

toolkit

**INCLUSIVE
YOUTHWORK**

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**INTRODUCTION
AND ABOUT THE
PROJECT**

ABOUT THE TOPICS COVERED IN TOOLKIT:

- Expanded concept of inclusion and special needs.
- Difference between integration and inclusion, benefits and costs in theory and practice
- Value system behind inclusion - phenomenon connection with values and accountability.
- Values of youth workers and connection between their values and actions in practice.
- Addressing the needs of the target group, contact making and inclusive youth work methods.
- Youth worker role and self-assessment.
- Extras, such as handouts, realities by countries, best inclusive youth work practices, resources.

ABOUT THE POSSIBILITIES OF HOW TO USE THIS TOOLKIT:

- As a whole training program including supportive methods + learning outcomes and assessment.
- Individual methods for trainings / workshops targeted to youth workers.
- Individual methods for youth workers to use with target group - youngsters

ABOUT THE PROJECT:

Inclusive Youth Work is Erasmus+ Key Action 2 Strategic Partnerships project.

Project is initiative of 4 organisations from 4 different countries to join forces for one main objective of building capacities of participating organisations in improving and innovating inclusion of youngsters with disabilities through fostering specific competences among youth workers.

THE PROJECT OBJECTIVES:

- To empower youth workers by providing methodology and trainings in topic of inclusive youth work.
- Creation and development of training module about inclusive youth work in 5 languages based on current best experiences of the partner organisations reflecting country reality.
- To rise awareness about social inclusion and youth with a disabilities and establish new approaches of youth work by integrating social work, non-formal learning and youth work.
- Creating international social network of inclusive youth workers to support their every-day work.

PROJECT PARTNERS:

ARMAVIR DEVELOPMENT CENTER (ARMENIA)



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TARTU NOORSOOTÖ KESKUS (ESTONIA)



IN ORDER TO REACH ABOVE MENTIONED GOAL AND OBJECTIVES, FOLLOWING ACTIVITIES WERE IMPLEMENTED:

- Local activities in national working group to settle the ground for initial planning and assessing current needs, expectations and fears to be discussed during the 1st Transnational project meeting.
- 1st transnational project meeting with an aim to coordinate the project activities and create the most effective grounds for most effective cooperation. Implemented in Tartu March 2019.
- Then study visit followed in May 2019 with an aim to share and learn the example of Armenian reality of cooperation of different youth centers and projects that foster inclusive youth work without financial support of municipality or government.
- 5-day seminar in Georgia Kutaisi October 2019 aimed to create training module “Inclusive youth work” based on partners’ experiences, study visits and involved specialists.
- Winter 2019/2020 took place online meetings aimed to form and design training module in order to finalize the first version.
- February 2020 - 5 days training course “Inclusive youth workers” was conducted for youth workers who are working in youth center/projects to develop their competences and knowledge for including youngsters with and without disabilities to their everyday youth work in centers/projects. Training course and its online continuous learning activities aimed to build capacities of organisation through enhancing the competences of their youth workers. Summer 2020 was focused to practice period of TC participants and formulating manual final version
- Final transnational meeting gathered contact person for evaluation process, finalizing the module after the gained feedback/practice, sharing of the results and discussing follow-up dissemination strategies.
- “Sharing the Outcomes” events in order reach as wide audience as possible. Project results were shared with youth workers, state institutions, universities, schools, NGO workers, social workers, NGO leaders as an important added value for the project.

SUPPORTIVE METHODS

As mentioned in the introduction of this toolkit, there are many ways to conduct the sessions in this manual. Initially, the program in this handbook was intended to be conducted with one training group over a period of one week. However, when conducting a week-long training, attention must also be paid to supportive activities than just addressing the topic. Therefore, this chapter of the toolkit provides different methods for facilitator in order to support the group and its processes during the period of the training.

The chapter consists of three parts:

- To Begin With;
- During the Process;
- To Finish With.

It is important to emphasize that the implementation of the supporting activities creates the conditions for addressing the topic.

0.1. TO BEGIN WITH

This chapter lists the methods that are suitable for starting the training process. The following methods are used to create contact in a group, discover each others potential to learn from each other, get to know the learning objectives and the learning process of the training, set individual learning goals and create a comfortable learning environment. Conducting an introductory session is important to tune the group to the training process.

The learning outcomes of this session are following:

Learner...

... connects with the group and facilitators.

... understands the structure and learning outcomes of the learning process that is about to begin.

... formulates individual learning goals.

Needed resources (including handouts for participants):

- Individual notebooks for all participants
- Equipment required for presentation

0.1.1. CREATING CONTACT

Following methods can be used in the group to get to know each other. When talking about inclusion, creating contact is essential. Therefore, training about inclusion should definitely include methods for building contact inside the group and with facilitator.

0.1.1.1. COLLECTING NAMES

This method supports the establishment of contact between the participants and getting to know each other's names. It can be also used as an energizer during sessions.

The task of the participants is to move around the room after facilitators alert and ask for the names of three people whose names they did not know before. In other words, participants have to collect three new names. Those who have collected three names may return to their seats and once everybody is seated select some participants from whom you ask about the collected names.

0.1.1.2. WHAT QUESTIONS DO YOU HAVE?

Group is seated in one big circle. It is common for facilitators or trainers to introduce themselves in the beginning of the training. As this program supports the ability of participants to be accountable, the facilitators are not going to introduce themselves unless participants actually take ownership and ask them to do so. Thus, the facilitator explains that participants now have the opportunity to ask questions from facilitator that interest them before going to the training.

There are only two rules considering the process:

All questions are allowed & silence is also an answer.

The facilitator's role is to acknowledge the initiative of the questioners. In order to support the process, it is helpful for the facilitator to indicate in the answer to some questions why he / she is conducting this training and how the topic is related to his/her own. In this way, trust can be built in the participants. The second rule about the silence can be applied when the participants' questions are so personal that the facilitator chooses not to answer them. For the facilitator this process gives information about the group.

Variation: the method can also be conducted in such a way that questions can be asked to all members of the group. Both rules will still apply. This way participants can also start interacting with each other as well.



0.1.1.3. SENDING NAMES

- Through the implementation of this method, real contact between
- the participants is provoked, which is essential because the whole
- training is built on communicative and collaborative learning.
- For this process, first ask participants so stand up in a circle.



- The first variation of the process is about sending one's own name.
- Facilitator will be first to start and makes eye-contact with someone
- in the circle. It is important to emphasize that mutual eye contact is needed
- so that the process can continue. Once the eye contact is achieved, the task is to send your
- name to that person. To send a name, you must say your name clearly, while making a
- hand-sending gesture. The one receiving the name must catch it and then it's time for that
- person to make eye contact with someone to send their name. The process continues until
- everybody in the group has sent their name to some.

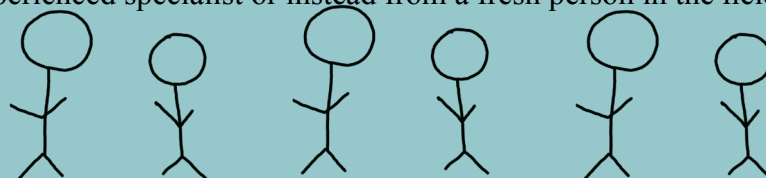
- The second variation of the process is about sending someone else's name. The rest of
- the process remains the same, but instead of sending your own name you have to send
- the name of the person you have reached eye contact with. That means that everyone
- will catch their own name. Once everyone has caught their own name the process ends.

0.1.1.4. LINE UP AND POTENTIAL

Ask participants to line up based on different criterias. Different ways can be used. Some examples:

- By First/Middle/Last Name
- By height
- Hours of sleep per night
- Birth date (January-December)

Last criteria for line up should be years of experience in the youth field. This is necessary, because this is the introduction to the second part of the exercise. When participants have lined up based on their years of experience then the task is to sit in a circle so that the order of the participants remains the same. Then each participant can say 2-3 sentences about their own experience and professional role. The facilitator could emphasize to the participants that this is an opportunity to notice and hear what potential we have in this group. Sharing about our background creates the preconditions for participants to take the initiative and ask about something they are interested in from someone who is already an experienced specialist or instead from a fresh person in the field.



0.1.2. DIVING IN THE LEARNING PROCESS

0.1.2.1. TRAINING PROCESS INTRO

Facilitator makes presentation about the process of the training to introduce and emphasize the following aspects:

- Vision of the training - Trust, Creativity, Awareness, Curiosity
- Building trust, inspiring creativity, creating awareness and arousing curiosity in participants.
- Target group: People who are working with youngsters consciously.
- Goal: Training program based on experiential learning and to build self-confidence and awareness on inclusive youth work.

Four parts:

1. CONNECTING - starting from where you are, who you are and how are you linked with the topic and with others
2. EXTENDING - reaching out towards new realizations, gaining new knowledge
3. CHALLENGING - thinking beyond the scene and comfort zone
4. ACTING - transferring learning, follow-up, self-assessment

Learning objectives:

- Learner explains the connection between his or her own values and actions in practice.
- Learner uses methods to map the needs of the target group and describes the needs based on that.
- Learner describes and uses methods to create contact and include target group (with and without disabilities)
- Learner assesses outcomes of their actions based on feedback from the target group.

Learner in the centre of the process during the whole training – you are the creators of your own experience!

Daily routines:

- morning focus to set intention for the day
- moments for reflection during the day
- day-end closing to share doubts, questions, insights, feedback

0.1.2.2. INDIVIDUAL LEARNING GOAL SETTING

After introducing the learning outcomes of the program and before addressing the topic, participants should be given the opportunity to set individual learning goals for

themselves. Based on adult learning principles (by M. Knowles) adults are self-directed and relevancy oriented. Therefore, setting individual learning goals supports a self-directed learning process and the creation of individually meaningful learning moments.

Thus, the next task is for participants to take 10 minutes to write down in their notebooks the personal learning goals they want to achieve. This is an individual process and there is no limited amount of learning goals fixed.

As an added bonus, participants could also write down how they commit to their learning objectives and what they do to be involved in the training. It might be useful to leave the exercise as the last task of the session, because then those who want to take longer can continue until needed and those who finish earlier can already go for a coffee break.

0.2. DURING THE PROCESS

This chapter lists the methods that are suitable for conducting during or between the other sessions. The following methods are used for setting focus and reflecting on learning and supporting the group processes.

The learning outcomes of conducting these methods between or during the training are following:

Learner...

... self-directs his or her learning process.

... reflects on his or her own learning.

Needed resources (including handouts for participants):

- Individual notebooks for all participants
- Various writing and drawing supplies and papers
- Stickers
- Tape or tack
- Handout 1



0.2.1. HOLDING SPACE FOR LEARNING

0.2.1.1. MORNING FOCUS

Morning focus is a morning routine for the group to sit together and set up the day. It builds connection and trust inside the group. Activity starts when all participants are sitting/standing in a circle.

Facilitator gives instructions *“This is a new moment in time. You have never experienced this moment before. You are here. Choose to be here. Today ... (gives a brief overview about the upcoming day and agenda). In a moment I am going to ask you to close your eyes and think about the intention you want to set for yourself for today. When you have it, then you can open your eyes again. Close your eyes now.”*

Learners will find and express personal intention for the day based on an upcoming agenda to set focus and induce conscious behaviour for the training day. Facilitator holds space until each member of the group has opened their eyes.

Morning focus ends with an open sharing circle. After all the participants have shared their intention for today, the facilitator sums up the morning focus using the following words: *“Keep that intention in mind during the day.”*

To create routine, it is important to stick to a consistent wording.

0.2.1.2. PROCESS DIARY

The process diary is for the participants to individually understand and analyse the learning process. After the morning focus is time for learners to grab their notebooks and for 10 minutes reflect on two following questions:

- How did I experience myself during yesterday?
- What have I realised?

The role of the facilitator is to emphasize to the participants that they should write as much as they can think of during those ten minutes, and if they don't seem to remember anything else, they would take a moment to think more as something else might come to mind. It is a known principle from the brainstorming process - after the pause or break more ideas will come to our minds.

0.2.1.3. OPEN SHARING

Open sharing means that all participants gather in one circle and the facilitator keeps space for the participants to share their learning and insights with others and to ask questions. The method can be used after any other method for reflection. It is important to draw the participants' attention to the fact that much can be learned from other shares.

Jokingly, it can also be said that keeping one's insights to oneself is selfish, because then some important learning place may be missed by others.

The facilitator is responsible for providing a safe space for sharing for all participants. So, if a participant starts to interfere with another story, the facilitator has to intervene and give the floor back to the one who was sharing. After that, of course, the person who intervened before should also be allowed to share.

It's important to mention that the facilitator cannot be discouraged when breaks occur. Holding the silence is very important, and it is the silence that creates the space for more participants to take responsibility and share. Encouraging participants to share can also be supported by creating a friendly eye contact and smiling.

0.2.14. DAY-END CLOSING

Day-end closing is a daily ritual for the group to sit together and close the day.

Activity starts when all participants are sitting/standing in a circle. Facilitator gives instructions: "It's time to close the day together. The space is open for all of you to share anything - doubts, questions, insights, feedback, gratitude. Whatever there is for you to share in order to close the day, it is now time for it."

Like described before above (0.2.1.3.), the facilitator should hold the space for open sharing.

When sharing round ends, the facilitator gives the last instruction: "We will now close the day, so everyone will share one thought or a feeling you have right now."

One by one everyone will share and then the facilitator says thanks for sharing and says: "The day is closed." To create routine, it is important to stick to a consistent wording.

0.2.15. GRATITUDE CIRCLE

Gratitude Circle is similar to open sharing with the difference that gratitude will be shared. Anyone in the circle can appreciate anyone else in the group. Gratitude can be a powerful transformative tool. It can be used many times during the program as it highlights success experiences and creates greater trust and a sense of community in the group.

Make sure it is clear that sharing gratitude is not mandatory. Forced gratitude can be counterproductive. For this reason, it's important to go popcorn style and that people can go more than once.

0.2.1.6. JOURNEY SO FAR

Journey so far is a visualisation exercise for reflecting on the process. This method is suitable for use in the middle of the process or on the penultimate day of the training. The idea of this exercise is to perceive the big picture of the whole process and to reflect on your learning experience in a creative way.

This is an individual task, done in silence. Task is to draw the process of what you have experienced so far in this training. 20-30 minutes is needed for this. The facilitator could draw the participants' attention to the fact that their own notebook will help them to recall the process.

After the exercise, participants gather up with their buddies (Buddy process is described 0.2.2.1.) and share with their buddies what they visualized. Also after that open sharing is possible.

0.2.1.7. ON THE BRIDGE

Facilitator divides Handout 1 for each participant and the task is to take 10 minutes for reflecting on your individual learning goals. Task is to colour three figures on the picture:

- where you were in the beginning
- where are you now
- where you want to be in the journey towards reaching your learning goals.

Second step is to analyse what else do you need in order to reach your goals and what can you do yourself towards reaching your goals. Open sharing can follow.

0.2.1.8. UNANSWERED QUESTIONS

The following activity is intended to be used in the second half of the training so that participants can raise questions that they still have unanswered on this topic. First step is to figure out the question they have and then formulate it in a legible letter on paper. For example, A5 paper is suitable.

Next, all the questions posed are posted on the wall so that all participants can see and read them. It is up to the participants to choose from the questions what they think it is important to focus on before the end of the training. Each participant will be given three stickers to vote. Each participant can choose to place their three stickers on different questions or all three stickers on the same question if only one seems important.

After the following process facilitators receive input from participants' questions. continue the work.

It is useful to group similar questions and select, for example, four main questions to continue the work

Next, there can be a discussion in the format of a participatory café, where there are four tables in the room with different questions and the participants are free to move between the tables and discuss the issue with other participants. Activity should end with presentations on each question followed by open sharing to emphasize the results of the discussion.



0.2.2. WAYS FOR DIVIDING GROUP

0.2.2.1. BUDDY PROCESS

This is a mingling process. Ask participants to stand up and form a circle. The next step is for everyone to have a look at who is standing in this circle and then close their eyes. Upon the facilitator's signal, participants must open their eyes and choose someone to look into the eye. If the person you are looking at also looks at you, then you have to leave the circle together. Those who did not achieve eye contact remain in the circle and close their eyes again. Same process continues until the whole group is paired up. There might be one trio also, if the total number of participants is odd. After forming pairs, give them time at the end of the budding process to get to know each other and share how they would like to be supported by their partner.

Pairs created through the buddy process can be supportive of each other throughout the training process, and participants can work with their buddy during different pair work. As an additional tip, the principle can also be used that if someone is not present at the beginning of the training session, his or her buddy could determine that his or her absence is justified.



0.2.2.2. COMMON GROUND GROUPS

- When it is needed to create smaller groups there is a possibility to divide groups based on their common ground. For this there are different criterias which can be used, depending on which is the most appropriate and supportive for the following method.
 - Possible common features for grouping:
 - **Groups by nationality, "country groups".**Important help if there are participants in the group who do not speak a common language due to the language barrier. When discussing in their country groups, participants can use their national language and express themselves freely.
 - **Groups by institution or position.**
- Supports deeper discussions as a common understanding is ensured, because people work in a joint organization or because of the same position.

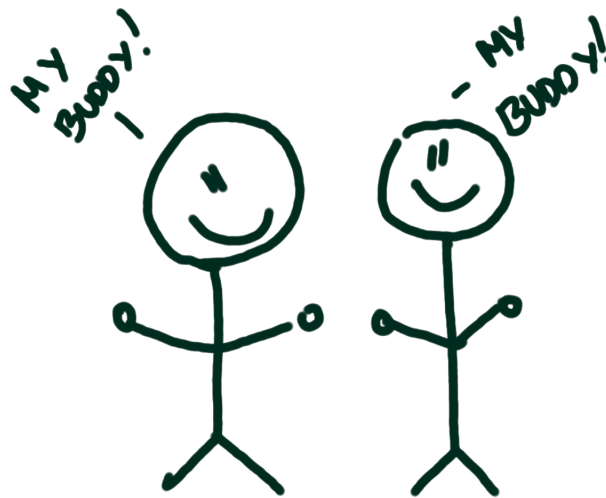
0.2.2.3. MIXED GROUPS

There are different ways to create mixed groups. One possibility is to have the participants form their own groups.

If you need to create mixed groups, one way to do that is to line up participants in groups with common features like mentioned above and then count them in new groups.

If it is important that participants with different experiences form groups, participants can be lined up according to how many years of experience they have in the field and then counted into new groups.

Mixed groups can also be created using different creative methods. For example, hand participants papers/candies of different colors/flavor and participants of the same color/flavor form one group.



0.3. TO FINISH WITH

This chapter lists the methods that are suitable for wrapping up and finishing the training process. The following methods are used for reflecting on learning and the possibilities for applying what has been learned, to recognize each other, to end the process and for evaluation.

The learning outcomes of conducting these methods to finish the training are following:

Learner...

... reflects on his or her own learning.

... celebrates his or her successes and learning moments.

Needed resources (including handouts for participants):

- Envelopes
- Papers and pencils
- Paper medals
- Speaker

0.3.1. LEARNING PROCESS WRAP UP

0.3.1.1. TIMELINE

For the last day the facilitator visualizes the whole learning process on flip-chart papers and hangs up in the training room. Then the facilitator briefly goes through the whole process, emphasizing the most important key points in the process. It is then up to the participants to select the five most important and meaningful learning moments from the whole process and to highlight them with stickers. Participants talk about their meaningful learning moments one by one in an order they create themselves.

0.3.2. COMPLETION OF THE JOINT JOURNEY

0.3.2.1. WHAT ARE YOU GOING TO MISS?

Ask participants to pair up with their buddy and reflect on the things that they are going to miss after this training will be over. At least 10 minutes will be needed for discussion and after that the group gathers back in the big circle. Next, tell participants that we will list the most important aspects on the flipchart. Every pair should share something, and the task of the facilitator is to write what has been said on the flipchart, whereas in case of repeated things the facilitator draws a line under what has already been said. Thus, those things that are repeated several times are underlined by the corresponding number.

Before the second part facilitator reads out loud everything participants brought up and asks from them: *If you are going to miss these things, aren't you already taking a victim role in this matter?* The aim of the other part of the exercise is to point out how the participants themselves have a responsibility to create the things they could miss into their own lives. Facilitator should emphasize the victim-accountable module (session 1.1.) Next, the facilitator turns around all the points outlined, giving examples of what the participants could do so that they would not miss these things.

Example, if participants brought out that they will miss these people, then the facilitator could point out that there are different ways to keep in touch also after the training.

After going through the whole list there is an option to let participants discuss again in the same pair about the aspects they could implement, so that they will not sit in victim role and miss but take accountability. Another option is to have an open sharing circle to reflect on the insights participants had during the process.

0.3.2.2. INSPIRATION ENVELOPES

During the last day inspiration envelopes activity could be used. The facilitator explains that during the last day you will be able to let each other know if someone has inspired you in any way during this training. You can use envelopes for this, where you can, but do not have to write more than a thank you to the person who inspired you. Envelopes can be delivered throughout the day. When receiving an envelope from someone, the person does not necessarily have to give the envelope in return.

0.3.2.2. MEDALLION CEREMONY

The medal ceremony is a little more festive than usual to complete the training process. In the preparation process, all participants are first asked what is the one song that has inspired them. The facilitator's task is to compile a playlist of all these songs before the medal ceremony. One song for each participant.

A place that has not been used for the training so far could be chosen for the ceremony. For example, in a park near a place. The joint gathering will take place in the training room, where a paper medal and a pen will be distributed to each participant. The facilitator explains that now the whole group moves together in silence where the ceremony takes place and that each participant on the journey has to figure out what they would give the medal to themselves.

When the group arrives, the facilitator explains that now your songs will start playing one by one. When you hear your own song, let it sound a little so that others can guess whose song it might be. Then when you are ready, stand up and share with others what you are giving yourself a medal for. The ceremony ends when everyone has been awarded a medal.

0.3.3. TRAINING EVALUATION

0.3.3.1. HAND

To give feedback on the training, all participants will receive an A4 paper on which they must draw their handprint first. The facilitator then explains that each finger has its own meaning, which the participants provide feedback on:

- Thumb - what was good?
- Index finger - what do you want to highlight?
- Middle finger - what could have been better?
- Fourth finger - what was especially valuable for you?
- Little finger - what was missing?

Each participant can complete their page individually, taking as much time as necessary. Feedback is anonymous.



0.3.3.2. PROCESS EVALUATION

Process evaluation based on non-formal learning quality indicators lets participants to reflect and assess the training process in frames of non-formal education. Scale from 0-10 in one option for assessment in frames of 0 being “no, not at all” and 10 being “yes, completely”. It is important to give enough time and space for participants to reflect on each indicator. This can be done, for example, as an on-line questionnaire to also compile statistics.

Indicator 1. The assessed needs of participants and their values were translated into objectives.

Explanation: This indicator is looking at the needs of the participants and it considers whether their needs were included in the objectives of the training course. It is to ensure that the training course was relevant to the needs of the participants.

Indicator 2. The methodology selected was suitable for the learning process.

Explanation: This indicator is looking at methodology selected for the program considering the learning process, participants prior experiences, special needs and well-being.

Indicator 3. The necessary resources were available.

Explanation: This indicator is looking at needed resources, both human and material.

Indicator 4. Resources were used in a sustainable, cost effective and responsible way.

Explanation: This indicator is looking at the usage of resources, both human and material.

Indicator 5. Facilitators had the necessary competences and they were prepared.

Explanation: This indicator is looking at the involved facilitators in means of whether they had relevant skills, competences and how they delivered.

Indicator 6. The communication between all actors was managed effectively.

Explanation: This indicator is looking at communication and methods for communication before, during and after the training course.

Indicator 7. Participants influenced their own learning process.

Explanation: This indicator is looking at the opportunities for the participants to reflect on and influence their own learning process.

- **Indicator 8.** Participants understood their learning outcomes and were able to transfer them.
- Explanation: This indicator is looking at the participants awareness of their own learning and means of transferring onto personal and professional life.
-
- **Indicator 9.** All actors were involved in the evaluation process.
- Explanation: This indicator is looking at the training course evaluation process and the parties involved.
-
- **Extra indicator 10.** Open space to share any other thoughts, comments, emotions, opinions about the process of the training course.
-
- Adapted by Lättemägi, E. (2019) based on Porcaro, G. (2013). Quality Assurance of Non-formal Education: A framework for youth organizations. European Youth Forum: Belgium.

0.3.3.3. LEARNING OUTCOMES EVALUATION

The assessment of the achievement of the learning outcomes of the training takes place through self-assessment and this can be done, for example, as an online questionnaire to also compile statistics.

The following learning outcomes should be assessed by participants according to their cognition. Scale from 0-10 in one option for assessment in frames of 0 being “no, not at all” and 10 being “yes, completely”.

As a result of participating in the training course I feel...

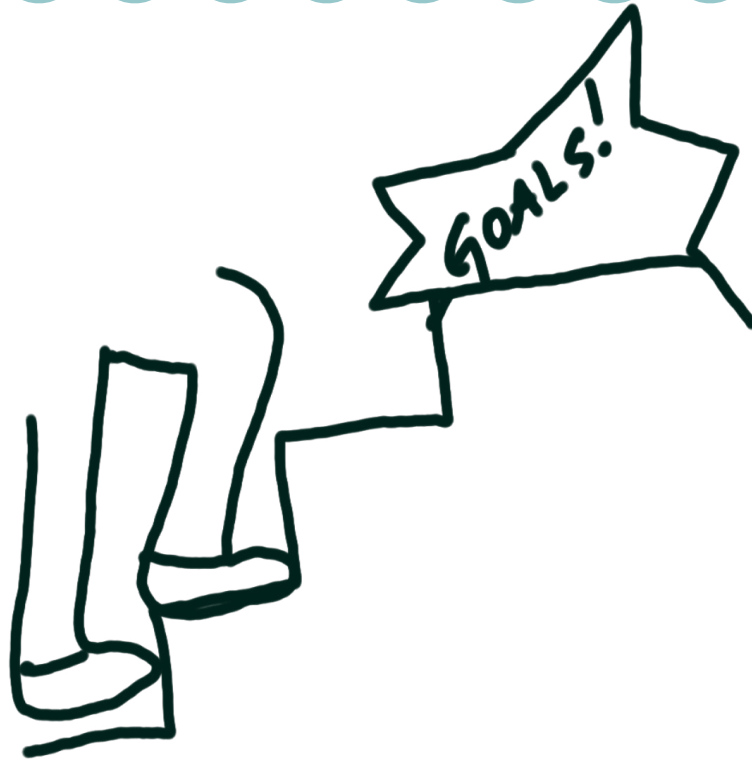
- ... I am more connected with my values.
- ... I understand the connection between my values and actions in my work better.
- ... I can address the needs of the target group better.
- ... I can create contact with the target group better.
- ... I am more confident when working with youngsters with special needs.
- ... I am more aware about inclusive youth work.
- ... I am inspired to work inclusively with youngsters who have special needs.

Following questions open up important aspects for assessing the achievement of learning outcomes:

- After the training what aspects of your work were significantly influenced by the training and how? In other words what did you do differently/better than you would do before the training?

- Reflection of your own personal learning goals - what learning goals you set for yourself and which ones you achieved?
- What were the most meaningful learning moments for you in the training and why?

Open space to share any other thoughts, comments, emotions, opinions about the learning process and its outcomes finishes the learning outcomes assessment process.



0.3.3.4. PROGNOSTIC ASSESSMENT

- The prognostic assessment can be done, for example, as an online questionnaire to also compile statistics.
- Following questions open up important aspects for prognostic assessment.
 - Your values are your vision and based on them you have set goal(s) for yourself. Describe your next steps towards reaching your goal(s).
 - What are your next steps towards reaching your goals?
 - What are the concrete changes, adjustments and improvements do you plan to implement as a result of the training course?
 - What kind of support do you need in order to reach your goals and from where can you?
- Open space to share any other thoughts, comments, emotions, opinions about participants prognostic future plans finishes the prognostic assessment.

INCLUSION

1.1. EXPANDED CONCEPT OF INCLUSION AND SPECIAL NEEDS

This session introduces the topic of inclusion and highlights that we all have our own special needs. An important part of the session is to highlight the importance of accountability.

The learning outcomes of this session are following:

Learner...

- ... reflects on his or her own special needs.
- ... understands that every individual has its own needs.
- ... links accountability to the phenomenon of inclusion.

Needed resources (including handouts for participants):

- Individual notebooks for all participants
- Transparent bowl
- Papers and pencils
- Bottle of water

1.1.1. SPECIAL NEEDS AND INCLUSION

1.1.1.1. WHAT MAKES US SPECIAL?

For the next game, the participants sit in a circle on chairs and one stands in the middle of the circle. The one who is in the middle says something about themselves that applies to them. For example, she is a woman, she has a twin sister, she loves to sing, she likes watermelon, and so on. Everyone to whom this same statement applies will find a new place. There is not enough space for one participant, he stands in the middle of the circle and makes a new statement.

At the end of the game, the facilitator emphasizes that we all have common features but also things that make us special. Are we the same? No, we have some things in common, but we are all unique - we can say special.

1.1.1.2. SPECIAL NEEDS BOWL

First, all participants take eight note papers. The task is to write down on the note paper the special needs and characteristics of ourselves that make us different from the usual norm. For example, I can't eat in silence, I always have to sit in the room so I can see the door. Think about things which are your special needs or behaviours which are not considered normal.

Next choose at least 3 things of the ones you wrote down which are relevant considering the context of this training. One by one say them out loud to the group and put in the bowl.

After all the participants have put theirs in the bowl facilitator emphasis: Look, the bowl is full – because we all have our own special needs. Imagine, if I knew all this before? How hard could it be to design training. When talking about inclusion, it's more a matter of how you work, not with whom, don't you think? What we mean by that – there is no right answers box full of right answers how to take into account all these special needs. There is just the possibility to be open minded and connect before correcting. Because from nothing – we can do everything, as we don't have limitations.

The bowl should stay in the room for the entire training as a symbol and it might be useful to bring it up from time to time.

1.1.1.3. AIR ENERGIZER

Explain to the participants that when activity starts, everybody should stand up and move around. There is only one important rule - every time you need air, you have to touch someone to breathe in. You can then move on until you need air again.

The duration of the activity could be up to 5 minutes, after which the exercise should be reflected on with the group. Questions for reflection could be:

- How did you feel when you needed someone else for breathing?
- What kind of other common needs do we have?
- Whether a similar situation where it is necessary to rely on others may be relevant in a real-life situation?

The main point for this activity is to illustrate that we all have a common need, we all need air to live. The exercise is an introduction to the following exercises, where the focus is on special needs. As an added bonus, this exercise is very useful as an energizer to increase the group's energy level.

1.1.1.4. STORY OF A PARK

Ask participants to close their eyes and share a story with the group about a park:

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

While you were listening, you probably created images of the different people in your head. Now, how many people in the story were black? Did anyone have a disability? Were the kissing couple gay or straight? Was the park guard or the ice-cream vendor male or female?

The point of the story is that we automatically add information that is not there. We tend to assume based on the system and background we come from. This story highlights how simply we assume without realizing it. After hearing the story, it is possible to discuss with the group how the assumptions relate to the inclusion and work of the youth worker.

1.1.1.5. CIRCLE TO SQUARE

The group stands in a circle. Facilitator explains that the group has 5 minutes to form a circle into a triangle with equal sides. Rules are that you cannot open your eyes, but you can talk, and the task is completed, if one of the trainers tells you so.

There is a trick. The group assumes they have to know the right answer when creating the triangle, but they could also ask for help and complete the task easier.

Point to emphasize during reflection: We assume rather than ask for help. Open sharing should follow.

1.1.1.6. VICTIM- ACCOUNTABLE

Facilitator places a bottle of water in the middle of the room and instructs participants with the following words: How thirsty do you feel you are? How thirsty do you want to be? If you are close to the bottle, feel thirsty, the farther you are, the less thirsty you are. Everyone should place themselves where they feel they belong in this matter.

Next step is those you feel are thirsty, please acknowledge and accept reality, take ownership and find a solution to take care of your needs - now if you need to grab some water go for it - let's me back here in 2 minutes.

Secondly the bottle represents the process of the training. How included do you feel in the process of this training? If you feel very included, be closer to the bottle, if not then be farther. Now take a step towards the direction you would like to be. How included do you feel you want to be?

The same as with thirst, even in the case of involvement, the person must be accountable in order to be included. This exercise was an introduction to a module created by Mark Samuel victim accountable module. *

Accountable	Implement solution(s)
	Find solution(s)
	Take ownership
	Acknowledge the reality
Victim	Wait and Hope
	Excuses
	Blame
	Automatic thoughts

For example to illustrate the module: same thing with this training, you can blame trainers, the group, find excuses not to participate, wait and hope it will answer your questions later, or you can acknowledge reality, accept and take ownership and actually be ready to be accountable and influence the process, be involved and included.

*Samuel, M. (2004). *The Power of Personal Accountability: Achieve What Matters to You*.

INTEGRATION AND INCLUSION - BENEFITS AND COSTS

This session focuses on mapping the similarities, differences, benefits and costs of inclusion and integration. By the end of the session, both terms will be defined for the youth worker in the context of his or her work.

The learning outcomes of this session are following:

Learner...

- ... explains differences between inclusion and integration.
- ... reflects on the benefits and costs for both phenomena.

Needed resources (including handouts for participants):

- Individual notebooks for all participants
- Papers and pencils, flipchart papers
- Equipment for presentation

INTEGRATION AND INCLUSION

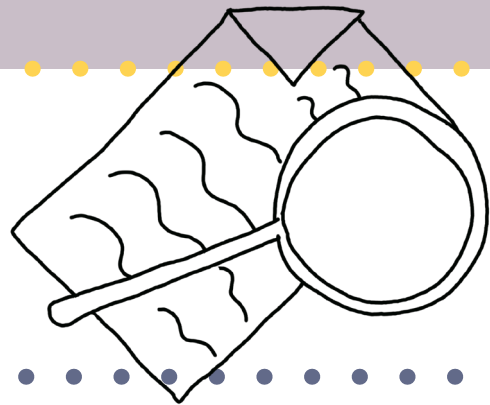
1.2.1.1. RED CAR

Ask participants to close their eyes and imagine a red car. Facilitators should emphasize to the participants that they should remember as accurately as possible what the red car they imagine looks like. When you are able to create the clearest possible image for yourself, open your eyes.

Next step of the process is sharing - one by one the facilitator asks everyone what their red car looks like. Probably the vast majority of participants have different images. The exercise illustrates how two simple words still have such different meanings for everyone. Therefore, we cannot take it for granted that everyone understands things in the same way unless common understanding has been created.

1.2.1.2. DEFINING BASED ON PREVIOUS BACKGROUND

The following method is introductory and thought-provoking. Simply on the basis of their previous knowledge and opinion, the next task for the participants is to define in their notebooks what is inclusion and what is integration. How do you understand these terms? It is important not to share the opinions after defining and simply move on to the next method. These definitions in participants notebooks will be used in the exercise 1.2.1.6.



1.2.1.3. DIFFERENCE BETWEEN

In the next exercise, participants can work in their country-groups and the task is to use the help of the internet to define the words inclusion and integration. It is important that after the discussion, the group is able to make a presentation so that the person who hears these words for the first time understands what is being said.

After the presentations, the trainer should also emphasize the most important points in the presentation so that the definitions are particularly clear to the participants. Following differences should be outlined:

<i>Integration</i>	<i>Inclusion</i>
assumption that there is something wrong that must be fixed in order to fit into the system	belief that we are ALL different, and we ALL can learn and there is nothing about a us that needs to be “fixed” in order to fit into a system
focus on those who have special needs, which are accepted by the system	focus on all
correction before connection	connection before correction

1.2.1.4. GOOD OR BAD - HARD TO SAY

Share a story with the group about a farmer:

“There was once a farmer in a village. One day, his horse ran away. So, the villagers came up to him and said, “That’s bad.” He shrugged his shoulders and said, “Hard to say.” The next day, the horse came back with seven wild horses. So, the villagers came up to him and said, “More horses, that’s good.” He shrugged his shoulders and said, “Hard to say.” A week later, the farmer’s son was riding one of the wild horses and was thrown off it. As a result, he broke his leg. So, the villagers came up to him and said, “That’s bad.” He shrugged his shoulders and said, “Hard to say.” The next week, the king sent word commanding all able men of age to enlist in the army for the upcoming war against a neighbouring kingdom. The farmer’s son wasn’t enlisted as he had a broken leg. Now, the villagers came up to him and said, “That’s good.” He shrugged his shoulders and said, “Hard to say.””

The story illustrates the principle that in the case of inclusion and integration, we rely on the fact that these are different phenomena. It is impossible to tell which one is good or bad as it depends on the aim and the current situation. This story also illustrates the principle on which this training is built. Many things and processes will happen during the training, but it will be up to all participants individually, how they are going to or not going to label things. As one part of the process is to connect with your own values and discover ways for self-assessment, then there might be moments which are challenging or creating doubts. But again – you can put labels or instead take them as learning points in the process. Everything just is – good or bad, hard to say.

1.2.1.5. BENEFITS AND COSTS

The main focus of this session is the distinction between the phenomena of inclusion and integration. These are different terms, and in order to make it clear to the participants that they are for use in different situations, the discussion will then take place in smaller groups.

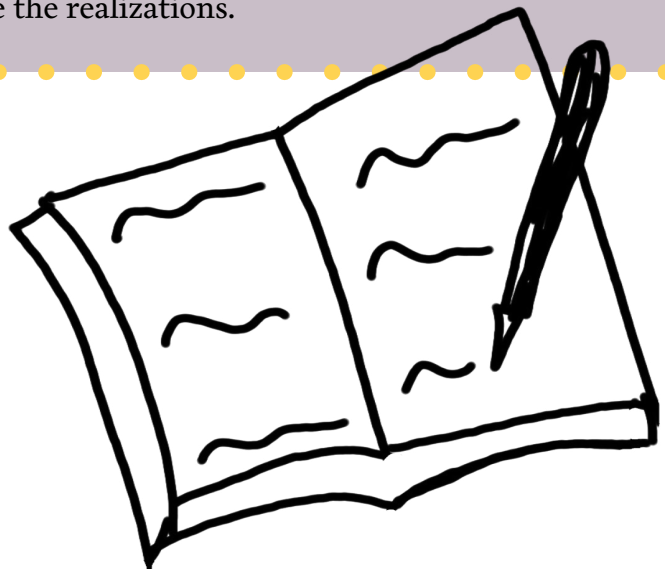
The task is to map the benefits and costs of inclusion and integration in different situations. In other words, in which situation would one or the other approach be more useful. After group work, there is an open sharing to emphasize the difference between these terms and the benefits and costs of both methods.

For example:

	Benefits	Costs
Inclusion	more inclusive and more responsive to everyone's needs	time consuming (connecting takes time)
Integration	enables rapid action, with a focus on the well-being of people with disabilities	contains assumptions (assuming someone needs help)

1.2.1.6. ADAPTING THE DEFINITIONS

This session concludes with a task for participants to adjust the definitions in their notebooks which they wrote down during exercise 1.2.1.2. Adjustments should be made according to what changed or became clearer to them during the session. Open sharing can follow to share the realizations.



VALUES

2.1. VALUE-SYSTEM BEHIND INCLUSION

Values are fundamental guides and prompts to action. Behind each phenomenon is a value-system and inclusion are most importantly seen as putting inclusive values into action.

The learning outcomes of this session are following:

Learner...

- ... identifies the values behind the phenomenon of inclusion.
- ... distinguishes inclusive and exclusive values.
- ... explains ways of putting inclusive values into action.

Needed resources (including handouts for participants):

- Individual notebooks for all participants
- Papers and pencils

2.1.1. MAPPING THE VALUE-SYSTEM BEHIND INCLUSION

2.1.1.1. WHEN YOU FELT INCLUDED?

Ask participants to first take a moment to recall a situation where they felt included. Based on this experience ask participants to answer the following questions into their notebook:

Question:	Explanation:	Example:
When was it and what happened?	The question helps to recall in as much detail as possible the specific situation that represents inclusion	“Prior to one training, my learning needs as a learner were assessed and I felt during the training that the learning process was designed according to my needs.”
What made you feel included?	This question lets to list the different aspects and reasons that made you feel included	“ I felt included due to the following reasons: <ul style="list-style-type: none">• My learning questions were involved in the training program.• I had the opportunity to say my opinions and ask questions.• Shared agreements and friendly atmosphere.• ...”

What values can you notice behind the reasons?	As in the previous question reasons were listed, this question now sets the focus on mapping the values behind these reasons.	<p>“ Behind my listed reasons I notice following values that were put into actions:</p> <ul style="list-style-type: none"> • equality, participation, community, respect non-violence, trust, honesty”
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Ask participants to form pairs and choose who is the questioner and who is the respondent. Questioner asks the questions mentioned above from the respondent. Encourage participants in the role of questioner to also ask the question “What else?” to support opening up the questions. This kind of sharing opens up space for new realisations for the respondent. After all questions are completed, the pair should switch roles. When both sides are done ask participants to discuss in pairs how they experienced themselves during the process and what did they realize about inclusion and values behind it? Final step in the process is to have an open sharing circle with the whole group to map down the values behind inclusion. As a facilitator, visualize the values highlighted during the discussion on a flipchart or whiteboard as it will be needed during the next process.

2.1.1.2. VALUES INSTEAD OF RULES OR AGREEMENTS

It is common to form rules or agreements on training courses to set up a frame for convenient and comfortable working. This method will take a step forward from there. Firstly, instruct the participant to create group rules or agreements for this training if you haven't done so yet during the training. Give 15 minutes for the group to do so. It is important that they visualize or write down these rules or agreements.

Once they are done, gather the group back to the big circle and in the form of an open discussion, find values behind each agreement or rule that carries it.

For example: If participants have written down “no use of cell phones during sessions” then value behind that could be respect, commitment, participation.

During the process of finding the values behind the agreements, the facilitator should visualize the values on the flip chart paper so that at the end of the process, the values that this group will be guided by in the training are written down. It is important to emphasize the impact of value-based behaviour on people and reference may be made to the previous method, where value-based actions created involvement.

2.1.1.3. INCLUSIVE AND EXCLUSIVE VALUES PUT INTO ACTIONS

Before the next process, the group must be divided into smaller groups. There can be up to 3-5 members in one group. Methods for dividing the group can be found under supportive methods (0.2.2. chapter)

After participants have formed smaller groups then instruct them to carry out a brainstorming session in order to map inclusive and exclusive values. It is preferred to visualize the values in the form of a mind map. Therefore, all groups should be provided with paper and some markers. Give participants at least 10 minutes to brainstorm the values.

Some examples of the values that might give participants some directions:

<i>Inclusive values</i>	<i>Exclusive values</i>
equality, equity, participation, community, respect, diversity, sustainability, non-violence, trust, compassion, honesty, courage, joy, love, hope, optimism, tolerance, unity, care, communication, belonging, cooperation	Hierarchy, surveillance, self-interest, compliance, authority, power, negativism, personal fulfilment, achievement, pride

If there is time, mid-term reflection can be carried out in order to share the results of the brainstorm. In case of reflection it might be useful to emphasize how the participants distinguished between these values and on the basis of which they defined them into different categories.

The process continues in smaller groups. Ask participants to now complement the mind map with actions that carry the following values in the context of youth work. For that, give them at least 15 minutes. Encourage participants to name actions from their own practice as this supports building bridges with reality and therefore is more useful for them instead of remaining at an imaginary level.

For example, if they have written down “trust” as an inclusive value then actions carrying out this value in the context of youth work could be:

- ***Encouraging and supporting youth initiative and experiential learning***
- ***Entrusting young people with different tasks***
- ***Believing in youngster and being on their side***

After the brainstorm the group should gather again in the big circle as the final step in this session is to have an open sharing circle with the whole group to sum up the session. It is important to finish with the reflection process to emphasize the learning outcomes of the session and to point out the main focus of the session - inclusion is most importantly seen as putting inclusive values into action. Therefore, facilitator should acknowledge the inclusive actions identified by the participants and guide them to think in the context of their own work.

2.2. YOUTH WORKERS VALUES

Values as foundation of life. They dictate the choices you make and determine the direction that your life takes. Your values will influence your decisions. Therefore, it is essential for youth workers to understand and be connected with their values as core values directly influence youth workers actions in practice in youth work.

The learning outcomes of this session are following:

Learner...

... understands his or her values.

... explains the connection between their values and actions in practice.

Needed resources (including handouts for participants):

Individual notebooks for all participants

Handout 2 - one for each participant

2.2.1. INTRODUCTORY METHODS

2.2.1.1. STORY ABOUT FIXING

Tell the group the following story:

“A scientist sat and worked, when suddenly approached by his 9-year-old son, determined to help him in his work. The scientist, who would rather not be interrupted, tried to ask his son to go somewhere else for a while, but when he saw that he would not, he started looking for something that can keep a child busy. He grabbed and tore a page from a booklet with a world map, cut it into small pieces, and gave it to the child with a roll of duct tape. “Do you like puzzles?” he said, “Take this dismantled world map and see if you can fix it yourself.” He was confident the child would take many days to assemble the map, but soon he heard the voice of the son calling him “Dad, I’m done, I put everything back together.” At first, he did not believe it: “It isn’t possible at the age of nine to reconstruct a map of the world he had never seen before!” He thought.

But he put down his notes, and went to his son, when he was sure he was going to see a mess. To his surprise, the map was perfect, and all the pieces were in place! "How did you DO that??" The scientist asked his son "how did you put the world back together?". "Well, dad," the boy answered, "I don't know the world, but when you tore the page from the magazine, I saw on the other side a picture of a man. When you gave me the world to fix, I tried but couldn't. Then I flipped all the pieces and started to fix the person. And when I fixed the man, I turned it over and saw the world had been fixed as well..."

Explain the connection between the story and the topic - values. Inclusion starts from individuals and ones' values. The first step is to learn about yourself and your own values and discover from which starting point you are working from in means of inclusion. You are a human - so if you know who you are, then you know everything you need to know how to include. No changes can be made in the bigger picture, if the foundation of actions is not clear.

2.2.2. METHODS FOR DISCOVERING VALUE

From the following methods, select the suitable ones for the group to guide them in discovering and connecting with their values. Provide participants with a handout sheet "List of values" (Handout 2) to support the process.

After implementing the following method(s) it is important to take time for reflection. Ask participants to discuss in pairs how they experienced themselves during the process and what did they realize? It is also appropriate to have an open sharing circle with the whole group.

Estimated duration for reflection after value discovering methods: 15-20 minutes

2.2.2.1. WHAT'S MOST IMPORTANT IN YOUR LIFE?

Ask participants to create the list of their core values in their notebooks. Beyond your basic human needs, what must you have in your life to experience fulfilment?

2.2.2.2. PEAK EXPERIENCES

Ask participants to consider a meaningful moment from their life - a peak experience that stands out and to reflect on it in their notebooks. What was happening to you? What was going on? What values were you honouring at this time?

2.2.2.3. SUPPRESSED VALUES

Ask participants to consider a time when you got angry, frustrated, or upset and to reflect on it in their notebooks. What was going on? What were you feeling? Now flip those feelings around. What value is being suppressed?

2.2.2.4. VALUES THROUGH PICTURES

Send participants to a half an hour walk. During the walking there is a task to notice the surroundings and take photos which are reflecting your values in life. Encourage participants to be creative and to set focus on the things which are important in their lives. After a walk, ask participants to divide into groups of four, so that they can share pictures with each other and reflect on the experience in the small groups. Encourage participants to give titles for the photos and explain the connection between the photos and their values.

2.2.2.5. PERSONAL ITEM

For this method participants will need to bring an object that they feel identified with and that has some kind of sentimental value for them. Ask participants to find a convenient space for themselves in the working space and provide them with a handout sheet “Why is this important to me?” (Handout 3). Task is to find out the core value behind the object through an internal monologue. It is important to encourage participants to keep asking questions until the core value is reached.

To explain the process, it is possible to use the following examples:

Example nr 1: Book representing growth

“This book is important to me.”

“Why?”

“Because it gathers all important principles in pedagogy.”

“Why is pedagogy important to me?”

“Because I want teachers to know about how to involve students.”

“Why is involving students important to me?”

“Because then they are learning.”

“Why is learning important to me?”

“Because learning means growth.”

“Is growth my core value then?”

“Yes”

Example nr 2: Toy representing honesty

“This toy is important to me.”

“Why?”

“Because it was a gift from my friends.”

“Why are my friends important to me?”

“Because I can be as I am with them.”

“Why is it important for me to be as I am?”

“Because then I feel I am being honest.”

“Is honesty my core value then?”

“Yes.”

2.2.2.6. SONG

For this method participants will need to choose a song that they feel identified with and that has some kind of sentimental value for them. Ask participants to find a convenient space for themselves in the working space and provide them with a handout sheet “Why is this important to me?” (Handout 3). Task is to find out the core value behind the song through an internal monologue. It is important to encourage participants to keep asking questions until the core value is reached.

To explain the process, it is possible to use the following examples:

Example 1: Song representing freedom

“Why is this song important to me?”

“Because I listened to it a lot during my solo travel.”

“Why is traveling solo important to me?”

“Because when travelling solo I can go and do exactly what I want whenever I want”

“Why is it important to me to be able to go and do exactly what I want whenever I want.”

“Because then I feel freedom.”

“Is freedom my core value then?”

“Yes.”

Example 2: Song representing love

“Why is this song important to me?”

“Because this song was introduced to me by my partner.”

“Why is my partner important to me?”

“Because with him I feel that I am loved, and I am loving.”

“Is love my core value?”

“Yes.”

2.2.3. "BE-DO-HAVE"

2.2.3.1. CONCEPT OF "BE - DO - HAVE"

"Be - Do - Have" is a concept by Zig Ziglar. In the process of growth and development the "Be-Do-Have" concept is based on the realization of who you are (or what you want to be) to determine what you can do and have.

Most of us think we need to "have" a certain thing or set of things (more knowledge, money, love, time, experience, etc.), so that we can finally "do" something important (implement inclusive practices, pursue our passion, start a business, go on vacation, create a relationship, buy a home, etc.), which will then allow us to "be" what we truly want in life (inclusive, peaceful, fulfilled, inspired, generous, in love, etc.). In actuality, it works the other way around.

First we "**be**" what we want (inclusive, peaceful, loving, inspired, abundant, successful, or whatever), then we start "**doing**" things from this state of being - and soon we discover that what we're doing winds up bringing us the things we've always wanted to "**have.**"

HAVE - DO - BE approach is linked to the victim phase.

Example:

"When I HAVE enough time, money and support, then I'll DO the things I've always wanted to, and then I'll BE happy and successful. The problem is I don't HAVE yet. If I had what that person had, I'd certainly be as successful as them, but I don't so I'm not. "

Example 2:

"I have to know how to be inclusive and how to work with people with disabilities, so I can do things correctly and be inclusive, so that means I cannot be inclusive in my work yet."

The victim is always waiting for externals to change before they can move ahead in life. Also, it is about assuming, but the result might not be what you actually wanted.

"BE-DO-HAVE"

BE - DO - HAVE approach is linked to the accountable phase.

Example:

“First we “be” what we want (peaceful, loving, inspired, abundant, successful, or whatever), then we start “doing” things from this state of being – and soon we discover that what we’re doing winds up bringing us the things we’ve always wanted to “have.” “

Example 2:

“I am being inclusive in a way that I don’t need to know right answers, I just need to be human and opened and living from my values, so I’ll do my work in a way that I will ask if I don’t know and accept and take ownership and find solutions, so I will have connection with youngsters who see that I take them as equals. “

Explain the concept of “Be - Do - Have” to learners and encourage discussion on how this concept relates to them.

2.2.3.2. IF I AM BEING ..., THEN I AM DOING ...

Ask participants to find a convenient space for themselves in the working space and provide them with a handout sheet “Be-Do-Have tree” (handout 4). Next step for the learners is to proceed based on the core values that were identified with the previous values discovering methods.

Based on their state of being, in other words based on their core values, the next task is to define what they are going to do in their work from that setpoint.

Explain to the participants that the handout will help them visualize and map the results of this session. They can write their core values on the puzzle pieces that are forming the trunk of the tree and actions based on their values can be written on the branches. Clarify that the results of value-based actions appear later, and then these results can be marked as leaves or fruits of a tree.

Example: “If I am being honest, then I am going to ask for help when my own knowledge is lacking. “ - based on the example “honesty” is written on the puzzle piece on the trunk of the tree and “asking for help” is written on one of the branches.

This method sums up the session and it is important to finish with the reflection process to emphasize the learning outcomes of the session.

**INCLUSIVE
YOUTH WORK**

3.1.1.2. CREATING CONTACT IN PUBLIC SPACE

The task for the participants is first to choose a partner with whom they feel comfortable working together. Then they have to go to a public space to create contact with a stranger there. It is important that the participants monitor their inner feelings - if they feel that they are not ready to make contact today, it is okay. It is important to just go to a public space and realize that what supports making contact or what keeps contacts from creating.

The facilitator may also provide participants with envelopes with supportive information about contact creating inside. In fact, the envelope should contain information that is true, but which does not help the participants so that they realize that they already know everything they need to know to create contact.

Inside envelope could be for example following information about this particular place:

Information for contact creating task

1. The population of ... is
2. Population structure is following males ... and females ...
3. Age distribution:
 - 0-9 years ...
 - 10-19 years ...
 - 20-29 years ...
 - 30-39 years ...
 - 40-49 years ...
 - 50-59 years ...
 - 60-69 years ...
 - 70-79 years ...
 - 80+ years ...
5. Size of possible contact creating area: ... km²
6. If you see a human being in front of you, you have a human being in front of you.
7. If you don't see a human being in front of you, there might be a human being behind or next to you.
8. If you see someone sitting, that means they are not walking.
9. If you see someone who has their eyes open, that means they are awake.
10. If you hear someone speaking, that means they can speak.

Participants should have at least 40 minutes for field exercise. When they return, then another metaphorical card should be selected that represents the feeling at the moment and these should be reflected on in pairs.

3.1.1.3. WHAT IS NEEDED?

Groups of four should be formed from the whole group in order to analyse the experience in depth. The task for the groups is to map, based on their experience, which external and internal aspects supported the establishment of the contact.

After the discussion, the facilitator draws on a flipchart a human figure, and participants can point out from their group discussions what aspects supported them. The facilitator places them either inside the figure if it is an internal factor or outside the figure as an external factor.

Open sharing follows to summarize the factors relevant to establishing contact. The main learning point to emphasize is to remain yourself and authentic, and in this way you already know everything you need to create good contact, because you are also human.

3.2. INCLUSIVE YOUTH WORK METHODS

This session is different from the others as it will provide different kinds of inclusive youth work methods for youth workers. During the training this session can be implemented in various ways:

1. Facilitator introduces and instructs participants to carry out methods selected from chapter 3.2.2.
2. Participants choose methods from chapter 3.2.2. to carry out in the group using method stations exercise (3.2.1.1.)

Both ways the point is that participants analyse methods in the context of their work and for this method 3.2.1.2 could be used.

The learning outcomes of this session are following:

Learner...

... uses methods to create contact and include a target group.

... chooses and adapts methods based on the needs of the target group.

Needed resources (including handouts for participants):

- Individual notebooks for all participants
- Various equipment depending on methods selected from 3.2.2.

3.2.1. WAYS OF LEARNING NEW METHODS

3.2.1.1. METHOD STATIONS

In order to carry out this method, it is important to introduce it in advance so that participants can choose which methods to try.

Depending on the participants' own readiness, the volunteers can try out the methods themselves which are given in the same chapter below. The session can be divided into two or three rounds. First, the methods are carried out by the first 3 volunteers. then a joint discussion takes place, sharing what was experienced. During the second round, the following 3 volunteers can try out their chosen methods. There might also be a third round if there are enough volunteers who want to carry out methods.

Throughout the activity, the rest of the group can choose for themselves which method they want to be involved in. Thus, several methods can be performed simultaneously. Depending on how many rounds there are 6-9 methods could be introduced. After each round should be open sharing.

3.2.1.2. IS THIS FOR ME?

After the previous exercise, participants have time for individual reflection to make sense of what they have experienced. The aim is to answer the question of whether and how I could use the methods I experienced in my work. For example, participants can take notes on how they can adapt the methods to their work. Open sharing should follow to share realisations.

3.2.2. INCLUSIVE YOUTH WORK METHODS

From the CONTENT created in the seminar in Georgia 2019 !!!

3.3. INCLUSION OF PEOPLE WITH DISABILITY

Architectural accessibility for people with disabilities – examples of issues under evaluation.

Architectural accessibility for people with disabilities	Key requirement „++”, important requirement „+”, not important „-”, limited cognitive ability									
	physical disability			sensory disability			Hard of hearing			
Requirements	wheel-chair, mobility scooter	walking stick, crutches, walking balcony	short height	blind	visually impaired	deaf				
OUTSIDE THE BUILDING										
There are lowered curbs at pedestrian crossings leading to the building	++	+	+	+	+	+	+	+	+	+
There are designated parking spaces for people with disability	+	+	+	+	+	+	+	+	+	+
ENTRANCE TO THE BUILDING										
The entrance door has at least 0.9 m width and 2 m high; (max. threshold height is 2 cm.)	++	++	+	+	+	+	+	+	+	+
The glass entrance door is marked in contrast, i.e. it contains color elements stuck to the glass.	+	+	+	+	++	+	+	+	+	++
RECEPTION DESK/INFORMATION POINT										
Reception desk / information desk over a height of 0.9 m is lowered to a height of max. 0.8 m	++	-	++	-	-	-	-	-	-	-
The person sitting at the reception desk / information desk is visible	+	+	+	+	+	++	++	++	++	+

COMMUNICATION ROUTES INSIDE THE BUILDING										
The corridor is min. 1.2 m wide	+	+	+	+	+	+	+	+	+	+
The finishing materials on the floor and stair surface have anti-slip properties	+	+	+	+	+	+	+	+	+	+
Door wings, made of glass, are clearly marked	+	+	+	+	+	++	+	+	+	+
ELEVATOR										
The control panel is equipped with additional markings for the blind and voice information saying on which floor the elevator has stopped	+	+	+	++	++	++	++	+	-	+
The lift has a width of at least 1.1 m and a length of 1.4 m.	++	++	+	+	+	+	+	+	+	+
The elevator doors have a width 0.9 m										
ACCESS TO INFORMATION										
There is a sound alarm system in the building	++	++	++	++	++	++	++	++	-	++
There is a light alarm notification system in the building	++	++	++	++	-	++	++	++	++	++

Table is based on the materials from the project "Administracja centralna na rzecz Konwencji o prawach osób z niepełnosprawnościami. Monitoring wdrażania.", More information about the project: <https://www.pzg.org.pl/projekty/monitoring-o-projekcie>

3.3.1. EDUCATING ABOUT DISABILITY

This session is focused on passing the practical knowledge on different disabilities to the participants, so when they meet a person with disability they will know how to act according to the situation. It's recommended to run this session before group building activities.

The learning outcomes of this session are following:

Learner...

...is more confident when meeting person with disability, know savoir - vivre and starts interaction.

...uses knowledge on disabilities to overcome fear and stereotypes on people with disability in the group. Mostly before group building activities.

Needed resources

- Individual notebooks for all participants
- Videos on different disabilities (additionally could be used: questionnaire about building and surroundings accessibility (extra resources nr 1), international sign language dictionary).

RECOMMENDED MATERIALS (IN ENGLISH):

Practical information about different disabilities presented by persons with disability and other experts on disability:

[Inclusion of blind people](#)

[Inclusion of Inclusion of visually impaired people](#)

[Inclusion on people with mental illness](#)

[Inclusion of people with intellectual disabilities](#)

[Inclusion of deaf people](#)

How to treat people with disability:

[Media and Diversity - People with disabilities](#)

International sign language dictionary to be used for teaching basic words in sign language: good morning, sorry, thank you

[Spreadthesign](#)

The activity starts when all participants are sitting in the circle. Facilitator gives instructions: During this exercise first, you will watch short video/ videos on disability (deaf, blind, hard of hearing, intellectual, mental disorders, motor). After watching videos facilitator starts the discussion on accessibility and different needs in order to participate. Facilitator announces

the end of working time and officially closes the activity.

Examples of questions for discussion:

- Was anything new or surprising for you in this video?
- Have you ever met person with disability?
- How did you behave? Why?
- What stopped you?
- Do you feel more confident now?

Alternatively, instead of the videos the facilitator could use the questionnaire with example questions on building and surroundings accessibility for people with different needs. Learners in groups of max. 4 people should check given sections of the questionnaire and decide if the building meets the requirements for people with disability. If not, they are asked to propose the solutions.

3.3.2. MOTIVATING TO TAKE ACTION

This session is focused on building self-confidence in people with disability and motivating them and others to openness and interaction as well as overcoming their own fears of exclusion.

The learning outcomes of this session are following:

Learner...

...is more confident when meeting with different people;

...uses knowledge to encourage people to be more open and supportive with themselves and others.

Needed resources

- Individual notebooks for all participants
- Videos with testimonials about overcoming difficulties, own fears, successful stories.

RECOMMENDED MATERIALS (IN ENGLISH):

Success stories people with disability – overcoming difficulties:

[YES I CAN - Paralympics RIO 2016 - We're The Superhumans!](#)

Animation about not giving up – success story:

[CGI 3D Animated Short: “Ian” - by Mundoloco CGI Ian Foundation | TheCGBros](#)

Influence of facilitators and mentors

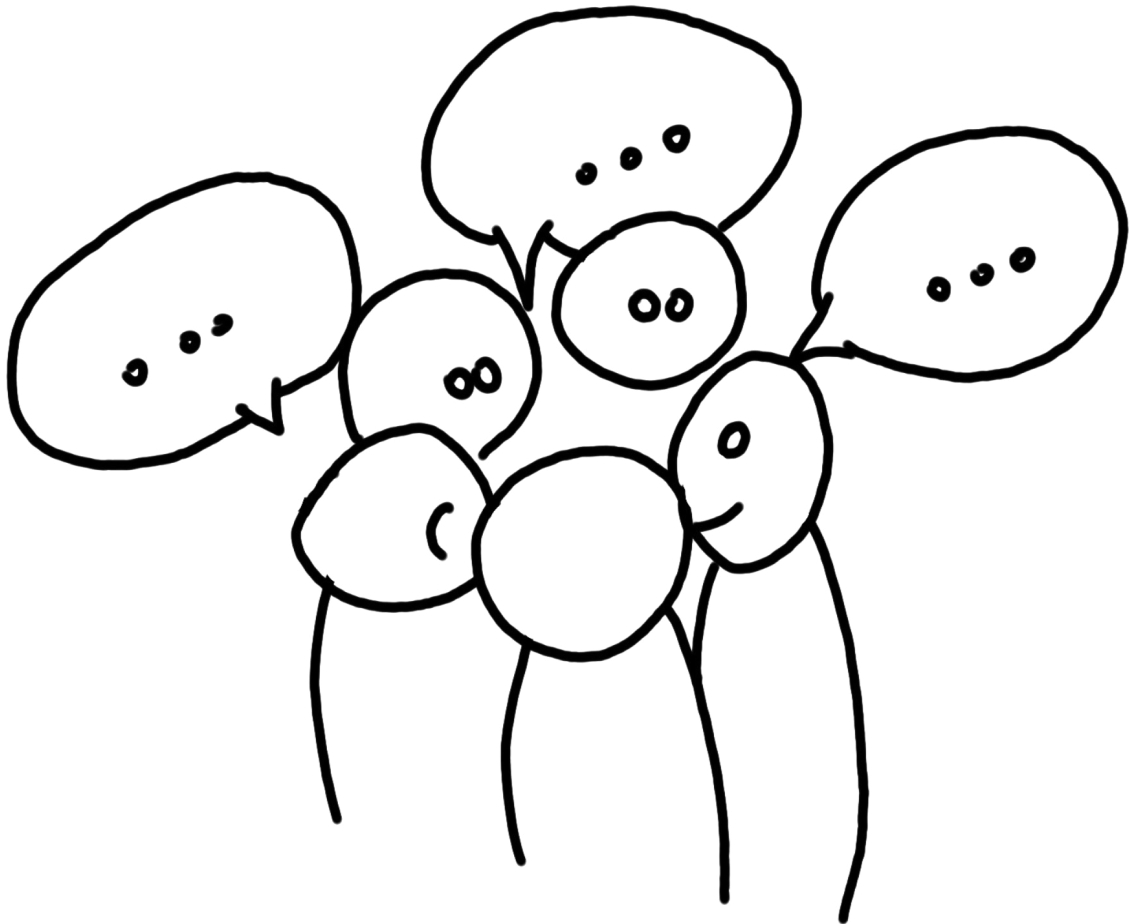
[People With Disabilities Can Succeed Video](#)

The activity starts when all participants are sitting in the circle. Facilitator gives instructions: During this exercise first you will watch short video. After watching video facilitator starts the discussion on fears that isolating people from others and how to overcome it.

Volunteers are asked to share their own stories. Facilitator announces the end of working time and officially closes the activity.

Examples of questions for discussion:

- Have you ever been in a situation when you were afraid of not being accepted by the group?
What was the reason?
- Have you ever been in a situation when someone was excluded from your group?
- How did you feel?
- How did you act?
- How would you act now?



**INCLUSIVE
YOUTH WORKER**

4.1.1.2. BUTTERFLY STORY AND CUTTING

Share a story with the group about the butterfly:

“There was once a butterfly in the cocoon. Tina was sitting next to it and saw that butterfly is starting to get out of the cocoon. She waited and observed, but at some point, the butterfly didn’t make any more progress. Tina wanted to help, so she took scissors and cut the cocoon open. Butterfly came out from the cocoon, but her wings were too weak, as fluid has not been properly dividing and the process of butterfly growth was stopped. For the rest of butterfly life, it was not able to fly. It just crawled around. “

The story can end with a shaking question: Whose cocoons have you cut opened?

As this question may remind participants of painful memories or frightening insights, after listening to the story, there should be a break during which the participants are asked to spend time alone to look at the question at their own pace.

4.2. YOUTH WORKER SELF-ASSESSMENT

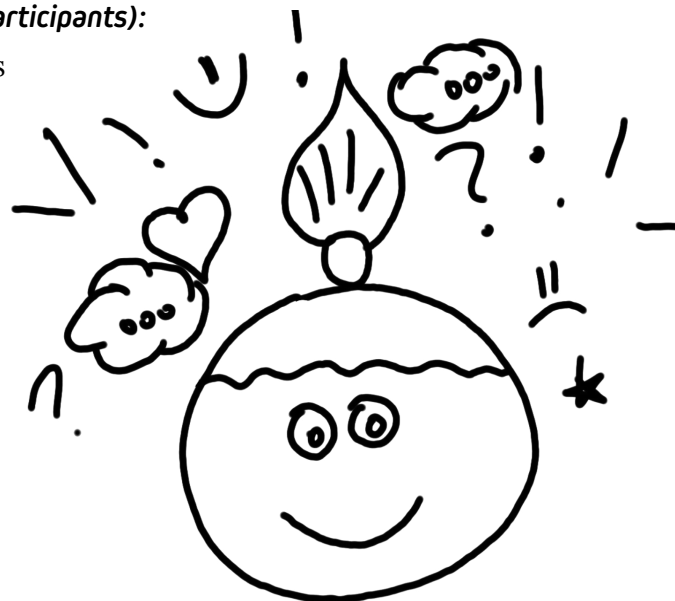
This session provides opportunities for conscious analysis and planning of oneself and one’s work. The learning outcomes of this session are following:

Learner...

- ... assesses outcomes of their actions and work.
- ... plans their work thoughtfully and purposefully.

Needed resources (including handouts for participants):

- Individual notebooks for all participants
- Bell and timer
- Papers and pencils



4.2.1. SELF-ASSESSMENT

4.2.1.1. FIVE-TWO-TWO

This exercise is provocative in nature and highlights behaviours in which we actually work against our own goals. It is one of the most important exercises in the whole process. The method consists of rounds, which are described in the following table:

<i>Round</i>	<i>Question</i>	<i>Steps</i>	<i>Duration</i>
1.	How can I be less inclusive in my work?	1. Answer in your notebook	5 minutes
		0. One of the partners shares, other just listens	2 minutes
		0. Change roles, so that the one who listened before will now share	2 minutes
2.	Which of these things have I actually done that are not supporting inclusion?	1. Mark those from the list created during first round	5 minutes
		0. One of the partners shares, other just listens	2 minutes
		0. Change roles, so that the one who listened before will now share	2 minutes
3.	What I can do in my work to be more inclusive?	1. Answer in your notebook	5 minutes
		0. One of the partners shares, other just listens	2 minutes
		0. Change roles, so that the one who listened before will now share	2 minutes

Firstly, participants should pair up and find a comfortable place in the room to work. It is the task of the facilitator to introduce each round in turn and to signal when it is time to move on to the next step. As the main topic of the training is inclusion and how a youth worker can be more inclusive, the first starting point is the question of how to be more inclusive.

In this method, the question is reversed first, and during the first round, participants must honestly answer in their notebooks the question of how they can be less inclusive in their work. After writing, two-minute sharing rounds begin.

It is important that the one who listens must actually listen and does not ask or comment. You just have to hold space for the other if the other is sharing. Then the roles of whose sharing and whose listening are swapped.

During the first five minutes of the second round, participants should look at the list they compiled in response to the first question and note what things they have actually done in their work that are not really inclusive. For example, organized an event for young people in such a way that the young people themselves are not involved in the organization at all. Then sharing rounds follow. In the third round, participants can write down in five minutes what they can do in their work to be more inclusive. Then again sharing rounds follow. After the third sharing rounds the group will come together for open sharing to analyses how the method worked and to share insights.

4.2.1.2. ACTION PLAN

Module for action plan consists of following steps:

1. Vision (value-based)
2. Goal (specific, measurable, achievable, relevant, time-framed)
3. Organisation and means
4. Actions
5. Results
6. Reality check - have I reached my vision and goal with these actions?

Task for participants is to create action plans which they want to implement after the training. This can be done individually or if there are many participants from the same organization, then they can do it in group as well. The activity is designed to enable participants to apply what they have learned in real life and provide a module for later self-analysis. At least 30 minutes is required for planning. Sharing process is explained in the following activity (4.2.1.3. Limelights).

4.2.1.3. LIMELIGHTS

Limelight is an activity in which each participant introduces their action plan to others within 2 minutes. It is important that the presentation is conducted in your own language. it removes the language barrier in explaining oneself. The point of the exercise is for participants to say out loud what they are really going to do next. at the end of each presentation, participants can ask each other questions.

4.2.1.4. BUFFALO

Share a story with the group about buffalos:

“When buffalo were still common in north America, native Americans hunters learned a trick to hunt the herd animals. Buffaloes don’t look up when moving as a group. In fact, if a few buffaloes in a herd were startled into running, the entire herd would start running, even if most of the buffaloes had no idea what they were running from and where. The native American hunters learned that if they encouraged a few buffaloes to start running towards a cliff, the entire herd would run off the edge. “

The story could end with the following reflection questions:

Do you want to be a buffalo?

When have you been acting like a buffalo and why?

What message this story conveys to you?

4.2.1.5. STORY ABOUT ALICE

Share a dialogue with the group from Alice’s Adventures in Wonderland:

“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where—” said Alice.

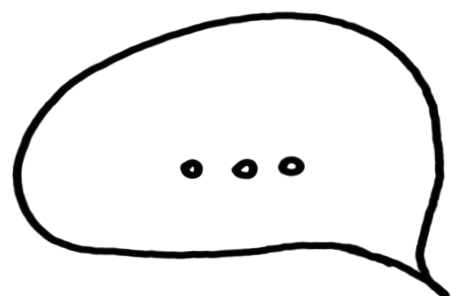
“Then it doesn’t matter which way you go,” said the Cat.

“—so long as I get SOMEWHERE,” Alice added as an explanation.

“Oh, you’re sure to do that,” said the Cat, “if you only walk long enough.”

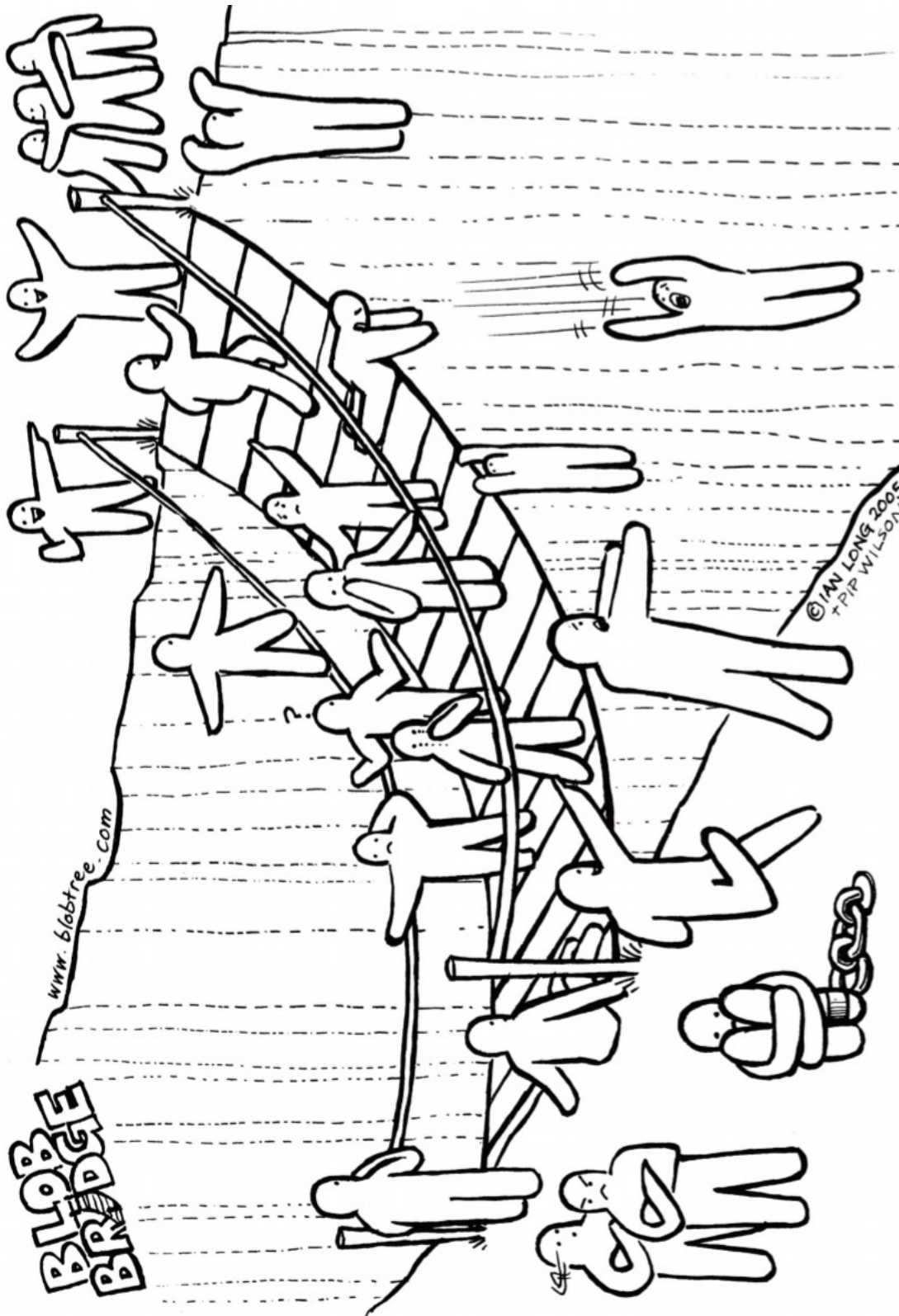
Reflection questions:

- What does this dialogue talk about?
- Have you thought about where you are going in your work?



EXTRAS

HANDOUT 1: BLOB BRIDGE



Ian Long & Pip Wilson (2006) Blob Bridge.

HANDOUT 2: LIST OF VALUES

Acceptance	Careful	Contribution	<u>Effectiveness</u>	Focus
Accomplishment	Certainty	Control	Efficiency	Foresight
Accountability	Challenge	Cooperation	<u>Empathy</u>	Fortitude
Accuracy	Charity	Courage	Empower	Freedom
Achievement	Cleanliness	Courtesy	Endurance	Friendship
Adaptability	Clear	Creation	<u>Energy</u>	Fun
Alertness	Clever	<u>Creativity</u>	Enjoyment	Generosity
Altruism	Comfort	Credibility	Enthusiasm	Genius
Ambition	Commitment	Curiosity	Equality	Giving
Amusement	Common sense	<u>Decisive</u>	Ethical	<u>Goodness</u>
Assertiveness	<u>Communication</u>	Decisiveness	Excellence	Grace
Attentive	Community	Dedication	Experience	Gratitude
<u>Awareness</u>	Compassion	Dependability	Exploration	Greatness
Balance	Competence	Determination	Expressive	Growth
Beauty	Concentration	<u>Development</u>	Fairness	<u>Happiness</u>
Boldness	Confidence	Devotion	Family	Hard work
Bravery	Connection	Dignity	Famous	Harmony
Brilliance	<u>Consciousness</u>	Discipline	Fearless	Health
<u>Calm</u>	Consistency	Discovery	Feelings	Honesty
Capable	Contentment	Drive	Ferocious	Honor
Hope	Liberty	Power	Selfless	Support
Humility	Logic	Present	Sensitivity	Surprise
Humor	Love	Productivity	Serenity	Sustainability
<u>Imagination</u>	Loyalty	Professionalism	Service	Talent
Improvement	<u>Mastery</u>	Prosperity	Sharing	<u>Teamwork</u>
Independence	Maturity	Purpose	Significance	Thankful
Individuality	Meaning	Quality	Silence	Thorough
Innovation	<u>Moderation</u>	Realistic	Simplicity	Thoughtful
Inquisitive	<u>Motivation</u>	Reason	Sincerity	Timeliness
Insightful	Openness	Recognition	Skill	Tolerance
Inspiring	Optimism	Recreation	Skillfulness	Toughness
Integrity	Order	Reflective	Smart	Traditional
Intelligence	Organization	Respect	Solitude	Tranquility
Intensity	Originality	Responsibility	Spirit	Transparency
Intuitive	Passion	Restraint	<u>Spirituality</u>	Trust
Joy	Patience	Results-oriented	Spontaneous	Trustworthy
Justice	Peace	Reverence	Stability	Truth
Kindness	<u>Performance</u>	Rigor	Status	Uniqueness
Knowledge	Persistence	Risk	Stewardship	Unity
Lawful	Playfulness	Satisfaction	Strength	Vision
<u>Leadership</u>	Poise	Security	Structure	Wealth
Learning	<u>Potential</u>	Self-reliance	Success	Winning

HANDOUT 3: WHY IS THIS IMPORTANT TO YOU?

..... is important to me.

WHY?

Because....

WHY?

Because....

WHY?

Because....

WHY?

Because....

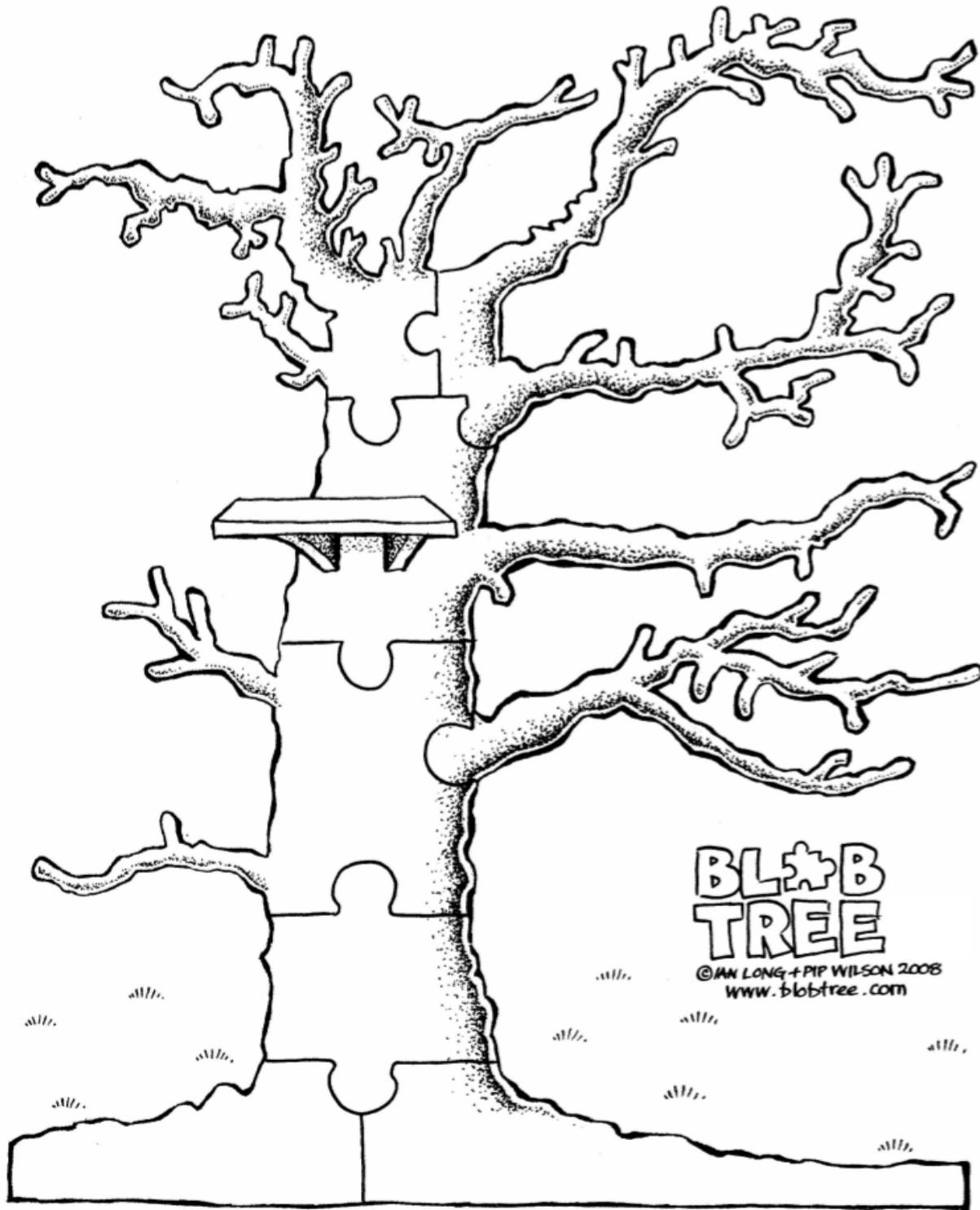
WHY?

Because....

WHY?

Because....

HANDOUT 4: BE DO HAVE TREE



Long & Pip Wilson (2008). Blob tree.

REALITIES BY COUNTRIES

ARMENIA

Inclusive education has been one of the priority issues of the RA Government since 2000 as a part of educational reforms. The RA law regarding the education of people with Special Educational Needs /SEN/ was adopted in 2005, after which inclusive education was included in the state projects of education development. After 7 years from the adoption of the law related to the education of people with SEN The National Assembly of the RA confirmed the draft of making changes in the law about general education, according to which the law about inclusive education will become a part of the law about general education, with this preparing the general education system to universal inclusion, which is planned to be brought to life by 2022.

Having more than 10 years of development history, inclusive education is still not being invested in its essence in many general educational institutions of the Republic, especially in the regions, and there are several obstacles for that. During the operation of Armavir Development Center's children support center, the staff has had a lot of meetings with children/young people with disabilities and their parents, as a result of which a few problems of inclusive education have been drawn out. Those include the problem of inclusive schools not being equipped internally, lack of professional resources, discriminative attitude towards children/youngsters with special educational needs both by the teachers, peers and their parents, lack of organized trainings for teachers and so on, which are not completely discovered. The government has invested a system, but is not consistent with the evaluation of its effectiveness and taking steps for its improvement. In the light of such development, the study of the implementation of inclusive education is becoming especially relevant, as it will give opportunity to discover the main problems of the sphere and assess the readiness to transition to universal inclusion of the general education system of the RA.

The other problem is related to the operation of the support centers situated in the communities, which should cooperate with the schools. In some cases such centers are absent in many communities and even in some regions, in other cases the cooperation between such institutions and schools is very weak, which in its turn affects the social inclusion of children with disabilities.

Currently there are 400.000 socially vulnerable children/youngsters, who need various social services. As of 2017 there are 8118 children/young people in the database of social protection of people with disabilities. There are 16 different types of institutions operating in the of Labor and Social Affairs of the RA, which provide social service to only 1630 children and youngsters. There are 22 institutions for mentally retarded children/youngsters operating in the Ministry of Science and Education of the RA, but the number of beneficiaries is not clear. There are also children centers in the RA established by the Armenian Apostolic Church and other religious institutions, non-governmental organizations, which provide social, ed-

educational, and other services to children. There is no specific statistics about the number of beneficiaries of these services.

The analysis shows that there are several regions and many communities, which don't have state institutions providing social services to children with disabilities at all.. For example, the mentioned services are missing in Vayots Dzor and Armavir regions. It's worth mentioning that non-governmental organizations provide care services to old people, children, youngsters in frames of different grant programs, but those centers close soon because of lack of permanent funding and state support particularly. So this sphere also has gaps, the support centers, their location, the number and quality of the provided services, their needs, as well as the cooperation with general education institutions are not studied.

From the perspective of the inclusive youth work, we can say that although the general youth policy and the institute of youth worker are under the Ministry of Education, Science, Culture and Sports, only the conception from the whole youth policy functions properly, while the youth strategy is in the development phase. The Ministry is allocating grants to the NGOs for the implementation of the youth policy, and it has a youth workers' training system, but there is no specific training for the inclusive youth work. Some organizations implement such trainings in frames of the Erasmus+ and other programs, but they are mostly not specifically for youngsters with disabilities.

More information on the youth policy of Armenia [HERE!](#)

ESTONIA

Overview of the situation with the inclusivity of Estonian youth with special needs

In terms of youth with special needs, general trends and principles of various national strategies in Estonia as well as internationally are based on the principles of inclusive education. Pursuant to these principles, everyone must be ensured equal opportunities, and emphasis must be put on taking into account the special needs of a young person in providing education in a broader sense but also in creating a learning environment (e.g. “Estonian Lifelong Learning Strategy 2020”, “School Network Program”). In the most general terms, inclusive organisation of education aims at the social involvement of all members of society in their communities.

In the organisation of studies, following the principles of inclusive education means taking into account the individual academic and social abilities and needs of students in the educational institution of their place of residence, and ensuring the availability of necessary support systems. Starting from the entry into force of the new Basic Schools and Upper Secondary Schools Act, the number of students with special educational needs studying in regular schools has increased in Estonia, but the increase has especially been seen in the number of students studying in special classes. At the same time, there is a lack of support persons, including assistant teachers, social educators, special education teachers and psychologists, who would help youth with special needs to cope in regular classes among other students. Thus, the limited resources of teachers are a major obstacle for inclusion. But attitudes discouraging inclusion, and the availability of training and guidance for teachers are also problematic.

Furthermore, one of the central themes in national strategies as well as in most strategic documents of counties is the improvement of the availability of youth work services for different target groups. Supportive measures have been taken, such as training people working with young people (for working with youth with special needs), and support by local governments for establishing a high-quality youth work infrastructure and organising services (e.g. providing physical accessibility). Moreover, promoting cooperation between different parties, raising awareness and sharing information concerning youth with special needs.

In 2019, a collaborative group was established in Tartu with the aim of preventing social exclusion of youth and creating a suitable environment for including youth with visual, hearing and mobility impairments. The conducted study helped better understand the main obstacles to participating in various activities, and map out the wishes and needs of the youth themselves. Within the project, buildings and rooms were made more accessible and user-friendly for youth with special needs, and it has been especially important to make youth centres more accessible for youth with physical impairments, particularly for those in wheelchairs. Furthermore, several training courses on youth with special needs and their inclusion into youth work have been conducted for the youth workers of Tartu Youth Work Centre. Also, an informative web page is under development by Tartu Youth Work Centre, which will provide

support for specialists working with youth and give them basic knowledge and codes of conduct for dealing with youth with special needs.

Both the state and local governments are actively working towards the inclusion of children and youth with special needs in education and youth work, and they are working together to speed up finding solutions for better involving all young people.

GEORGIA

About 15% of the world's population is people with special needs and disabilities and they are one of the largest minority groups in the world who go unnoticed and are often discriminated against by society or the state. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), ratified by Georgia in 2013, obliges states to collect statistical and research data on persons with special needs and disabilities, as the lack of statistical information on persons with special needs and disabilities makes it impossible to identify the real problem.

According to the results of the 2014 census, a total of 100,113 persons with special needs and disabilities are registered in Georgia, while as of March 1, 2015, the Social Service Agency registered 118,651 persons with special needs and disabilities receiving social assistance, and in 2017 - 125,104.

The number of persons with special needs and disabilities by regions and their percentage in relation to the number of population living in the regions are as follows:

<i>Region</i>	<i>Registered persons with special needs and disabilities</i>	<i>Percentage of population</i>
Tbilisi	28 172	(2.5 %)
Imereti	23 451	(4.4%)
Adjara	13 667	(4.1%)
Samegrelo- Zemo Svaneti	11 963	(3.6%)
Kakheti	10 009	(3.1%)
Shida Kartli	9 729	(3.6%)
Kvemo Kartli	8 884	(2%)
Samtskhe-Javakheti	4 445	(2.8%)
Guria	4 245	(3.8%)
Mtskheta-Mtianeti	2 636	(2.8%)
Racha-Lechkhumi	1 450	(4.6%)
Total:	118 651	(3%)

According to the results of the census, there are 5,172 children with special needs and disabilities in Georgia, and according to the Ministry of Health, in 2017, almost twice as many were registered - 10,052 children with special needs and disabilities receiving social assistance. As of 2014, out of 96,102 persons with special needs and disabilities aged 15 and over in Georgia, 34.4% (33,027 persons) were employed. 86.2% of employed persons with special needs and disabilities were self-employed, while a similar figure in the rest of the population was 53.6%.

As of 2014, out of 96,102 people with special needs and disabilities aged 15 and older in Georgia, only 4.8% - 4,571 people were employed. The employment rate of persons with special needs and disabilities deteriorates according to the severity of the status. For example, of the pronounced (Group I) only 3.8% were employed by persons with special needs and disabilities aged 15 and over. Significantly (Group II) persons with special needs and disabilities - 4.8%, and moderately (Group III) persons with special needs and disabilities - 7.8%. As of 2014, the average employment rate for people with special needs and disabilities in European countries is 33.6%, which is 7 times higher than in Georgia. In many cases, Tbilisi City Hall and district administrations are not able to record the costs of infrastructure adaptation for people with special needs and disabilities separately from the total project costs. In 2017, a significant increase is observed in terms of issuing driving licenses and license plates to people with special needs and disabilities.

Georgia has a single legislative act that defines specific mechanisms for the realization of the rights of persons with special needs and disabilities. The law imposes the obligation to protect the rights of persons with special needs and disabilities, first of all, on the state. It also defines the responsibilities of various agencies to prepare timely action plans for effective law enforcement in the relevant field.

In 2020 Georgia has switched from a medical approach to a social model in determining the status of a person with a special need and disability. It is an approach in which a person with a special need and disabilities status and his or her degree, along with medical evidence, is determined based on an assessment of his or her real needs. The scope of relevant social protection guarantees are determined by the same principle. The law obliges the state to recognize “Georgian Sign Language” and create all the necessary preconditions for its proper use by those who need it.

An inter-agency coordination committee responsible for the implementation of the Convention on the Rights of Persons with Disabilities is established at the governmental level. The law on persons with special needs provides for the introduction of new services such as personal assistant services. This service will be provided by the municipalities and will help persons with special needs and disabilities to live independently, and the start of the service will depend on the definition of the service by the Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia.

Municipalities have other responsibilities: they must facilitate the activities of local organizations of persons with special needs and disabilities in which these persons make their own decisions. The law stipulates that the existing buildings and services in the country should be adapted to the needs of persons with special needs in stages, within a period of 15 years. The law introduces the concept of “reasonable accommodation”, which avoids disproportionate or excessive burden on the country and facilitates the realization of the rights and freedoms of a person with special needs and disabilities on an equal footing with others. According to a survey conducted while writing the law on the Rights of Persons with Special Needs and Disabilities, it affects up to 150,000 people.

POLAND

The inclusion of people with disabilities is currently one of the key activities undertaken in Poland. The issue of the inclusion of this group in the social and public life is laid down in the Constitution of the Republic of Poland as the guarantee of equal treatment of all the citizens and the assurance of non-discrimination against anybody for any reason in the political, social or economic life (Chapter 2, Article 32). This provision seemed to be dead for a very long time. However, for several years, the state authorities have been striving with greater awareness to meet the commitments included in the Constitution by supporting the non-governmental organisations which have been fulfilling the state's obligation in this area for many years.

We have been also observing a change in the attitude towards people with disabilities. They have ceased to be treated as weaker, helpless, requiring constant help and thus encouraged to be dependent and stay at home. Now, there are activities which enable them self-determination and independent functioning in the social and political life. It should be noted that people with disabilities are more and more aware of their rights and actively demand the observance of them. It is worth mentioning here the Congress of People with Disabilities organised annually since 2015, which is a nation-wide event, whose protagonists are people with disabilities. During the Congress, the main problems of people with disabilities are discussed and propositions of activities aiming at enabling the introduction in Poland of the attitude to disability as specified in the United Nations Convention on the Rights of Persons with Disabilities and ensuring a dignified and independent life to those people are developed.

The ratification of the United Nations Convention on the Rights of Persons with Disabilities in Poland in 2012 intensified Polish endeavours concerning the observance of the rights of these people as well as their formal empowerment and treating them equally to other citizens. The government's periodic reporting of the performance of the Convention's provisions as well as reports of non-governmental organisations on this matter force very concrete and regular actions of the state, which contribute to improving the situation of people with disabilities in Poland in various aspects of life.

The "Dostępność Plus" ("Accessibility Plus") Programme initiated by the Ministry of Funds and Development in 2018, focused on ensuring free access to goods, services and possibilities of participation in social and public life for people with special needs, including persons with disabilities, covered such areas of life as architecture, transport, education, healthcare and digitisation. It was one of the first programmes supporting in such a comprehensive manner the activities involving the elimination of barriers of persons with disabilities. The projects within the "Dostępność Plus" Programme will be carried out until 2025.

The Polish membership in the European Union and the use of the European funds forced activities linked to the universal design both in the field of architecture as well as services, which also influences the improvement of life quality of persons with disabilities in the context of accessibility in numerous aspects.

Education is a particularly significant field connected with the inclusion and accessibility. The Regulation of the Minister of National Education of 9th August 2017 regulates the organisation and sets the rules of inclusive education also in the context of students with disabilities. It allows the introduction of solutions which enable students with disabilities to be educated in mass schools i.e. through the architectural adjustment of the building, ensuring a sign language interpreter and a supporting teacher, adjusting the teaching programme to student's abilities. The key benefits of the inclusive education, also in the context of non-disabled students, include: joint education of all the kids from a given region, familiarising non-disabled peers with distinctiveness, learning acceptance, tolerance and solidarity.

It is impossible not to mention cultural institutions which engage very actively in activities rendering it easier for persons with disability to use their offer. They organise special events/shows/tours in places adopted for people on wheelchairs, with a sign language interpreter or audio description. One thing that might be surprising is the low attendance in such events, even though, they are intended for persons with disabilities. It results from an actually very limited offer for this group of recipients. The above-mentioned events are organised on a specific day at a certain hour. This is not an equal attitude because non-disabled recipients decide themselves when and to what extent they want to use an offer of a cultural institution. Such an offer is much richer for them. Persons with disabilities, on the other hand, have to adjust to the place and time chosen by the organisers. Even if the very place of the event is adjusted to persons with disabilities, it often turns out that the surrounding and arrival options are not adjusted, which makes the participation impossible. This is also the case for e.g. the TV airtime dedicated to people with sensory disability, which is guaranteed by law. It is the broadcaster who decides which programmes and when will be translated into sign language, showed with subtitles or audio description. On one hand, we can see here a tribute to people with disabilities, who are offered the possibility of full participation in cultural life. However, other people decide about the time, place and range of this participation, not the recipients of the proposed activities. It is one of the main problems identified by people with disabilities in the context of accessibility and inclusion.

As mentioned before, the non-governmental sector plays the key role in the process of inclusion as it supports people with disabilities and educates the society about disability through grassroots initiatives. Such activities enable the interpenetration of these worlds and the building of mutual understanding.

Foundations, associations and informal groups conduct regular activities for equal treatment and access to culture, education, labour market, information, healthcare and many others.

Many initiatives are inspired by people with disabilities themselves, their families and the closest surrounding. They establish foundations, associations and enterprises employing persons with disabilities. The list of such initiatives includes for instance cafes, workshops, talks, help lines and lectures concerning disability organised for various groups, including parents of children with disabilities.

We have been observing changes taking place in the Polish society, including the rising social awareness in this field. However, the change is a process that happens slowly. We are just starting to grow into it in many areas. The inclusion of people with disabilities involves in practice investing additional funds, time and human resources as well as changing the present way of thinking. It is not easy. Frequently, issues such as money, lack of awareness among officials, misinformation, lack of empathy or even fear pose barriers. However, we believe in the power of education and grassroots actions and this is the reason why the FAQM Foundation decided to participate in the Inclusive Youth Work project, which can support this change in the field of youth informal activities.

¹ The Constitution of the Republic of Poland, <https://www.sejm.gov.pl/prawo/konst/polski/kon1.htm> (access: 29th September 2020)

² The “Dostępność Plus” Programme, <https://www.funduszeuropejskie.gov.pl/strony/o-funduszach/fundusze-europejskie-bez-barrier/dostepnosc-plus/o-programie/> (access: 29th September 2020)

³ Rozporządzenie Ministra Edukacji Narodowej z dnia 9 sierpnia 2017 w sprawie warunków organizowania kształcenia, wychowania i opieki dla dzieci i młodzieży niepełnosprawnych, niedostosowanych społecznie i zagrożonych niedostosowaniem społecznym (Regulation of the Minister of National Education of 9th August 2017 on terms and conditions of organising education, upbringing and care for children and teenagers with disabilities, social deficits and at risk of social deficits), <http://www.wszystkojasne.waw.pl/wp-content/uploads/2017/08/rozporza%CC%A8dzenie-organizacja-kszta%C5%82cienia-2017.pdf> (access: 29th September 2020)

⁴ Based on individual interviews of the author with people with disabilities, especially deaf persons.

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