relation to the three areas (recruitment, HR management and accessibility) Getting to know the inclusion canvas Understanding our inclusion limits and duties based on our organizations vision, mission and values
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Participants have to fill in the inclusion canvas for their organisation [30 min]

Debriefing: [15 min]

- How was the process?
- How do you feel about it?
- Do you think it's realistic to implement it?
- Why?
- What would you need to implement it?

7. Inclusion terminology

Title:	Inclusion terminology	Duration:	30 minutes
Objectives:	Establish terminological base for the topic of inclusion		
Participants:	Anyone	Number:	6-18 approx.
Links:	[link to example of alphabet]		
Preparation:	2 flipcharts - Marker		

SESSION FLOW

30' Inclusion terminology

Designing an Alphabet of Inclusion, going from A to Z and asking participants to propose different terms that are related to inclusion in their opinion. Discussing what the words mean to them and mean in reference to inclusion. Whenever there is no 100% clearance for a word - a definition is written on the second flipchart

For example, for A a participant shouts - analphabet. We discuss it how is it relevant with inclusion and continue. Other one says "assumptions" - we discuss the definition, write it down and continue to B.

8. Inspiration

Title:	Inspiration	Duration:	60 minutes
Objectives:	- Identifying bubbles that prevent participation within your organization - Coming up with solutions and ideas to overcome the barriers of an organization		
Participants:	Members	Number:	10-30 approx.
Links:			
Preparation:	Music device and speakers		

SESSION FLOW

60

Trainers put on some music and participants sit down or walk around in silence to remember how they joined their organisation and why.

-20

They take notes on the following questions that trainers display on a flipchart:

- Why did you join your organisation?
- What was it that included/excluded you in the beginning?
- What includes/excludes you now?
- How are you including new members, currently?

-25

Participants gather in small groups of four or five and share about how and why they joined their organisation checking the original intentions for joining and being in the organization and referring them to the topic of inclusion

-5

The whole group joins in a big circle and trainer record intentions and thoughts on inclusion on flipcharts.

9. Living Library

Title:	Living Library	Duration:	120 minutes
Objectives:	- Identifying bubbles that prevent participation within your organization - Coming up with solutions and ideas to overcome the barriers of an organization		
Participants:	Members	Number:	12 approx.
Links:	Beware online filter bubbles: https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles Multivoting: https://asq.org/quality-resources/multivoting		
Preparation:	Book titles on A4s		

SESSION FLOW

90'

Living library

Introduction 20'

Books reading/Open space 40'

Plenary sharing 30'

Introduction 20'

- 1) The **concept**: living library aims to address people's prejudices by helping them to talk to those they would not normally meet. Books are the people that have "experienced prejudice, social exclusion or stigma," and you, readers, can ask them questions so as to "learn about the other person, and to challenge your own prejudices."
- 2) The **logistics**: we have X books, they will be shortly presented to you. Meanwhile, you consider what is it that you want to find out, that is in general about those people or even better what you need to know in order to have them included in your youth organizations. They will then go to their stations and wait for you to come and read them.
 "Stations" can be different small tables with chairs around, different rooms or different corners in a room where people can sit down.
 You can ask very specific questions or ask to share their general story and you listen and learn. This reading part will be possible for 40 minutes. In those 40 minutes you are flexible with what you do: rule of two feet. Of course, the first person that comes to the book has the privilege to ask the first question. After 40 minutes are over we return books to their original lives, they leave, and we have a common sharing of what we found together.
- 3) The **invitation**: You have an opportunity to prepare a strategy that is based not on assumptions but on real needs. What questions do you need to ask and whom, in

order to prepare a working strategy? Take a moment to think about it and in 2 minutes we ask our books to go to their shelves and then you can approach them and ask them. The intention is also to practice talking to people and specifically people who experienced exclusion.

Prepare hypotheses about needs and solutions they are personally interested.

Open space 30'

As the instructions are clear, books go to their shelves, pax prepare questions and start approaching the books. During the time the trainers announce the flow of time (after 15 min, and at last 5 min before ending). At the end we appreciate the books and let them go.

Plenary sharing the findings 30'

1. How was the experience?
2. What useful facts have you found?
3. How do you feel?
4. How has this changed your way of seeing/perceiving things?

10. Need Analysis

Title:	Need Analysis	Duration:	180 minutes
Objectives:	• Exploring a framework of groups based on research • Being able to assess the needs of socially excluded groups and practice it		
Participants:	Members	Number:	10-20 approx.
Links:	Multivoting: https://asq.org/quality-resources/multivoting		
Preparation:	• Flipcharts • Post its		

SESSION FLOW

45' **Excluded groups**

Participants generate various groups affected by exclusion through brainwriting (i.e. disabled, obese, non-native speakers, economically unprivileged etc.) [5']

Facilitator collects proposed groups one by one on a flipchart and asks if there are some ideas missing, requesting to think of the papers and barriers of inclusion to get inspiration [5]

Through multivoting, we pick the groups that are most commonly excluded in our organisation. [5']

Divide the group into 5 smaller groups. Each group works on defining the barriers for 5 most common excluded groups, focusing on **HR, recruitment and participation**. Participants write their ideas on flipcharts and present results to the entire group (3 min each).

Group work [15']

Presenting the results [15']

70' **Needs analysis:**

We go to the 5 outreach groups (in our small groups) and assume their NEEDS. Of 4 types (20'):

- Physical
- Material
- Psychological
- Other

Every Need written separately with big letters.

Debriefing:

How did you make it to learn these needs?

How relevant the needs are in terms of the organisation?

[20']

Other forms of needs analysis:

Facilitator opens a discussion on the ideas on how else we could understand the needs of the group we would like to reach. Writing down all the ideas on a flipchart and asking for explanations of proposals that are not understood by the entire group. Facilitator can add surveying, ethnography, empathy map to the list if they won't be mentioned. [30']

Bridge building:

65' Participants come together in a process of silent brainstorming (using post its), building the Bridges connecting their Organisation with the specific Need [20']

A discussion on the model. How did it feel to find connections to the needs? Is the list complete? Are there any unaddressed needs? What to do about them? [15']

Optional: Participants pair up and every pair picks one Bridge and develops it into a specific Practice (adding to the Need and the Title of the bridge the specific How-to-do-it, the Resources it would require, Risks, Sources of inspiration or expertise in certain people or organizations). [30']

11. Raise awareness in the local society against discrimination

Title:	Raise awareness in the local society against discrimination	Duration:	45'
Objectives:	Understanding and accepting people from minorities in society.		
Participants:	Adults and teenagers	Number:	10-20
Preparation:	Materials: tape, paper, markers		

SESSION FLOW

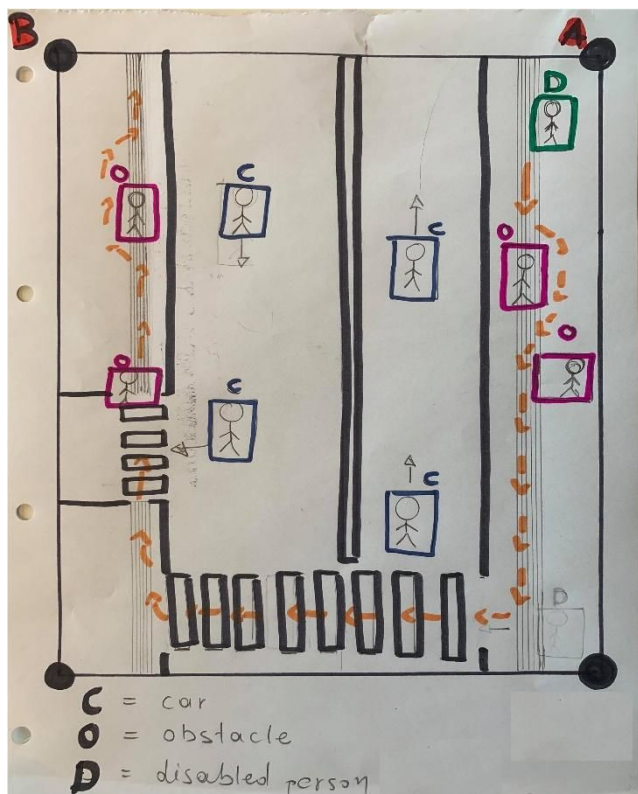
15 min	Role playing The participants stand in a circle and the facilitator puts tags on their backs with the names of different minority groups. Participants move in the circle, not knowing who they are. Participants need to react to other participants according to the social behavior normally expected for those categories. Situations: Walking in the street (everybody with everybody), Job interview (in pairs). Waiter/Waitress and client in a restaurant (in pairs). Examples of roles: - Roma person - Refugee - Lawyer - Person with a physical disability
20 min	Debriefing according to the theory of Howbie Liebmann: The facilitator asks and facilitates the discussion to the following questions: - Facts: What happened at the workshop? Can someone summarize it? - Feelings: How did you feel? - Findings: What did you learn? - Future: How will you apply the knowledge that you gain in the future?

12. Becoming aware of disabilities

Title:	Becoming aware of disabilities	Duration:	60
Objectives:	- To raise awareness about disabilities - To influence attitudes of participants to be more mindful towards people with disabilities		
Participants:	Any person who is an active member of society	Number:	10 to 20 (even number better)
Links:	My brother: https://www.youtube.com/watch?v=Y03P3l-eLBE		
Preparation:	- Room - Materials: blind stick, wheelchair or crutches, blindfold, cable, chairs, tape, paper, posters and pens, projector		

SESSION FLOW

15'	Video Watch the Video "My brother" What did you just see? How did you feel during the video? What are your main takeaways?
25'	1. Prepare the room in order to simulate a street (pavements, lights, cars and obstacles) and design a route. 2. Split the participants into two groups 3. Give each participant a role without giving out the name (1 person with a disability, 2 obstacle and cars) 4. Explain what they must do (for the person that role plays a person with a disability, you either put on a blindfold or use a wheelchair). The goal is to go from point A to point B without getting into an accident. The people that roleplay an obstacle have to stay still and the ones roleplaying a car you have to crawl back and forth on the designed street. 5. Play three times and switch every 8 minutes (* use different routes every time) You can find one example attached



20''

Discussion

First Part: Discussion with the participants:

The group makes a circle again. The trainer asks questions based on the video and the activity and will lead the discussion.

- Who wants to summarize the activity?
- What was your role in the game? How did you experience it?
- How do you think the game corresponds to reality?
- Have you ever witnessed anything similar?
- Have you or any of friends/relatives experienced anything similar?
- What did you feel as an observer?
- What did you feel in the role of the disabled person?

Second Part: Conclusion

- How were the participants affected by the activity?
- How could things change?
- Is anything going to change from now on?
- If yes, what is going to be different?

Summarize the session before closing

13. Changing minds in action

Title:	Changing minds in action	Duration:	90'
Objectives:	• Address the topic of diversity and raise awareness on the importance to assure more diversity in a local section; • Influence the attitudes of People towards diversity and consider it as a value on its own		
Participants:	Members	Number:	Min. 10
Preparation:	• A space with no obstacles, it can be both indoor or outdoor • Paper, scissors, tape, markers		

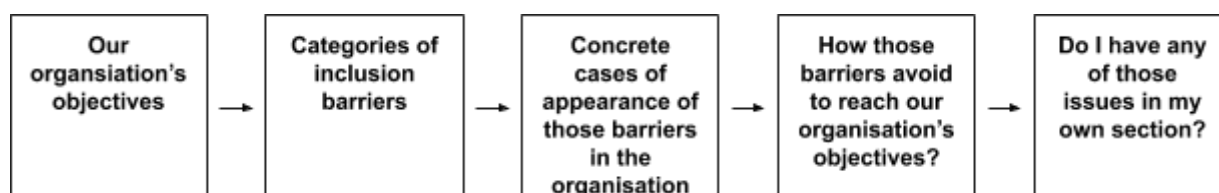
SESSION FLOW

40m in	Role play The facilitator divides participants in groups of five people and assigns a different role to each one by giving them the information written on a piece of paper. The participants only know about their role and not the others'. The roles are: 1. One person speaks a different language (invented) and does not understand the others and is not understood. 2. One person can only use one hand 3. One person has to leave the room every five minutes 4. One person cannot be looked at in the face while speaking (and vice versa) 5. One person has to pretend to cry everytime the word "paper" or "scissors" is said The goal of the group is to build a castle out of paper, cooperating. The facilitator assigns the task for the group to the person who speaks another language and has therefore to explain it to the group by overcoming the language barriers. These roles represent categories of people that are usually not really included in the organisation for different reasons: attitudes of the members, space and facilities problems, etc. The first role represents foreigners who speak another language and are for us difficult to reach, the second one symbolizes people with different disabilities, the third one is a symbol for those members who live far away from the city and have to travel to take part in our activities, and the last two ones should awake us on how to work and adapt also towards introverted and sensitive people.
30m in	Conclusions Participants are asked to give their feedback and reflections on the role game.

	Use the scale method: on an imaginary scale, from 1 to 10, the participants move in the room (one side is 1 and the opposite 10) and decide where to stand as an answer to these questions: 1. How included did you feel during the game? (Others including you) 2. How inclusive have you been ? (How open towards others) 3. How much support from the team did you get? 4. How satisfied are you with the final result? After each question, participants place themselves along the room (being one side 1 - minimum and the other side 10 - maximum) and the facilitator asks a couple of them to express why they placed themselves in that position. These questions are asked to the participants to analyse their feelings, understand what inclusion and exclusion are from their point of view and to approach the influence of the barriers that everyone of us has to face internally and externally.
20 min'	Debriefing The facilitator asks the whole group the following questions and encourages participants to share their thoughts: - How did you work together? - Who was more difficult to include from your point of view and why? - What did you do to include them? - How does this apply to your everyday life? - How can you use what you experienced and learnt in your everyday life? Participants will reflect with the help of the facilitator about the fact that diversity is not an obstacle to teamwork, that every person has their own abilities and that they can be useful and functional in many different occasions. The debate should happen in a tolerant and safe atmosphere, sitting comfortably in circle and everybody can have a word, allowing to have a broader perspective and to see things from many different points of view.

14. How to make diversity happen?

Title:	How to make diversity happen?	Duration:	120min
Objectives:	• Raise awareness on why it is important to assure diversity in the organisation; benefits of diversifying membership • Trigger self-reflection on excluded groups and barriers that prevent their inclusion		
Participants:	Representatives of sections that are not (yet) involved in the task force on diversity	Number:	10-20
Preparation:	• Room with projector/flipchart • (Digital-) Flowchart (see at Important notes) • Laptops/pencils		



SESSION FLOW

10	Defining our organisation's objectives Ask participants to think about a general objective of the organisation's activities (Example: <i>Promote European Youth interest among policy makers</i>). As participants say those objectives, write them down on a flipchart. Transfigure the defined objectives by adding a diversity and inclusion component, such as <i>diversity</i>, <i>inclusion</i>, <i>inclusive structures</i> or <i>diverse recruitment</i>. Example: <i>JEF promotes diverse European Youth interest among policy makers based on the activities or fields of studies of their own membership.</i>
20	Are we diverse enough to reach those objectives? Ask people to stand up and make them visualise in their mind a giant scale on the floor. If they completely agree with your following statements, they should stand on the one side, if they completely disagree, they should stand on the other side, and if they do not stand in any of the extremes, they can place themselves in the spectrum of the scale accordingly to their opinion. For the statements, read the transfigured objectives from the previous activity. After each statement, ask a couple of people why they chose a specific place along the scale.

30	Identifying and defining types of barriers - World Café Part 1 Divide the participants into 5 groups. Each group obtains a big flipchart where in the middle is written one of the following categories: - Economic/financial - Social-cultural background - Field of activity/studies - Physical characteristics - Psychological characteristics ➔ There should be a space provided on the flipchart where the participants cannot write. Every group obtains 5 min to discuss the category they got around the following questions: - What implications does this category have? Who falls into this category? Why? - What's the presence in my organisation of this group of people? Then they switch paper to the next group and comment on what was written before.
30 min	Analysing how those barriers appear in our organisation - World Café Part 2 Mix the groups so that there are five newly formed groups. Each group obtains one of the flipcharts and is supposed to write now in the blank space where they were not supposed to write before. Now they should think about concrete examples where those barriers exist in the organisation. For example: When we have all three meetings a week in a bar in Paris, some members might not be able to afford the drinks all the time and therefore not attend the meetings. Same process as in part 1. As before, every 5 minutes they change flipchart.
30m in	Benefits of diversity for my organisation Distribute sweets or small colourful papers with an equal number of participants and where three sweets or colourful papers are the same. Ask the participants that have the same sweet to form groups of three. They have to decide which of the three will be reporter. The other two should be part of two lines where each couple stands in front of the partner and every couple looks into the other person's eyes. Divide the two lines: the participants on the left side represent "Costs", the participants on the right side represent "Benefits". Give them one of the 5 categories and ask them to discuss the costs and benefits of including those people more in our organisation for 10 minutes. The reporter should note the main ideas. After each debate-session, each reporter should report to the group the main ideas.

15. Inclusive recruitment

Title:	Inclusive recruitment	Duration:	170 min
Objectives:	• Participants reflect on the inclusiveness of their recruitment • Identify minority groups that are usually not included in the organisation • Prepare plans for change		
Participants:	Volunteers active in a local organisation.	Number:	8-20
Preparation:	• Room: enough space for all the participants to comfortably sit down in a semi-circle around the board or flipcharts holder; tables for a world cafe • Board or flipcharts and chalk or markers, smaller markers or pens • Visual flipcharts accompanying the content		

SESSION FLOW

10'	Warm up Make the statements below and ask participants to move to a different side of the room after each statement depending on how much they agree or disagree (one end of the room is fully agree, the other one is fully disagree, the middle is neither agree nor disagree, and the participants can stand anywhere in the room). The participants and the facilitator should take a few seconds to observe and see where people are standing in the room after each statement. • Our organisation struggles with recruitment. • Our organisation reaches out to a wide range of people when recruiting. • Our organisation is diverse. • Our organisation is inclusive.
30'	Ask the participants to sit down in a semi-circle so that all of them can see the board or flipcharts. Ask the questions below. After each question, leave 2 minutes for the participants to discuss in pairs, then ask them to share what they discussed with the whole group for another 2-3 minutes. Write down what the participants share with the group on the board or flipchart. • What does diversity mean? • What does minority mean? • Can you think of examples of minorities... ○ in the world? ○ in our country? ○ in our community?

	- Can you think of any minority groups who are often excluded... - in the world? - in our country? - in our community?
30'	Ask the participants to stand up again. Ask them how much they believe that the minority groups identified in the previous phase are included in their organisation. The participants move to a different side of the room depending on how much they agree or disagree (like during the warm up). Examples of possible statements: - Our (local) organisation includes... - volunteers of different genders. - LGBTQI+ volunteers. - volunteers who are not higher education students. - volunteers who have never been in higher education. - volunteers who have a disability. - volunteers who live in a rural area. - volunteers who come from a disadvantaged socio-economic background. Afterwards, make the following statements again: - Our organisation reaches out to a wide range of people when recruiting. - Our organisation is diverse. - Our organisation is inclusive. After each of these three statements, ask the participants to raise their hand if they positioned themselves differently this time. Ask these participants to share with the whole group why they positioned themselves differently.
20'	Ask participants to sit down in a semi-circle again. Using the list of minority groups identified before, ask the participants which groups are not included in their organisation. Circle or highlight these minority groups on the board or flipchart. Based on these circled or highlighted minority groups, create a table of personas. For instance, if a minority group is “people from rural areas”, use rural and urban as extremes in the table; if a minority group is “people who did not go to university”, use no education and highly educated as extremes. Once the table is ready, facilitate the creation of a few realistic and diverse personas with the participants. For instance, you could have a persona who lives in a rural area, has completed secondary education but has never been to university, is 25 years old and is from a middle-class background.
20'	Using the circled or highlighted groups as starting points, facilitate a discussion and map out with a mind-map what the barriers could be for these

	different groups to be part of your organisation. Use one flipchart or a large board to have all the groups on the same page as the areas identified will probably partly overlap. Once the mind-map is one, identify areas by clustering ideas together with the participants. Circle the ideas clustered and give a name to each area.
30'	Write down the names of each area on a flipchart (one area per flipchart) and put each flipchart on a different table. The participants will now take part in a world cafe. (In a world cafe, the participants are divided into as many groups as there are tables/areas to cover. Each group starts at a table, discusses the area at stake and writes down their idea on a paper that will stay on the table during the whole activity. After a defined amount of time, the facilitator tells the participants to move to another table, to discuss and write down their ideas on that area, and so on until all the groups have been to all of the tables.) For each area, ask the participants to think of ways to overcome the barriers identified before. Encourage them to think of good practices that they have already witnessed or heard of outside of their organisation too. Once all the participants have been to all the tables, ask one participant from each table to read or summarise the ideas written down on the respective sheet of paper.
30'	Divide the participants into groups of 3-4 people each. Ask each group to choose one of the personas created before as well as at least one of the areas from the mind-map and world cafe. Give a template to each group and ask them to prepare a plan on how to better reach out to and include their persona using the ideas collected during the world cafe for the area(s) they have chosen.

16. Popping Bubbles

Title:	Popping bubbles	Duration:	120 minutes
Objectives:	- Identifying bubbles that prevent participation within your organization - Coming up with solutions and ideas to overcome the barriers of an organization		
Participants:	Members	Number:	12 approx.
Links:	Beware online filter bubbles: https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles Multivoting: https://asq.org/quality-resources/multivoting		
Preparation:	- Room with movable chairs and enough space for all the participants - Materials: whiteboard, markers, sticky notes, flipcharts		

SESSION FLOW

10	Introduction Introduce participants to the objectives of the session and the concept of inclusion barriers: When discussing social inclusion, there are three main types of barriers people from disadvantaged groups face and prevent them from joining or fully developing in our organizations: 1. Environmental barriers: factors external to the organizations, belonging to the environment or the external context in which it operates, that make it harder for people belonging to one or more specific groups to fully participate and be included. Example: a non-accessible building because the only way of entering is through stairs; lack of funding for youth organizations that would allow everyone to participate in its activities. 2. Institutional barriers: laws, policies, strategies or practices that discriminate against people belonging to different minorities or marginalised groups. Lack of enforcement and political support to policies favouring inclusion can also constitute an institutional barrier. Example: lack of an anti-discrimination statement or code of conduct. 3. Attitudinal barriers: behaviors, bias and prejudices of people that result in stigmatisation and discrimination and are one of the greatest obstacles to achieving equality of opportunity and social integration. Negative attitudes create a disabling environment across all domains. Example: discriminatory comments.
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	Make and present a visual mind map of the three in a flipchart - with “organization” written in the middle and the three types of barriers going out of it. Leave some time for questions and doubts.
30	Identifying barriers Divide the participants in three groups. Assign a type of barrier to each group and give them 15 minutes to identify all the possible barriers within that type in their organizations and write them on post-its. After that, each group has 5 minutes to select a maximum of 5 barriers to find within the respective type they have been working on previously. If they are having trouble selecting just 5, assist them with clustering ideas or multivoting. Each group will afterwards present for 3 minutes the 5 selected barriers and will stick them on a whiteboard or flipchart. Through multivoting, the group will select the 4 most important barriers to tackle in their organisation for them. Each person will vote for the 2 barriers they find the most important, and the 4 most voted ones will be the selected ones.
10	Reflexion The 4 remaining barriers should be seen as major ones, not allowing our organization bubble of participation to extend. Let the participants think about those 4 barriers for 5 minutes and give them a 2-3 min energizer / walk around or outside of the room to fresh their minds.
40`	Role play Prepare a stopwatch or phone, you will need to be following the time passing and giving them instructions when to switch. Introduce the role-playing for 5 minutes: Divide the participants into four groups of 2 or 3 people. - Each team gets one of the four barriers. According to the barrier, one must step in the shoes of a person who wants to participate in the organization, but is not allowed because of that specific barrier. The other one can act as a recruiter. - During the first 10 minutes, have the first participant explain the main issues that prevent them from participating and joining the organization. The second person should reply in the most negative way they can come up with. This is done in order to establish the most negative approach, one that doesn't help or makes the obstacle even stronger. - For the next 10 minutes they switch sides and the one who was answering now becomes the one unable to join the organization. This time, however, the answers to the same questions that were asked the first time have to be as positive as possible. In this way they will establish the other end of the spectrum - the positive one. Here, they can go as far in helping out as they can imagine,

	even if that is unrealistic in real life. Select three people in the beginning and do a short test of the roleplay to make sure everyone understands it. If there is a third person within the group, they will be observers, take notes and visualize on a flipchart the Negative/Positive spectrum (from most negative/least helping reactions to most positive/helping/solutions). This will represent the spectrum of solutions in which a realistic answer can be found for overcoming that specific barrier. In the remaining 15 minutes, still in small groups, they should brainstorm on possible solutions between the two extremes of the spectrum, to be as realistic as possible in the context of their organization.
30	Presentation and discussion Each group presents in 3 minutes their case and solutions, followed by a 4 minutes question and answer round

17. The Map of Our Actions 🏠

Title:	The Map of Our Actions	Duration:	90”
Objectives:	● Visualising territorial and social exclusion from the organisation within a city/town		
Participants:	Active members of your association	Number:	4-20
Links:	Google maps: https://www.google.com/maps		
This session is designed to assist participants in visualising territorial and social exclusions. Where do you locate your actions? Do you cover the territory equally? How can you plan actions ahead taking more into account the territory and its diversity?			
Preparation:	● Ask participants in advance what is the city/town/village/region in which their local organisation operates ● Print a map of each city that is concerned ● Prepare some colour sticker dots ● Flipchart		
Important notes:	Two options to this session : - OPTION 1: in the case participants come from different cities, they will work on their map individually and later present it to the rest of the group. - OPTION 2: in the case participants come from the same city, they contribute to the same map together.		

SESSION FLOW

10	Introduction OPTION1: every participant is given the printed map of the city where their organisation is active OPTION2: participants are all working on the same map of their city The trainer makes sure everyone understands the maps and situates themselves on (for example: by asking simple questions. Where is the office of your organisation? Where is this famous monument? Where are we now?)
20	First, let's categorize our event's audiences! Through brainstorming, participants are invited to create categories of audiences for the different actions/events they undertook during the past year within their organisation. What was the main target group?

	- Which are the common characteristics of their audience? As ideas and experiences pop up, the facilitator writes them down on the flipchart. After the brainstorming is over, the facilitator asks the participants to construct different categories of audience by clustering the previous ideas. For each category they found, assign one colour sticker dot. For example : - Young people: yellow dot - People with disabilities: red dot - Underprivileged people: blue dot The typology created with the participants is then displayed on the wall so that everyone can visualise it and use it.
20	Let's stick the coloured dots on the map ! Each participant is given coloured stickers (according to the previously agreed colours for different audiences). Each participant takes the map of their city and tries to place all the different events they can remember on the map : - The place of the dot on the map indicates the location of the event - The colour of the dot indicates the type of audience that attended it. Example : When we organised this conference at this museum, what kind of audience did we welcome ? If the event gathered different kinds of audiences, the participant can use different dots on the same spot.
20	Feedback time! After sticking the dots on the map, participants now have a visual representation of the geography of their actions and the people they attract to those. It is now time to debrief and ask provocative questions to reflect on it. In pairs, participants analyse each other's maps and discuss on: - What areas your organisation does not cover (<i>no dots at all</i>)? - Why ? Can you think of any barriers that prevent you from going onto this specific area ? - What audiences your organisation does not cover (<i>colour is not represented on the map</i>) ? - Why ? Can you think of any barriers that prevent you from reaching out to these specific audiences ?
20	Collecting feedback and ideas

Participants go back to the big group to share their experiences. The facilitator displays a flipchart with several questions:

- Where did you not go ?
- Why didn't you go ?
- Which audiences didn't you attract?
- Why?
- How can we change that ?

People discuss on the different results they got, and how could they change that. The facilitator writes down the results and ideas on the flipchart.

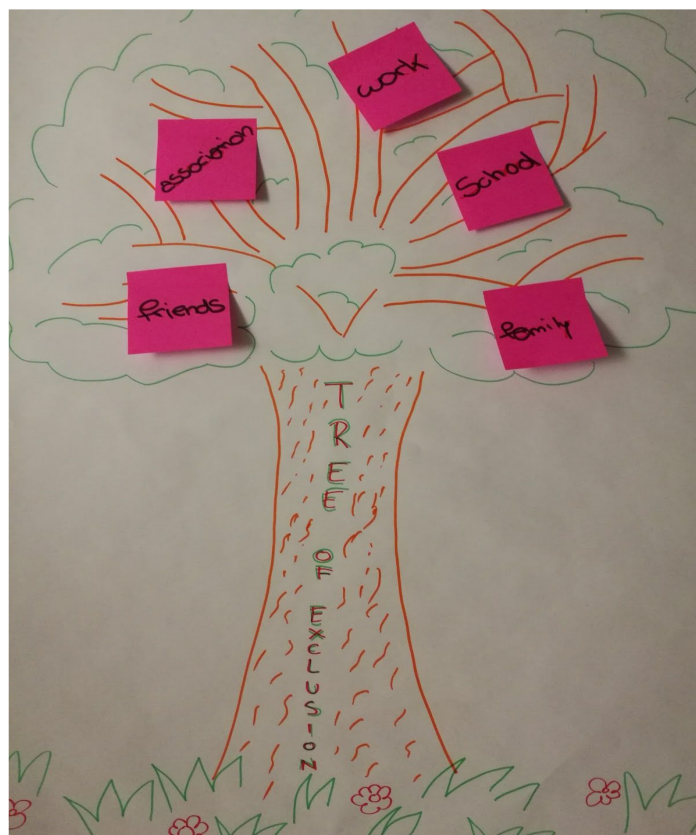
At the end of the session, participants are encouraged to spread what they learnt to the other members of their organisation. For doing so, they can take a picture of their organisation's map and of the flipchart, and share them around.

18. Tree of Inclusion

Title:	Tree of Inclusion	Duration	70'
Objectives:	● Raise awareness on social inclusion and exclusion ● Influence attitudes of people towards social inclusion		
Participants:	Members	Number:	Min. 8
Links:	Definition of inclusion: https://study.com/academy/lesson/what-is-inclusion-definition-meaning.html http://www.keystoinclusion.co.uk/what-is-inclusion-2/ http://www.inclusion.com/inclusion.html https://www.teachingenglish.org.uk/article/what-inclusion-how-do-we-implement-it		
The session will focus on the personal understanding of inclusion and exclusion of participants. By comparing ideas of inclusion and exclusion, where it happens and how it is perceived, participants will be able to visualize the broad matter of inclusion and analyze their personal perception of it. This session is designed to be respectful towards participants feelings on the subject matter.			
Preparation:	● 1 room ● 2 Flipcharts ● Markers ● Post-its ● A4 papers		
Important notes:	Be aware of personal feelings!		

SESSION FLOW

15	Introduction ● The facilitator introduces themselves to participants. ● The facilitator asks participants: "How do you understand inclusion?" ● As participants answer the question, the facilitator writes the keywords of their answers on an empty flipchart, in which <i>exclusion</i> and <i>inclusion</i> are separated into different columns. ● Now the facilitator asks: "How do you understand exclusion?" ● As participants answer, the facilitator notes in keywords the explanation of participants. *The flip chart will be left hanging on the wall for participants to look at.
10	The tree of Exclusion ● Now the facilitator will hang on the wall a flipchart with a big tree drawn on it. On the trunk of the tree there will be written "Tree of Exclusion". ● Participants will be asked to write on post-its keywords on where they think exclusion happens (ex. School, work, association, family, friends)



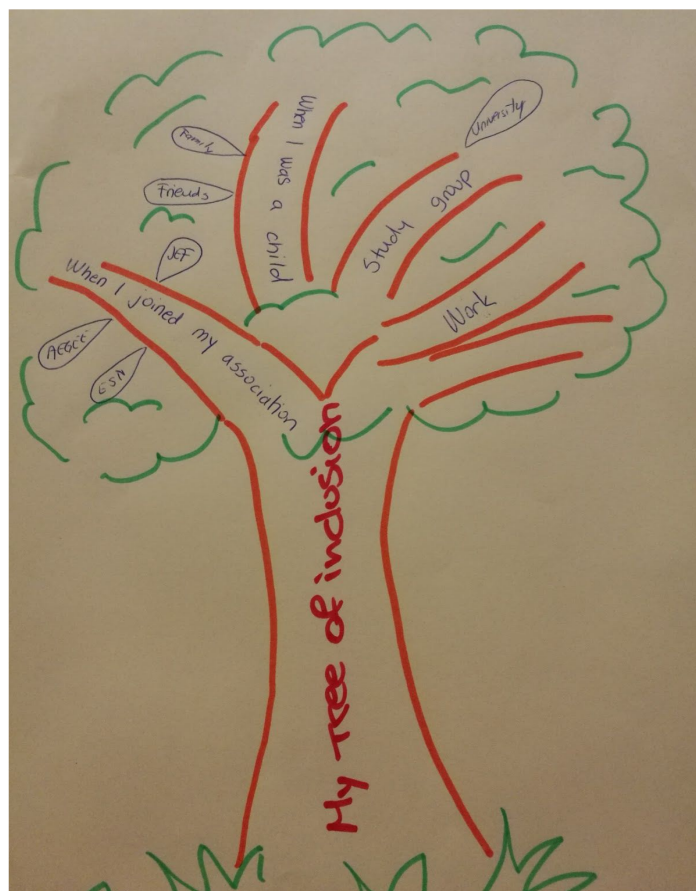
- Post-its will be left on a corner of the room with markers for participants to write and stick it anonymously.
- Once all participants have finished, the facilitator sums up the inputs by reading them out loud and clusters the post-its when they refer to a similar topic.
- On the remaining time, participants can look at and reflect on the tree and the first flipchart they have worked on.

*Both flipcharts will be left hanging on the wall

15

My Tree of Inclusion

- Participants will receive a marker and an A4 paper for them to design their tree of inclusion.
- They will have to write in each branch of the tree designed by them **when** they felt more included
- In the leaves, participants will have to specify **where** they felt included



30 Breaking down barriers and “A New Understanding”

- Participants will be asked to look at the big exclusion tree and at their inclusion tree.
- In order to discuss on the topic of inclusion, participants will be asked to reflect on the following questions:
 - What differences do you see between the two trees?
 - Is there something interesting that you are noticing?
 - What can you learn from that?
 - After this exercise, what do you think of Inclusion? What is it?
 - What is exclusion?
- The facilitator now will go back to the first flipchart.
- Pointing at the first flipchart, the facilitator will ask participants “Now, what do we need to add to the definition of inclusion and exclusion?”
- In the same way as in the beginning of the session, the facilitator will write the keywords in the flipchart as participants answer the question.

19. Managing commitment on a local level in a student association 🏠

Title:	Managing commitment on a local level in a student association		Duration:	120
Objectives:	● Prevent burnout and mental illness among volunteers ● Ensure the volunteer work is more sustainable and stable ● Motivate our volunteers to be realistic and committed to their roles and tasks			
Participants:	Volunteers in the organisation, active members	Number:	5x5	
Preparation:	● Invite all members to a section meeting and make sure that as many as possible of the members are able to come ● Ask participants beforehand to make sure they have access to their schedule before/during the meeting/already printed and bring their personal calendar with them ● A4 papers, pens, markers, flipchart ● Computer, internet connection ● Prepare a list on a paper/on your phone of the already planned events that are happening in the section during the semester			

SESSION FLOW

20 min	Collect your team, and map your personal availability Bring the local team together (all levels) in a group, preferably during an already planned meeting. Start with an appreciation round where the participants share: • Why are you in your organisation? • What is positive about it? • What does it give to you as a person. This is to create a positive atmosphere; the facilitator writes down the things that are being brought up on a flipchart for everyone to see.
15min	Describe the task: We are going to map the availability that we have as individuals, and as an organisation. By looking into when everyone has the time and energy to do things, and also what skills you have, or what kind of skills you would like to learn, we can create a complete puzzle. Start by brainstorming a few skills in general. Participants start brainstorming skills and the facilitator writes them down in no specific order on a flipchart for everyone to see. After this, each participant should reflect individually on their own skills they can contribute with and the skills they would like to

	learn/develop in the section. They should write down 2 skills they bring in to the organisation and 2 skills they want to develop. In a large organisation, the facilitator now divides the group into different committees/teams (that already exist) or in a small section, let the participants split and sit in different parts of the room.
20 min	The facilitator gives every participant a A4 paper. The facilitator asks the participants to draw a graph (one horizontal line, one vertical). The horizontal line should represent the academic semester/year and you write the separate months in the bottom, from January to December, and the vertical line is the level of availability you have in each month approximately, from 0 to 10. Every participant has to fill in their availabilities in their graphic and mark on the side, next to their name, what are their main skills and which skills they want to develop. The participants spread in the room and think about this and write. After 10 minutes, when participants have finished, the facilitator gathers them in the big circle again. The facilitator asks: how was the task? Do you want to share anything?
30m in	After this, presents a flipchart with the same graph drawn on it. Each participant, having a different colour, has to draw their availability as they did individually. In this way, we will have an overview of all the availabilities. In a big flipchart, the same graph is drawn in big: in vertical, numbers from 1 to 10, and in horizontal, the months of the year. All together, they go month after month and mark the different events and activities of the section in the graph. Each event or activity should correspond to 1 point, although more points can be given for big events or activities in which much human resources are needed. Ask participants: - Do you see any differences between the two flipcharts? If so, where? - Do you think there are any events/activities we need to adjust according to our availabilities and capacities? If so, which ones? Afterwards, analyse the skills that are needed for each event/activity and write them in the graph next to the point of each event/activity, it can be done in a post-it, having different colours for different events and activities. Ask participants to compare the skills needed for the different events and activities with their availability and the skills they have and want to develop. After 10 minutes for this self-reflexion, participants share what are their skills and the skills they want to develop and how they envision them matching the activities of the local section. The facilitator takes notes of this in a flipchart, visible for everyone.

	Briefly analyse the results; - Are there any certain skills the group want to continue with? - Something they want to learn? Common for several participants?
25 min	What are we able to do? Afterwards, the facilitator asks the participants to think about the events they would like to undertake themselves. Is it possible to do all of these events as a section? Yes/No The facilitator leads the discussion about time allocation, and add the aspect of the individual and common timeline; Is it realistic? Feasible? How does the events match with the skills you would like to improve or learn? Are these in line or not? When the participants have thought about it for some time, the facilitator asks the participants to choose <u>three</u> events that you really want to do, based on time and skills, and mark them with a cross on the flipchart. (primarily if there are more events than it's possible to have). The facilitator summarizes the events most people in the section want to do; Does it match with the common availability? Are there any discrepancies? Is it possible to move events from one month to another? The facilitator leads the discussion about what the participants want to do, the tasks related to the events. Assign the person the tasks in relation to their time and skills (present or future).
10	Stick to your commitment The facilitator closes the discussion by talking about the three steps that have been covered. 1. Individual map; time and skills 2. As a team; time, skills 3. Practical implementation; time, skills, events and the task related to it The facilitator encourages the volunteers to be honest in their commitments, to participate when they can and want, tell when something changes, and hereby we hope that we will eventually have a more diverse and inclusive network where everyone feels they can contribute. The facilitator asks the participants to keep their individual map, and make sure that the map created together is put up in the office / uploaded in groups for the participants to be reminded about. Outcomes: More volunteers are engaged in the organization in the way they consider fitting their everyday life, as well as goals Benefits: We will hopefully have less volunteers suffering from stress, depression, burn out and a negative mindset regarding taking on a

responsibility because they are fearing it will be too much

Next step: Remind the members of the organisation about their commitment in a positive way during section meetings/team buildings etc.

20. Who are you?

Title:	Who are you? Challenging stereotypes	Duration: 90'
Objectives:	• Raise awareness about gendered language we normally use and the stereotypes we meet in the society • Challenging societal norms and stereotypes regarding gender roles and create alternative ways of communication	
Participants:	Anyone interested in the topic	Number: 10
Links:	Genderbread person: https://www.genderbread.org/ Gender: The Gay, Lesbians, and Straight Educator's Network: https://www.glsen.org/ Gender Spectrum: https://www.genderspectrum.org/ Stereotypes: Media Smarts, Exposing Gender Stereotypes: https://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Exposing_Gender_Stereotypes.pdf Sources: Cambridge dictionary (2019) https://dictionary.cambridge.org/dictionary/english/stereotype Teaching Tolerance (2019) <i>Role Plays to Reduce Gender Stereotypes</i> Found at: https://www.tolerance.org/classroom-resources/tolerance-lessons/role-plays-to-reduce-gender-stereotypes	
Preparation:	• A venue which is inviting; preferably not fixed tables and chairs but comfortable and safe • Read up on the topic of gender, stereotypes and social inclusion • Pens and papers for general notes. Part 1: post-it notes, flipchart, pens, a marker Part 2: journals, newspapers, scissor, glue, flip charts, trash bin Part 3: flip charts, marker, eventually prepared statements on notes	
Important notes:	There are a few, very important things to take into consideration when executing this events. - What's the gender of the facilitator? How does this influence the session? - What are you going to wear? How have you adapted to the target group? - Does your own ethnicity, age and other attributes impact the session and the participants, in what way?	

SESSION FLOW

10 min	Gender roles, sexual orientation and stereotypes (whole group) Gather all the participants in a group. Make sure the place is safe for discussion and there are no disturbing elements around. Introduce yourself as facilitator; who you are, your role as a facilitator, what you can do/not do and the objectives of the session; what are the goals? (see Objectives) . Introduce the topic of gender with the information from the links above. Present the definitions below to participants. Definitions: gender (<i>noun</i>) refers to the social roles, behaviors and traits that a society may assign to men (masculine) or to women (feminine) (www.tolerance.org) gender expression (<i>noun</i>) the way a person chooses to show their gender to others (www.tolerance.org) gender identity (<i>noun</i>) the sense a person has of her own gender and how she relates to her gender (www.tolerance.org) Stereotypes: A set idea that people have about what someone or something is like, especially an idea that is wrong (Cambridge dictionary)
15min	Start a discussion on the following question: - What kind of stereotypes related to gender do we meet in our everyday lives? Ask participants to brainstorm together in the group and write down their answers on post-it notes. The participants place the post-it notes on flipcharts for overview. The facilitator opens a discussion about the different stereotypes that participants mentioned, but remember that in the last part, the outcome will be discussed further. Tell the participants that we will connect the results later.
35'	Stereotypes in media: Divide participants into smaller groups of 3-4 people, sitting around a table. Place newspapers and journals on the table. The facilitator asks the participants to take one journal/newspaper each and go through it with a focus on the following question: - Which words/pictures are used to define humans regarding their gender? The idea is to collect adjectives and descriptions, as well as portraits. Participants rip the page out that address this and cut it into smaller messages. The participants in the different groups summarize their findings by clustering the different descriptions and pictures into one bigger picture on a flipchart with glue, create a poster. Bring back the journal to the group as well.

	<u>Discuss the results:</u> The facilitator asks the different groups to gather again as one big group. The posters by the different groups are put up on the wall for everyone to see. The facilitator starts with noticing what the journal looks like - how many pages have been ripped out approximately? Ask the following questions (or other) and also summarizes the answers What kind of picture was created by the social media? Did you find any keywords in the media? Do you agree on the picture that has been created? For who is it a positive picture? For who is it a negative picture? What could be changed? How can we create a change? Close the session by a short sum up orally and linking:
	Part 3: Challenging stereotypes The facilitator starts by saying something like: A good starting point when reflecting on things is through your own understanding and interpretation of words and the world. Therefore, to be able to see the world from another perspective, you need to have alternatives on how to do so. We are going to refer back to the different stereotypes that you brought up during Part 1 of this session. As a facilitator, go back to Part 1, use the different stereotypes the participants have met in their everyday lives that are on the flip charts. Choose a few that you consider being appropriate for the objectives of the session. Lead the discussion of them in relation to the following questions; What are the underlying assumptions about the subject? What kind of behaviour is being accepted by the statements? If we change the subject into someone else, what happens? Does it change anything? (man/woman/lesbian/gay/trans/queer etc)
	Debriefing: Summarising and learning experience The facilitator summarizes Part 3 and the discussion (everyone is sitting in a group). The facilitator summarises the tasks that has been done in the different parts of the session by going through the agenda and what the discussions have been about: - We talked about the definitions of gender, stereotypes, sexual orientation, and you shared what kinds of stereotypes we are meeting in our everyday lives.

- Thereafter, we were divided into groups and started to look at how the media is portraying different gender roles, what words that are being used, what the picture looks like and what they entail.
- After that we discussed the picture that is being created and how it impacts us
- We then talked about the stereotypes we meet in society, and how we can challenge them, and what happens when changing the subject of an action into something else.

The facilitator checks the environment in the group to ensure a safe space, and thereafter ask every participant to orally share with the group; what am I proud to have done? (ex. I shared this, I was engaging, I have started to be more open minded).

Thank all participants for sharing.

Hand out post-it notes and pens to all participants.

Ask every participant to write down on a small note for themselves; what do I take with me? What have I learnt?

Since it should be only for yourself, there is no need to share it with the group.

Thank everyone for their participation during the session, and I hope to see you again.

III. Guide of Best Practices

1. Participation scholarships 🌿🏠

Description: Opening a possibility for people to apply for a scholarship to attend some of our events free of charge.

Resources needed: Sometimes you might need some extra funding for the scholarship, when the budget is too tight to afford it. There are several ways to collect funds: sponsors, grants, higher fee for other people, crowdfunding, etc. There is often a way to find financial support from local governments or private companies and foundations that allow some budget for such good causes.

Groups: People with low incomes, from rural areas, students with a student loan.

Outcome: People that cannot afford to attend the projects but have strong motivation now have a chance to attend events. Therefore, this results in an expansion of the target audience attending the event, broadening its diversity.

Benefits: We are inclusive financially, more open towards broad participation in our events. It gives this "we're doing something incredible" moments, when we see someone really motivated got a chance to attend our projects. It also empowers our brand. On the other hand, it allows more people to attend our events and benefit from it.

Action Plan:

1. STEP 1 (1 day) - whenever you design a project, calculate the budget including 20% of people attending without paying for it.
2. STEP 2 (1 day) - include information about the scholarship in your PR campaign, on website, facebook event etc. Make it visible.

Categories: Encouraging diverse people to PARTICIPATE in projects

Barriers: First, it is an environmental barrier of low incomes. It can also be an organisational barriers when sometimes, organisations are not willing to take additional effort to make it happen.

Overcoming barriers: Regarding the organisational barrier above mentioned, presenting the benefits (greater diversity; empowering of the organisation; broadening of the public attending the events; giving the organisation more credibility and outreach) of such an approach should convince the head of the organisation.

2. Travel fund

Description: The general idea of the practice is to give the possibility to elected representatives from our organisation, at national or international level, who would not have the financial means to attend international statutory meetings to apply for a travel fund and to get reimbursed for part or all of their travel expenses to attend such meetings. According to the resources you have, you can adapt the amount to be reimbursed, going from a certain percentage of reimbursement and/or a maximum amount to a total reimbursement of the costs. You can also decide to adapt the refund according to the need of people. For instance, you can offer a 100% reimbursement to representatives from countries with few local sections.

Resources needed: A few volunteers (the Coordinating Team) to go through the application and allocate the funds, at least one person (the treasurer or financial assistant) to take care of the money transfers, clear rules. Also need for a budget. As was mentioned earlier, there are several ways to collect funds: sponsors, grants, higher fee for other people, crowdfunding, etc. There is often a way to find financial support from local governments or private companies and foundations that allow some budget for such good causes.

Groups: Representatives your organisation who do not have the financial means to cover the travel costs to attend international statutory meetings.

Outcome: The purpose of the practice is to make it possible to more representatives to attend international statutory meetings despite the costs associated with travelling to the places where the meetings are held. This helps ensure a regular attendance and representation of members from everywhere at statutory meetings.

Benefits: More country and committee representatives have the possibility to attend statutory meetings, to represent their countries or committees, to contribute, to learn and to bring back information acquired first-hand to their countries.

Action Plan:

1. Step 1 (60 to 30 days before the meeting) - The volunteers who need financial support and are eligible for the travel fund submit an application.
2. Step 2 (29 to 24 days before the meeting) - The Coordinating Team of the event goes through the applications and takes care of the travel fund allocation based on established rules.
3. Step 3 (after the meeting) - The volunteers submit the necessary documents and are then refunded. The Treasurer is responsible for reimbursing the applicants.

Categories: Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Environmental; organisational: organisations do not always offer financial support to attend their international meetings, because of a lack of resources or sometimes because it is not realising the obstacle travel costs can represent.

Overcoming barriers: Other barriers are the limiting statutory requirements. Only volunteers with specific positions in the organisation are allowed to apply for the travel fund. Although the desire to extend this travel fund to other positions has already been expressed, limited budget has so far made it impossible to make this practice substantially more inclusive.

3. Fair Fee

Description: Make a fair fee system for our statutory events. Meaning people can donate and other people can ask for money. Especially there should be no check or criteria to ask for money, since our association does not have national borders so we should not categorize people because of their nationality or any other criteria.

Resources needed: Collaboration with European Board of the organisation. One IT person. In total, team of 3 people.

Groups: People with limited amount of money.

Outcome: More people are able to join our general assembly, especially people with limited budget.

Benefits: More people with different background are involved in our decision making process.

Action Plan:

1. Get in touch with CD, especially the Financial director.
2. Finding a small team to implement it.
3. Make a proposal at our general assembly about it.

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation. Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Environmental

Overcoming barriers: First, the board will have to be convinced. That can be done by explaining how that will not cost money to the organisation since the funds will come from donations. Showing them the advantages of having more people being able to attend the statutory events (better representation). Then, a campaign will have to be done to encourage members to donate and to support other members with financial difficulties. The importance of solidarity has to be underlined and explained. Charity events can also be organised.

4. Fighting financial inequalities 🌿🏠

Description: This guideline shall be used by local organisations' decisional instances to increase events' financial accessibility.

Groups: People with little financial resources

Barriers: Environmental; Organisational: organisations can sometimes have high fees to attend their events (seminars, conferences, social events) without providing financial support; empeding young people to take part.

Outcome: People can attend our events regardless of their financial situation

Benefits: More attendance and more representativity of socio-economic reality

Action plan :

STEP 1 : Look at the situation of your organisation : what do your members need to pay ?



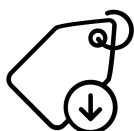
The goal : having a reflection on how much it really costs to take part in your organisation's activities.

How to do it :

- **survey your members** (ask them if they did not attend some of your events in the past because of financial reasons)
- **analyse the prices of all your events and activities.** How many free events did you organise ? How expensive was the bar where you organised your last meeting ? Members should brainstorm and try to chase every cost, be it hidden or not, to every event and action.

STEP 2 : Diminish the cost to attend the events of your organisation

- **...Diminish the entry price of your events**



The problem : all members of your association do not have the same ressources to attend your events.

Solution 1 : Propose people to contribute as much as they feel with an **open price**. This is an easy way to decrease barriers to join events, while ultimately maintaining the amount of income : people who cannot contribute much do not have to, while in general people who can, contribute more than they would have if forced.

Solution 2 : create a **differentiated pricing policy**, for example between students and young professionals.

- ...Organise events in non-profit venues



The problem : the renting of rooms for your events can be expensive, and thus increase entry costs.

The solution : try to find **cheaper** or **free places** to use. For example : universities, public libraries, local authorities or non-profit organisations, social cafés.

- ...Chase grants and sponsors.



The problem : some associations do not have enough resources to take in charge some of the cost of their events, and thus have to make members pay attendance fees.

The solution : sources of funding can be found in the **local public authorities** (cities, regions, ministries) that allocate **grants** to youth organisations. Try to reach these resources, so you can decrease what you need to charge participants for attendance.

STEP 3 : Imagine solutions to help the most vulnerable members

Even after putting the efforts in reducing event budgets, there might be times when you need to ask members for attendance fees - and this can be a huge barrier in the face of the most vulnerable.

- ... **Create a solidarity fund for seminar attendance.**



The problem : Seminar attendance (travel and accommodation fees) are reimbursed most of the time BUT participants often have to book their own tickets and advance some of the money.

The solution : Create a solidarity fund that can be used by your most vulnerable members to pay for their travel costs, in case they cannot afford to advance the money. This solution could certainly be created on the national level of the association.

The money of this fund could be supplied by private sponsorship, fundraising activities (for example, tombola, bingo, casino night, cookies sales...) or even building on your alumni for crowdfunding.

5. Desiderium

Description: As youth organisations, we tend to focus on youngsters. However, it is important to also include from time to time other age groups. For instance, kids are the young people of tomorrow. By organising events including them, they might more likely to join the organisation later. Also, it is important to empower them and make them understand the importance of getting involved in society, whatever the background. My ideal practice is helping children and older group of people that are not in society yet or they are not so much important part of it anymore. That can be done in many ways: cooking workshop where elderly are sharing recipes with children; watching a historical movie together and sharing their points of view and impression after it; board games; etc.

Resources needed: a big classroom, a public venue, a solidarity center.

Groups: Youngsters, teens, middle-aged ones and old ones

Outcome: All group of people will be participating in social life, trying to make it better and easier for all of us.

Benefits: Learning from each other and breaking all the possible barriers around us.

Action Plan:

1. Step 1 is to see if there will be some organisation that is willing to do that kind of events
2. Step 2 is to do the talkings and try to find some people that are interested in participating in it. As target age groups are not really on social media, it is important to promote the event through other means. By distributing flyers to primary schools and retirement houses o the area for instance.
3. Step 4 organise it and do it

Barriers: Attitudinal

6. Broadening the target audience 🏠

Description: Include in our events and, consequently, in our membership more people from a different socio-economic background.

Resources needed: A motivated project manager who will organise the project in partnership with the rest of the members of the association.

Groups: It will include more young people that are not necessarily at the university, young people that are more from immigration background, or far from politics in general.

Outcome: Bringing a broader audience to our events and activities would allow the association to be more representative of the society as a whole.

Benefits: Therefore, it would make the association more legitimate, as it would better represent the youth. It will also bring new ideas and point of view. Both, the organisation and its old and new members could benefit from it, broadening their perspectives, learning from one another.

Action Plan:

1. STEP 1 (2 weeks): Identify institutions, organisations or places that could be our partner in order to attract these new profiles. For instance, a partnership with an association for the defence of minorities or a citizen initiative supporting and helping migrants. Get in touch with them and offer to collaborate on a common project.
2. STEP 2 (3 weeks): Contact and meet the institution in order to build the collaboration. Name responsables from both sides; Discuss the timeline of the project and set deadlines; brainstorm about venues; discuss the budget; etc.
3. STEP 3 (4 months): Launching of the project + monitoring.

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation.

Barriers: Organisations can sometimes look dedicated to a certain kind of people presenting common characteristics. By changing such image, we want to tackle here an organisational barrier.

7. Anyone is welcome

Description: the idea is to make members aware of their own bias and barriers when recruiting new members

Resources needed: a metric filled with target groups that are missing inside the association

Groups: All groups that are underrepresented in the target organisation (minorities, LGBTQ, females, etc.)

Barriers: Attitudinal

Outcome: to approach a big diversity of people while recruiting

Benefits: Broadening the membership of the organisation, being inclusive.

Action Plan:

1. Preparation
 - Discuss among your members the lacks of target groups in term of membership
 - Set up a recruiting team
2. Implementation
 - Make a self assessment of the groups already included in the association
 - Discuss about the outcomes of the assessment and lead your members to self reflect on how, during recruitment, it is common to keep approaching people that are similar to us and are targeted because they look like the prototype of a member of the association.
 - Encourage them to look for and consider a variety of people that they are not used to consider > people that are different to them in different aspects.
 - Together set a common goal that will be a big achievement for the association; try to reach the diversity of people you are looking for
3. Analysing the results: after the recruitment days, make the self assessment again and see how many of the target groups that you set your members reached.

Categories: target groups that are usually not considered because of internal barriers (not higher educated people, people with different study backgrounds, people coming from different cities/countries, people with different interests, people with different economic backgrounds people with disabilities, foreigners)

Barriers: attitudinal

Overcoming barriers: an environmental barrier could happen if the goal is to reach people who are not permanently living in your own city. The recruitment days can be organized with the same strategy in other cities, or during other kind of events organized out of the city.

8. Cooperation among organisations



Description: The aim is to organize activities and events in collaboration with another association. Members of both NGO's will get the chance to get closer with each other, exchange ideas and practices, get exposed to a different way of working and thinking and discard habituation practices. Through the cooperation of the NGO's, innovative ideas will be created and help both the organization to evolve. In the long term this collaboration will create a network of more active volunteers.

Resources needed: Depends on the event (financial and human resources, materials etc)

Groups: Students from different fields of study, People from different background (not necessarily students, financial backgrounds, LGBTQ community, both sexes etc), People with special needs and disabilities. We reach them thanks to other networks focussing on such target groups.

Outcome: Our main purposes are to attract new members from diverse groups and at the same time create a better networking system between the associations.

Benefits:

- recruitment of more members
- inclusion of more diverse groups
- create a better volunteering network
- promote movement within the association
- promote better communication practices and design thinking

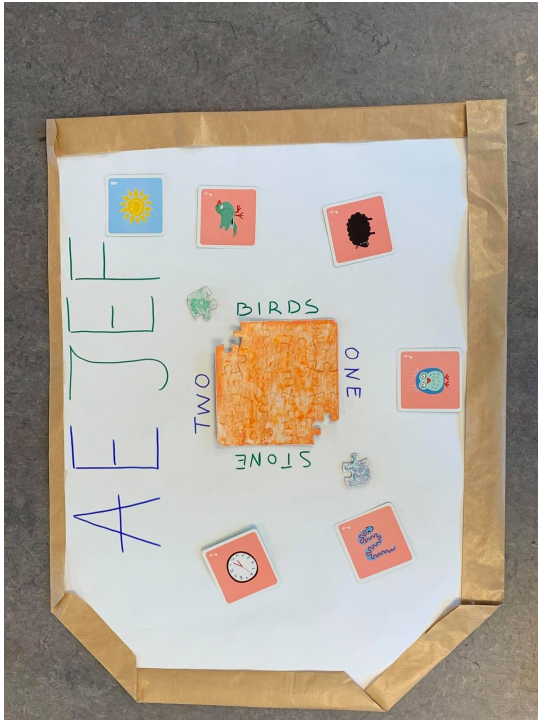
Action Plan:

1. STEP 1: research to find the best association match to cooperate * See example below
2. STEP 2: get in touch and present the idea of the collaboration
3. STEP 3: create a team including members from both associations
4. STEP 4: create icebreaking and then bonding games
5. STEP 5: start organizing common events/activities/workshops on inclusion (example gender imbalance)

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation., Encouraging diverse people to BECOME members running

the organisation., Encouraging diverse MEMBERS to engage more in the organisational work.

Example: Project “AEJEF”; A collaboration between the sections of AEGEE and JEF in Athens. We will organize activities on inclusion in local institutions such as vocational upper secondary schools (such institutions usually include a diverse group of students).



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9. Bring remote areas closer

Description: Having events in distant parts of the country to spread awareness of our organization and promote it among minorities. The idea is that most of the minorities living in Bulgaria are situated in smaller parts of the countries and information rarely reaches them. The second part of the practice is attending minority organized events and (when possible) stand together on common ideas and beliefs. This in a way gives them a feeling of closure and makes more of them more likely to join the organization.

Resources needed: Event organization outside of the main city of operations.

Groups: Minority groups and people from removed areas.

Outcome: Make minorities feel welcomed in the organisation; broadening the reach of the organisation.

Benefits: Being more inclusive, broadening the membership of the organisation. Removed area can also sometimes be cheaper places to organise events.

Action Plan:

Organise events in the smaller country areas, involve minorities in the events, spread awareness of common values and goals (European values, minority rights etc), make the minorities feel welcomed in the organization and thus be more inclusive.

For more organisational convenience, it is preferable to have a contact on site who knows the place and can help with the logistics.

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation. Encouraging diverse people to BECOME members running the organisation.

Barriers: Environmental: Geography can be an obstacle as some areas can be poorly served by public transport. For financial and time reasons, it is not always possible for young people to travel to attend events happening in cities. Consequently, such events are inadvertently intended for a certain elite living in cities or having the means to get to the urban centres.

Overcoming barriers: This can be overcome by organising events in other parts of a country, not only in the biggest cities but in more removed area.

10. Pop the Bubble! 🏠👤

Description: In some organisation, members tend to have a similar profile (same fields of studies for instance). This practice aims at diversifying recruitment and events within an organisation by focussing on the interests and activities of members other than their engagement in the organisation.

Resources needed: It depends on the chosen activity.

Groups: Students and young professionals whose educational background is not yet represented by members of the organisation.

Outcome: Increasing young people's implication and participation in the organisation that have a different educational background than the one currently represented by the members (political sciences/law/economic sciences).

Benefits:

1. For the organisation

- It can (finally) claim that they represent the interests of a more diversified European Youth
- more diversified input on a later stage in their policy and lobbying work

2. For members

- opportunity to combine multiple interests within their organisation's events.
- gain knowledge in foreign disciplines
- personal boost to launch an event or activity outside of your comfort zone

Action Plan:

1. STEP 1: FIND AN IDEA BY USING THE EXISTING POTENTIAL

1.1 Identifying potential other event-topics by analysing interests and activities of current members besides their involvement in the organisation or European affairs.

EXAMPLE: I am studying political sciences, therefore my main activity field corresponds to a typical *JEfer* background. Though, I am also interested in Rock music, I like all sort of biscuits, I play basketball and I follow the newest developments in modern technologies.

1.2 Combining "out of the organisation" interests with the organisation's activities.

EXAMPLES:

- European Rock music festival;
- European biscuit tasting;

- Basketball competition between teams from different countries;
- Exhibition on new innovations and modern technologies that were created in Europe or by European companies.

2. STEP 2: PREPARE YOUR EVENT/ACTIVITY

2.1 Getting other members to support you! When talking about a topic, a sport discipline or another type of interest, members that are not familiar with it might struggle to identify themselves with the idea. Therefore make sure you help them to understand the idea and the benefits. Show them for example a visualisation of your idea, a video, pictures, or existing similar initiatives.

EXAMPLES:

- Make them listen to European Rock music from different countries or show them videos of existing European Rock music festivals
- Let them try biscuits from European countries
- Show pictures of the modern technologies you could exhibit or of a similar exhibition.

2.2 Getting extra support outside your section

- Get out of your comfort zone - try to make research on your own! ;)
- Contact other members (Facebook group or the communication channel you use the more in the network) to ask for advice or previous experience.
- Ask your friends or family
- Contact organisations or associations that are specialised in the

area

EXAMPLES (for the Exhibition on new innovations and modern technologies)

- Parents that are engineers might help for finding experts
- Call your local museum and ask if they have been already doing something similar
- Contact the technological/arts faculty student union and ask if there are students that are motivated to help

3. STEP 3: PROMOTE YOUR EVENT/ACTIVITY

Promote the event by making publicity for the right target group and at the right place. Apply a more focussed approach with the traditional

promotion methods and aim at people and places that are related to the event's topic.

EXAMPLES (for the Exhibition on new innovations and modern technologies)

- Leave flyers in a museum, an arts/engineering faculty, a social-cultural centre, theatres, libraries, cinemas
- Digital promotion in arts-/engineering facebook groups

4. STEP 4: SUCCEED DURING THE EVENT IN RECRUITING

Make your target group actually join and feel welcome in the organisation.

EXAMPLES:

- Beneficial prices for the event for members
- Internal competition (as a game where the best gets a free beer) between current members to convince the most participants to join the organisation.
- Promote that you want to continue the events/activities in future but that you will need the help and input of the new people; so that the potential members feel that they can contribute to something they are interested in by joining and integrating in the organisation.

Categories:

Encouraging diverse people to PARTICIPATE in activities of the organisation.

Encouraging diverse people to BECOME members running the organisation.

Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Attitudinal, Organisational

Overcoming barriers: It helps to gain a more broad and innovative approach when planning new events and activities. Also, it helps to overcome to choose topics that are not appealing for people with a "Euro-/JEF-bubble" background.

11. Braille 🌿🏠

Description: The project is to print posters with information about events in Braille. The idea is that students who are blind or visually impaired should be able to receive the information, and the idea is also to raise awareness about visual-impairment in general.

Resources needed: 3D printer, knowledge about the Braille alphabet.

Groups: Students who are blind or visually impaired

Outcome: Inclusion for students who are blind but also as a seeing students, to showcase a more inclusive way of communication

Benefits: It showcases Inclusion on a general level and it's a rather easy thing to do

Action Plan:

1. Think about an event to organise
2. Create an event description and have it translated to braille (<https://www.brailletranslator.org/> or someone who knows it).
3. Create posters for the event
4. Use a software to create 3D model
5. Print the posters
6. Make sure the posters are ok in accordance to the Braille alphabet
7. Put up at the university. On the one hand it will raise awareness about blindness among sighted people. On the other hand, reach out to visually impaired so that they know that there are posters in braille. Go also to associations of blind and visually impaired people.

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation. Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Environmental (blindness); Organisational, as organisations do not always take into consideration people visually impaired.

Overcoming barriers: This can be one step, but there is also need for event descriptions that can be read out loud, have pictures with added text. Communication managers need to know more about how to use existing resources for this.

12. My organisation is closer than you think

Description: The headquarters of organisations are often located in cities or town centers. There are students and young people who study in those cities but do not live there and commute from their hometown everyday. Others may even live further away, where the organisation is not present at all. The idea is to allow also people in these conditions to get engaged in the association or get to know about it.

Resources needed: In the first case there are no particular skills needed. Logistically some members who have the possibility should give their availability to host someone overnight. Usually a form to fill in is required.

In the second case, a promotion team is organized. Someone takes care of the contacts with other universities, someone create promo material to post online or share before and during the event. Someone is in charge of logistics. Usually is someone who gives availability of his/her car in order to facilitate the transportation of logistic material.

Groups: People from "rural areas"; not students, not students yet or students in other cities or who do not live on the spot.

Outcome: Include people who do not live permanently in the cities where the organisation is based in the work and activities of the association.

Benefits: Broadening the scope of our members

Action Plan:

It is frequent in our associations to have a meeting among members followed by a social gathering. For people who do not live in the city and who need to travel back to their hometown, it can be hard to attend such meetings or stay till the end because of transports. But there are solutions. First, those meetings and social events should be held mostly on Fridays (so there are no lessons the day after) and public transports sometimes run later. It can also be easier to stay if the next day is off. Then, starting in the afternoon to allow everybody to join without any transport problem. Finally, we can offer the possibility to host members who want to stay until the end and don't have accommodation in the city (through the above mentioned form).

On the other hand, it is hard to reach people who are living far from where the organisation is based. Nevertheless, those people who study and live in other cities, can also be interested in joining the association.

The practice includes taking contact first with students representative organisations in other University in order to organize promotion days on the spot.

Set an available date and place and ask for help to share the info about the event in their groups and sometimes also print some flyers. We can decide to organize a small conference if possible, or an info desk in the corridors. Also, when local

training or other events are held outside of the usual geographic area, make sure that some time is saved to organise a meeting with the young people of the town in order to explain who we are, what we do, and encouraging them to join.

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation, Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Environmental: people cannot travel to the city where the organisation is based.

Overcoming barriers: Promoting the organisation's event not only in our city and university, but reaching out outside of the usual circle. Ensure that our events are held on days and times when public transport is running. If not, offer the possibility to stay overnight or organise transport.

13. Talk to me!

Description: Not everybody speaks English and in this kind of associations (about European and extra european mobility) where the majority of the activities are held in English, this creates a barrier.

People should be able to communicate without any problem with each other, be free to share their thoughts and culture.

If somebody wants to take an active part in our organisations but does not speak English, inclusion and the further Integration cannot take place.

Resources needed: Patience, interest in others, motivation in helping the others, language skills

Groups: The foreigners, people who do not speak English.

Outcome: The outcome of this practice would allow to break the linguistic barriers. Consequently, intercultural integration will happen, as well as the growth of the antenna.

Not only that, it makes also possible to learn from each other, collaborating with other antennas and expansion of European connections

Benefits: This participation and effort from both sides creates a stronger bond between members, gives everyone the chance to be an active part and more ideas can circulate in the group

Action Plan:

1. Free courses that are open for everybody held by other members who are multilingual (cost 0€ because there is no teacher needed and there would be no fee to pay to take part in it) in English and the language of the local.
2. Find a translator (or more) that voluntarily offers to “work” for this purpose and helps the foreigner with the speaking.

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation., Encouraging diverse people to BECOME members running the organisation., Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Attitudinal

14. Talk to me! (II)

Description: Make our organisation's website more accessible/inclusive by translating the content.

Resources needed: Persons with knowledge of the language.

Persons with the right knowledge of websites/IT.

Human Resources to translate and conduct surveys and analyses.

Groups: For all persons who do not speak the language in which the organisation's website was written.

Outcome: To allow more people to access information about our organisation and event allowing more people to receive the information.

Benefits: On the one hand, this will make the organisation more inclusive. On the other hand, the organisation will gain visibility among an unusual audience and will therefore broaden its target audience and have a bigger impact.

Action Plan:

1. We choose the team who is going to create the first survey to understand the needs of the general target group
2. Choose a specific target group
3. Survey about the needs of the specific target group
4. Analyse the survey and choose the languages to work with
5. Translate text on the website to one of the languages (main one based on the survey)
6. Feedback on the usage of the translated website
7. Ask ourselves if we need translate more information. If yes, do so.

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation., Encouraging diverse people to BECOME members running the organisation., Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Organisational, Language barrier

15. A broader membership

Description: Unfortunately our organisations recruit members mostly in universities. Consequently, people with no access to university rarely have the chance to be our members. To change that, we need to get at first visibility and afterwards a comfortable and welcoming environment.

Resources needed: PR and HR, Internet, research, budget, flyers

Groups: Uneducated or graduated people

Outcome: To include people that do not attend university in our NGO, being more inclusive.

Benefits: Get more members in the organisation and have more diverse Local level

Action Plan:

1. Step 1 : At first we shall do a research of how we can present our NGO the best way possible. Afterwards we will try to communicate with the local authorities in order to support us. There are plenty of ways to get support but that depends on how the local authorities want to help. (ex. financially, give you better facilities, giving you visibility etc..)
We can also get visibility by using the in Social media (*facebook etc*) or with flyers in the streets. We shall do a research on that as well. (for example what streets shall we use, a good recommendation are the streets in the center of the city or in libraries). Those posters or images on social media should have phrases with meaning like “discover new cultures” or “Travel and learn”, in general thing that represents our organisation and trigger the interest of those who read them. The background should be neutral and to do not offend any belief.
After we succeed to and get the interest of those people we will have to include those people in our organisation.
2. Step 2: We shall ask them what the would like to do and using that information we will explain them what are the possibilities that they can have in our organisation by doing things that they like.

Categories: Encouraging diverse people to become members to the organization.

Barriers: Environmental, Economical (not enough money for education)

Overcoming barriers: We can overcome the barriers by using internet for visibility, something that is almost free and it is not necessary to by a student to use it.

16. Local empowerment

Description: Reaching out to NEETs (Not in Education, Employment or Training) thanks to events organised in collaboration with your organisation and youth centers or other association that is working with NEETs.

Resources needed: We will need a coordinator, trainers, facilities and the support of the local authorities.

Groups: NEETS

Outcome: Building bridges between organisations and NEETS. On the one hand that will give learning opportunities to NEETS while broadening our membership and promoting our cause outside of the usual circle.

Benefits: NEETS people will gain knowledge. Our organisation will gain social reputation and some of them might like to join us.

Action Plan:

1. STEP 1: We will contact with the local authorities to give us contacts and facilities.
2. STEP 2: We will invite NEETS to an free informal event, aiming at gathering people together. We will explain what we do, the goal of the organisation. It will be a friendly atmosphere with snacks and drinks. Some ice-breaking games can be organised. The aim is really to have people talking to one another.
3. STEP 3: For the people interested, we will organise non formal session to educate NEETS about european politics, human rights etc .

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation., Encouraging diverse people to BECOME members running the organisation.

Barriers: Attitudinal; organisational: we do not always go to NEETs, as is it not the usual target group. Often, the recruitment process happens in universities.

Overcoming barriers: We have to overcome geographical barriers and go out of our comfort zone when recruiting members. Our projects can interest anyone, as long as we make them accessible. Keep in mind to explain even what seems totally natural for you. Do not expect anyone to know what seems “basic” to you.

17. Abilities outweigh disabilities

Description: We invited two people with disabilities to speak about their experiences, the problems they faced through their lives and how they confronted them

Resources needed: People who are really interested and care about social problems, materials for the simulation of senses, room with whiteboard and projector, coffee break and lunch.

Groups: people with disabilities

Outcome: We were aiming to help our members to have the chance to meet and have a conversation with these people. Also through simulation games we wanted to help our members to feel comfortable and understand that being in this situation doesn't exclude you from the society.

Benefits: First of all the event helped our members to understand the real problems that people with disabilities face on a daily basis. Second the organisation gain a social reputation. Third the Paralympic athlete inspired us and gave us the idea for the next event

Action Plan:

1. Step 1. Find the right place for the event
2. Step 2. Invite the guests
3. Step 3. Create a Facebook event
4. Step 4. Create a structure of the event
5. Step 5. Confirmed the people who are coming
6. Step 6. The day of the event!

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation., Encouraging diverse people to BECOME members running the organisation., Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Attitudinal. Disability can frighten people and make them uncomfortable.

Overcoming barriers: In every problem there is a solution. Sometimes it's not easy to find it. So, in our event we had the problem of finding the paralympic athlete. There is no number of him in Google and the athletic association didn't want to give his number because of the GDPR. But, in the end we found his number and he was more than excited to come and speak to our event. Remember, it is a small small world! For sure you know someone who knows someone who know someone who has an interesting experience to share and would be happy to do so. Do not lose faith!

18. A Special Visit

Description: We will go to youth center for people with disabilities and interact with the children through games, and various other activities depending on what the people from the group visiting feel comfortable doing (sport, story telling, clown show, board games, learning songs, playing music, teaching a foreign language, etc.) but keeping in mind that they will have to be flexible and adapt according to the kids' capacities/disabilities. Depending on the means and how this is done, we can also bring them gifts. On the one hand, it will empower those kids, showing them that we are interested in them, that they are important. That they can learn from us but that we can also learn a lot from them. On the other hand, it is a great way to show that we should not be afraid or feel uncomfortable in regard to people with disabilities.

Resources needed: A coordinator that will take care of carrying out the project. Moreover, depending on what is decided, we need to find the proper gifts for the children and youngsters, depending on the age.

Groups: People with disabilities.

Outcome: We want those children too feel included and create wonderful memories.

Benefits: Our organization will gain a social reputation and more people who want to be active in the society will join.

Action Plan:

1. (2 months before) Get in touch with a youth center from the surroundings and explain them your project. You may want to meet with them to organise your coming.
2. If needed, collect/make presents. Find sponsors or sources of fundings. Ask around you, people tend to store many toys, books, etc. that they do not use anymore.
3. (1 month before) Registration. Promote your event around you: flyers, make an event on social media and share it and make a list of the people willing to participate.
4. (2 weeks before) Think of activities you want to do with the kids.
5. (day of the event) Get the participants from the meeting point and go to the center. Carry out the planned activities, keeping in mind to adapt to the kids.

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation., Encouraging diverse people to BECOME members running

the organisation. Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Attitudinal. Sometimes one can feel awkward when facing disabled people, does dare to look at/talk to or approach them. Consequently the latter feel set apart. However, disabilities should not be an obstacle to social inclusion.

Overcoming barriers: By sharing good times with one another, participants will see that there is nothing to be afraid of while kids will feel considered. Moreover, we will be giving the example. The overcome of the barriers will come with the quality time between children and the participants.

19. Spectrum

Description: Inclusion of LGBTQ Community

Creating an affirming and inclusive environment where no one is judged about their sexual orientation and feel accepted. Socialising LGBTQ people through events, activities and workshops. Inviting the LGBTQ Community to events of the organisation. In that way we are shortening the barrier between the organization and the community.

Resources needed: Financial and human resources, materials

Groups: The people from LGBTQ Community

Outcome: First, we will be raising awareness about the LGBTQ community. Then, it will shorten the barrier between the organization and the community. Finally, it will give opportunities in participating.

Benefits: Understanding of Diversity and Fluidity of Expression; Maintaining a Non-Judgmental Attitude; Creating an Environment of Accountability.

Action Plan:

1. Contacting the LGBTQ Community Center (Ex: in Bulgaria). Taking the email data of the people in the community in order to send them invitations and information.
2. Inviting the LGBTQ community to events hosted by the organisation.
3. Creating non formal / formal events about the understanding the cultural context of their lives. (Ex: universities, city halls, work places, conference)
4. Creating Workshops (Ex: They will be mainly focused on non-judgemental behaviour and procedures with different socially inclusion games)

Barriers: Attitudinal

Overcoming barriers: Respecting and helping each other, Listening and observing, non-judgemental attitude, Practices with accountability, Examine the culture and language, showing them support for the topics that are important to them.

This is very sensitive topic so I will find a lot of obstacles on my way to implement this practise. But I really believe that this event will help the members of my organisation. Just an obstacle will not stop me from implementing

20. Dare to speak up

Description: Sometimes, although they are present, some people do not dare to speak or share their ideas during events. They are afraid to be judged, fear to look stupid. We believe that every single person should be able to feel safe and encouraged to speak out. Therefore, we need to empower and help whoever feels the need.

Resources needed: Trainers

Groups: People who are shy and with no confidence to share their ideas.

Outcome: People feel more confident to participating actively in activities and people get more motivated.

Benefits: More input from more various people.

Action Plan:

Small groups for workshops, try to balance the group, trying to understand their needs, Try to make informal communication

Categories: Encouraging diverse people to PARTICIPATE in activities of the organisation.

Barriers: Attitudinal. Not enough room is given to more quiet personalities. Most of the time, we listen to the people who speak up, thinking that the others just do not have anything to say, without thinking that maybe they do not dare to speak.

Overcoming barriers: It is important to be aware of that and to create a safe space where everyone will feel comfortable speaking (smaller groups, trainings, etc.). Also there are some organizational barriers, more trainings where people can learn and practice.

21. Empow'her

Description: Empowering women into running for decision-making positions via networking, campaigning and pushing for statutory change.

Resources needed: Communications, leadership

Groups: Women

Outcome: Change in statutory rule.

At least 50% of decision-making positions are filled in by girls

Benefits: Increased representativity potentially leading to female empowerment in the long term.

Action Plan:

1. **Set up the creation of a women network.** As organisations should be seeking long-term organisational and attitudinal change, female leaders are encouraged to set up a network to share best practices in female empowerment, to campaign at all levels of decision making and to give informal structure to sisterhood. In any case, this network should become a key actor of change.
2. **Raise awareness/campaign** amongst members and leadership is key, as organisations will likely be needing their consent to push for statutory change. The network is recommended to campaign top leaders via :
 - collecting data on female leadership (how many female leaders are there in your organisation? What kind of position do they hold? What barriers do they face when reaching out to top positions?...). These data can be used to build argumentary ;
 - spotlighting female leaders in communication. Facebook, Instagram, Newsletters can be used to share the stories of female leaders ;
 - delivering public speaking and media training to women, encouraging self-confidence with positive thinking and self affirmation ;
 - raising awareness amongst top leaders (male or female) of the barriers women face
3. **Encourage girls into running for decision-making positions.** When given visibility in the organisation, the network shall be able to spot the next generation of women leaders amongst the organisation's members and build a safe space for peer-to-peer empowerment. Safe space building can be delivered via :
 - Organising women-only networking events (breakfasts, after works... all kinds of social events really). Those events are imagined as opportunities for women to share their testimonies and experiences, encourage collective support and assistance, get inspiration from already female leaders (physical safe spaces);

- Creating support forums and groups on social media to enable women in reaching out at distance (digital safe spaces);
4. **Affirmative action.** When possible, statutory change is recommended to reinforce the network's campaigning. Two actions are recommended :
- Write it in the organisation's statutes that 50% of leadership positions should be filled in by girls. As this would need formal consent through GA vote, the change would need campaigning from female empowerment advocates.
 - Advertise that "women, people from minorities and people with disability are strongly encouraged to apply" to decision making positions (similar to the UN).

Categories: Encouraging diverse people to BECOME members running the organisation. Encouraging diverse MEMBERS to engage more in the organisational work.

Barriers: Attitudinal, Organisational. Studies have shed light on the number and importance of barriers preventing women from running for decision-making positions : lack of opportunities for promotions, lack of current leadership's willingness to address the issue, absence of recognition of the existence of the challenges, under expectations/evaluations of women's successes on leadership positions and other stereotypes. The underrepresentation of women in decision-making position, in turn, becomes a barrier to next-generation female leadership as there are fewer examples of thriving women leaders. The vicious circle needs to be broken.

22. Facilitators Exchange 🏠

Description: Have exchange of experienced inclusion facilitators between different organizations. If a local/national branch of an organization wants to start something new on inclusion, but does not have an experienced member to facilitate the process or cannot find the desired practices in already issued guidelines, an external facilitator or one from a different branch of the same organization can be invited. The desired result will be an idea of the organization, the invited person will facilitate the organization members reaching that goal by facilitating their working process without intervening in the desired outcome itself.

Resources needed: Good cooperation between organizations and desire of the organizations themselves to be more inclusive.

Groups: Organization members.

Outcome: Help more branches of our organizations work closely on inclusion, even if they do not have experienced members inside them.

Benefits: It will stimulate both inclusion and exchange between organizations.

Action Plan:

A Google form has to be created and spread among NGOs, collecting the data of such facilitators. The document will constitute a database accessible to all, allowing organisation interested in having a training, workshop or session on this topic to easily find people with some experience in that field.

They agree on a desired goal and get a facilitator from a different branch/organization to help them create an action plan to tackle the issue and reach the desired goal.

Barriers: Organisational

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