



# ALL IN - MODULE 1



Activity	Description	Materials needed	Time allocation (suggested)
Introduction session	<p>Housekeeping, fire, toilets, agenda, breaks, location of closest phones, snack/drink machines, safe and/or quiet areas, outdoor space</p> <p>Ensure PowerPoint presentation is displayed on screen as participants arrive for the workshop, with the trainer's name clearly visible.</p> <p>Welcome participants to the workshop. Introduce yourself as the trainer. Participants introduce themselves: name, job title, and organisation.</p> <p><b>Trainer tip:</b> Trainers should describe their interest in and commitment to inclusion. Telling a brief personal story about your own personal learning about inclusion may help set expectations for the course by modelling the openness expected from participants. It will also serve to even out power dynamics.</p> <p>Facilitator explains project aims, partners, funder.</p> <p>The ALL IN project involves 8 partner organisations from Austria, Spain, Italy, Bulgaria, Belgium, Scotland and Slovenia. The aim of the project is to develop and test training modules and support material for youth workers, youth leaders, project coordinators and other people involved in youth work on making their work with young people inclusive.</p> <p><b>The project is funded with support from the European Commission through the Erasmus+ programme. More about the project can be find under <a href="http://all-in-project.eu">http://all-in-project.eu</a></b></p> <p><b>Non-formal learning</b>  <i>"Non-formal education [...] can be summarized as "learning by doing". The learning methodology lies in the interaction between the learners and the concrete situations they are experiencing. There are usually no teachers or lecturers providing the knowledge ex-cathedra, but the learners and facilitators construct the knowledge and skills together, in a horizontal relationship. The educator or facilitator</i></p>	<ul style="list-style-type: none"> <li>● Presentation</li> </ul>	15mins

	<p><i>may be more or less active in the setting up of learning experiences for the benefit of the learner. This is what happens in youth work.”</i>  <i>T-Kit Social Inclusion (2003 version)</i></p> <p>For some participants, the non-formal learning methods used in this training will be completely new. It is worth reminding the group about non-formal education and how it differs from formal education, vocational training and informal learning.</p> <p><b>Objectives</b>          This module introduces participants to the concepts of power (and how it is constructed in society) and intersectionality. Human rights are used to relate the theory to youth work and working with all people.</p>		
Icebreaker	Facilitators should choose an introductory icebreaker from Annex.		15mins
Expectations and group agreement	<p>Participant expectations          Begin a plenary discussion using the following prompts to learn about participants’ expectations of the training, of the facilitator and of each other. Record participant answers on a flipchart.</p> <ul style="list-style-type: none"> <li>● What do they want from the training?</li> <li>● What are they prepared to give during the training?</li> <li>● Why are they on the course? Did they want to be or were they asked to be on it?</li> <li>● Any fears about the course?</li> </ul> <p>On a different flipchart sheet, note behaviours/attitudes/etc that the participants agree to adhere to during the training making a so-called group contract. This should also include what people are comfortable sharing on social media.</p> <p>Explain the potential challenges and discomfort the course may contain as it deals with a challenging subject area. Reassure participants that it is normal to feel this way and the course encourages personal reflection through mindfulness exercises.</p>	<ul style="list-style-type: none"> <li>● Flipchart paper</li> <li>● Pens</li> <li>● Carpark sheet</li> </ul>	20mins

	<p>Carpark</p> <p>Facilitators should have a pre-made carpark sheet displayed in the training room. Explain that the carpark is for 'parking' ideas that are not immediately relevant to current discussions but can be revisited at the end of the day. It is also a good space for parking longer or heated discussions that require more time.</p>		
Definitions	<p>In small groups, participants develop shared definitions of equality, diversity and inclusion. Groups share their definitions with the plenary. Definitions are posted up in the room with time to redevelop during training.</p>	<ul style="list-style-type: none"> <li>● Flipchart paper</li> <li>● Pens</li> <li>● Blutac or tape</li> </ul>	25mins
Inclusive youth work and youth workers	<p>Begin a discussion with the group using the following points:</p> <ul style="list-style-type: none"> <li>● What is youth work?</li> <li>● What is the purpose of youth work?</li> </ul> <p>[Optional: Video – What is youth work today? <a href="https://ec.europa.eu/youth/gallery/what-youth-work-today_en">https://ec.europa.eu/youth/gallery/what-youth-work-today_en</a>]</p> <p>Brainstorm:</p> <ul style="list-style-type: none"> <li>● What are the defining features of inclusive youth work? (What does it look like? What does it feel like?)</li> <li>● How do we create it?</li> </ul> <p><b>Trainer tip:</b> You can have an example definition of youth work to explain to participants after their discussions.</p>		20mins
<b>BREAK</b>			15mins
Introduction to power	<p><i>(Adapted from: We Rise toolkit)</i></p> <p>Give each participant some Post-It notes or pieces of paper. Ask participants to write what first comes to mind when they think of 'power'. Allow a few minutes for participants to write their answers.</p>	<ul style="list-style-type: none"> <li>● Paper/Post-Its for each participant</li> <li>● Pens</li> </ul>	20mins

	<p>Collect the answers and group similar or associated words/phrases together (for example, negative associations of power).</p> <p>Explain that power is very important when thinking about inclusion. Power over others can lead to exclusion but power with others can create inclusion.</p> <p><b>Trainer tip:</b> More in-depth discussions on power take place after the privilege walk activity.</p>		
Privilege Walk	<p>Participants stand in a straight line in the middle of the space, allowing space to move forwards and backwards. Give each participant a character (<i>see below</i>).</p> <p><b>Trainer tip:</b> There are alternate characters and questions available in the Trainers Manual. Choose the characters and questions which best suit your organisation.</p> <p>Trainer should tell participants: Take a few moments to read about your character. Use your imagination to think about different elements of their life and experiences. I will then read different statements aloud. Please move if a statement applies to your character.</p> <p><b>Trainer tip:</b> Read the statements clearly in a loud voice. <i>Read only those statements, which are relevant to your country or your local reality.</i> Pause after saying each statement. When you have finished the statements, ask participants to look around the room at everyone's different position. Ask participants in different positions to tell the group about their character. Allow this to start a discussion on privilege.</p> <ol style="list-style-type: none"> <li>1. If you are an EU citizen, move forward.</li> <li>2. If English is your first language, move forward. (<i>Use the first language of the your country</i>)</li> <li>3. If one or both of your parents have a university degree, move forward.</li> <li>4. If you rely, or have relied, primarily on public transportation, move backwards.</li> <li>5. If you have attended previous schools with people you felt were like yourself, move forward.</li> <li>6. If you constantly feel unsafe walking alone at night, move backwards.</li> <li>7. If your household employs help as servants, gardeners, etc., move forward.</li> <li>8. If you studied the culture of your ancestors in primary school, move forward.</li> </ol>	<ul style="list-style-type: none"> <li>● Large, open space</li> <li>● Slip of paper with character details for each participant</li> </ul>	90mins

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9. If you often feel that your parents are too busy to spend time with you, move backwards.
10. If you were ever made fun of or bullied for something you could not change or was beyond your control, move backwards.
11. If your family has ever left your homeland or entered another country not of your own free will, move backwards.
12. If you would never think twice about calling the police when trouble occurs, move forward.
13. If your family owns a computer, move forward.
14. If you have ever been able to play a significant role in a project or activity because of a talent you gained previously, move forward.
15. If you can show affection for your romantic partner in public without fear of ridicule or violence, move forward.
16. If you ever had to skip a meal or were hungry because there was not enough money to buy food, move backwards.
17. If you have a physically visible disability, move backwards.
18. If you have an invisible illness or disability, move backwards.
19. If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual orientation, move backwards.
20. If you ever tried to change your appearance or behaviour to fit in more, move backwards.
21. If you were taken to art galleries, museums, sporting events or plays by your parents, move forward.
22. If you feel good about how your identities are portrayed by the media move forward.
23. If you were ever accepted for something you applied to because of your association with a friend or family member, move forward.
24. If someone has ever spoken for you when you did not want them to do so, move backwards.
25. If there was ever substance abuse in your household, move backwards.
26. If you come from a single-parent household, move backwards.
27. If you live in an area with crime and drug activity, move backwards.
28. If someone in your household suffered or suffers from mental illness, move backwards.
29. If you have been a victim of sexual harassment, move backwards.
30. If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, move backwards.
31. If you have more than fifty books in your household, move forward.
32. If your parents have told you that you can be anything you want to be, move forward.

33. If you have never encountered any serious financial difficulty, more forward.
34. If you have decent housing with a telephone line and television, move forward.
35. If you feel your language, religion and culture are respected in the society where you live, more forward.
36. If you feel that your opinion on social and political issues matters and your views are listened to, move forward.
37. If other people consult you about different issues, move forward.
38. If you are not afraid of being stopped by the police, move forward.
39. If you know where to turn for advice and help if you need it, move forward.
40. If you have adequate social and medical protection for your needs, move forward.
41. If you can go away on holiday once a year, move forward.
42. If you can invite friends for dinner at home, move forward.
43. If you feel you can study and follow the profession of your choice, move forward.
44. If you are not afraid of being harassed or attacked in the streets, or in the media, move forward.
45. If you can vote in national and local elections, move forward.
46. If you can celebrate the most important religious festivals with your relatives and close friends, move forward.
47. If you can participate in an international seminar abroad, move forward.
48. If you can go to the cinema or the theatre at least once a week, move forward.
49. If you are not afraid for the future of your children, move forward.
50. If you can buy new clothes at least once every three months, move forward.
51. If you feel that your competence is appreciated and respected in the society where you live, move forward.
52. If you can use and benefit from the Internet, move forward.

### Discussion

When you have finished the statements, ask participants to stay in their final positions in the room (though you can invite participants to sit down).

	<ul style="list-style-type: none"> <li>• How did the activity make you feel?</li> <li>• What did it tell you about power?</li> <li>• Ask participants in different positions to tell the group about their character.</li> </ul> <p><i>(Credit: Friends of the Earth)</i></p> <p>Explain to the group that oppression is power that gives some groups of people power over others. The power is historically formed and built into institutions like government, education, organisations and groups. The differences in power are accepted as “normal” by society and individual people follow the rules it dictates.</p> <p>Power is closely related to privilege. Privilege is an unearned, special advantage or right that a person is born into or gains during their lifetime. It is automatically given to all members of a dominant group, simply because of their group membership. Privileged groups benefit from the systems that oppress other groups of people. Privilege is also usually invisible to those who have it because we’re taught not to see it.</p> <p>It can be difficult to accept that you have privilege but this is an important step to working inclusively.</p> <ul style="list-style-type: none"> <li>• What did it feel like being at the front? At the back? In the middle?</li> <li>• Were there some factors you have not thought about before? Which factor made you think the most?</li> <li>• Are there any statements you would add to the list?</li> <li>• Did you have anything in common with your character or do they have similar experiences to young people you work with?</li> <li>• How does this activity make you think differently about your own identity and experiences?</li> <li>• Is there anything you might do differently from now on in your youth work practice or daily life?</li> </ul>		
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	<p><b>Trainer tip:</b> This activity can raise sensitive issues about participants' own experiences. Allow the group to share what they feel comfortable with. You can also make it clear to participants that they can leave the room without asking for some time out if required.</p>		
<b>LUNCH</b>			45mins
Exercise	Trainers should choose an exercise from Annex, depending on the requirements of your group (for example, energiser, mindfulness).		10mins
Intersectionality	<p>Initial discussion with plenary.</p> <ul style="list-style-type: none"> <li>• What is intersectionality?</li> <li>• Has anyone heard of it?</li> <li>• Could anyone explain it?</li> </ul> <p><b>Trainer tip:</b> If you're working with an international group, split the participants into national groups. Ask them to find the definition of intersectionality in their mother tongue and explain it. Translations of intersectionality are included in the Manual.</p> <p>[Optional: Video – Intersectionality 101 (3mins) <a href="https://www.youtube.com/watch?v=w6dni2IyYjE">https://www.youtube.com/watch?v=w6dni2IyYjE</a> ]</p> <p><b>Spider web exercise</b> (Credit: We Rise toolkit)</p> <p>Explain the purpose and what will happen in the two parts of the process</p> <p>Read the case study aloud to the group. Case studies from different countries can be found in the Trainers Manual.</p> <p>Ask for a volunteer to represent the main character; they sit in the middle of circle and hold a ball of string that has been tied and wound around their waist several times; the rest of the group sits in a circle around them at a distance of about 10-15 ft.</p> <p>Ask group – <i>why did this happen to this person?</i> Repeat question until enough ideas have been suggested to entrap person in the mesh of string (for example, lack of education or poor health care, another may add poverty, etc).</p>	<ul style="list-style-type: none"> <li>• Ball of string</li> <li>• Post-Its or coloured paper and tape</li> <li>• Scissors</li> <li>• Flip chart</li> <li>• Pens</li> <li>• Case study</li> </ul>	60mins

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As a person answers, the person in the middle throws the ball to them, they wrap the string around their hand and throw it back; the facilitator then writes the reason in one or two words on a Post It note and sticks it to that set of strings. Process continues until person in centre is thoroughly held in place by the web and everyone has had a chance to contribute.

Ask people holding strings to pull them; person can't move of their own accord, strings get tighter.

Ask person in centre – *how do you feel? How does the tightening of the strings make you feel? I can't move and if I do, the strings will get tighter, I can't do anything, no space, feel powerless, paralyzed.*)

Let's help them – let's cut some of the strings to see what happens. (Cuts several scattered around circle; identify what string is being cut). Ask – *can you escape the web now? Why not?*

Ask for a volunteer to cut some more strings; they won't be able to fully move until all strings cut and finally free.

Questions:

- What happened during the activity?
- Have you or young people you work with experienced similar situations? What happened? How did you/they feel?
- What enabled them to get free?
- What lessons can we draw from this exercise? What might they mean for our own lives and ability to break free from oppression?

Summarize points and emphasize the interconnectedness (intersectionality) of the forces that hold us down and the need to work on all the strings of power to fully free ourselves.

Divide into small groups. Referring back to the original story or case study, ask:

- if you were working with young people like the young person in the case study, what would you need to do to help free the young people from these different forces?
- If we just work with one force and manage to cut that string, what happens?
- What do we need to do? What strategies?



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	<p>Share the answers with the whole group.</p> <p>Summarize ideas and stress the need to engage with all forces and develop comprehensive approaches otherwise no real change will happen.</p> <p><b>Trainer tip:</b> Intersectionality is a new concept for many people and there can be many questions associated with it. You can read more about intersectionality in the Manual.</p>		
<p><b>BREAK</b></p>			<p>15mins</p>
<p>Being an ally</p>	<p>(Credit: No Barriers No Borders, SALTO) Read aloud the following quotes:</p> <p>Tenzin Gyatso, fourteenth Dalai Lama, said, “It is not enough to be compassionate. You must act.”</p> <p>Lilla Watson, activist, “If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.”</p> <p>Lead a group discussion on the reaction to the quotes. Record group answers on flip chart.</p> <p>Facilitator explains that an important aspect to keep in mind is being an ally. Explain that an ally is a person of one social identity who stands up in support of members of another group. An important element of inclusion is acting to create change, even when the oppression is not happening to us. In incidences when we do not identify with a particular group but wish to see the end of oppression to that group, it is important to be an ally.</p> <p>Show the following videos: How to be an ally <a href="https://www.youtube.com/watch?v=u5MOJBfIMgw">https://www.youtube.com/watch?v=u5MOJBfIMgw</a> (2mins) Culture Change 101 <a href="https://www.youtube.com/watch?v=RPNF4VcTLOw">https://www.youtube.com/watch?v=RPNF4VcTLOw</a> (3mins)</p> <p>Continue the group discussion noting participants’ reactions to the videos.</p> <p>[Optional: Come up with a group agreement on how to be an ally]</p>	<ul style="list-style-type: none"> <li>● Presentation (internet connection, sound)</li> <li>● Flipchart</li> <li>● Pens</li> </ul>	<p>40mins</p>



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Definitions	<p>Return to the definitions from earlier in the day and give participants the chance to edit them with any new information or changed opinions.</p> <p>Share official descriptions and allow opportunity for comment on how the group definitions vary.</p> <p><i>Equality</i> All individuals and groups of people are able to contribute and fully experience areas of life or education. This means that some groups/individuals will be given more resource, time or space to tackle any barriers they face</p> <p><i>Diversity</i> This means recognising, valuing and taking account of people’s different backgrounds, knowledge, skills, needs and experiences.</p> <p><i>Inclusion [ALL IN project definition]</i> Inclusion is the conscious and purposeful creation of an intersectional environment in which every person is valued, connected and engaged. People have control of their own support and making their own decisions. That means everybody gets the support they need in the way they want it. When people choose to participate, they do so without experiencing restrictions or limitations of any kind, including prejudice and discrimination. To achieve inclusion, we must consistently disrupt traditionally accepted constructions. This means being open and willing to challenge and change our own behaviours and views, as well as the spaces and organisations around us.</p>	Presentation about official definitions	5mins
Self-led learning between courses and accessing online materials	<p>Explain the different activities/readings/materials participants should access and complete before Module 2. And explain, how the Moodle system works (<i>see presentation added in file</i>)</p>	Presentation on spot about Moodle	10 mins
Questions and car park	<p>This is the time to revisit any issues placed in the carpark and answer outstanding participant questions.</p>		10mins



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	<b>Trainer tip:</b> It is ok if you do not know the answer to a question. Tell participants you will use the online forum to share answers.		
Evaluation	Trainers should choose an appropriate evaluation activity from the Annex.		30mins
<b>CLOSE</b>			

## ROLES FOR PRIVILEGE WALK (NEED TO BE PRINTED OUT)

<p><b>Carmen</b> is from a small village in a rural area. She excels at every subject in school and would like to go to university to study maths but isn't sure her family can afford it. In her free time, she likes to chill out with her boyfriend.</p>	<p><b>Pablo</b> lives in a big city with his two friends. He has a job at a small business in the city centre. This is his first job since leaving school. Pablo uses a wheelchair. His favourite hobby is basketball and he is on the local team.</p>
<p><b>Ivanka</b> lives with her grandma in a town. She has lived with her grandma since she was a child. Ivanka doesn't enjoy school and finds it quite difficult. She would much rather hang out with her friends. She thinks she might leave school next year and become a hairdresser.</p>	<p><b>Andrei</b> lives in a quiet village with his parents and brother. He is very popular at school and is planning to go to a good university next year. Andrei likes to play video games and go to the cinema with his girlfriend.</p>
<p><b>Louise</b> is an only child and lives with her mum and dad. She is part of the hockey team and spends a lot of time with the other girls on the team. They are going on holiday together this summer. Louise gets good grades at school and has applied to go to a good university. Her parents will pay for her fees and accommodation when she is there.</p>	<p><b>Yusuf</b> is a refugee from Syria. He was separated from his family when he came to this country. He can't speak the language here very well and is having trouble fitting in at school. Yusuf is happiest when he spends time with other young people at the mosque in the town.</p>
<p><b>Lavinia</b> is part of the Gypsy/Traveller community, though her family do not travel so much nowadays. They have a trailer near to a nice town. Lavinia stopped going to school last year. Her parents want her to get married soon.</p>	<p><b>Lukas</b> lives in the suburbs with his large Catholic family. He is bullied at school for being gay. He hasn't told his family about the bullies or that he is gay. Lukas has a good group of friends in the youth group he attends once per week.</p>

<p><b>Giulia</b> is a wheelchair user. She and her classmates have been very understanding about her being lesbian but she feels very lonely as she doesn't know any other LGBT children her age. There is a LGBT youth group that meets at the local community centre near her house but it is upstairs without a lift so she is unable to go. She is also worried that the other LGBT children will just want to play football or chasing games which would exclude her.</p>	<p><b>Stefano</b> grew up with his dad. His dad drank a lot and couldn't look after him very well. Stefano spent a lot of time with a group of boys that would sometimes get in trouble with the police. Last year, Stefano was caught by the police for carrying a knife and is now in a prison for young people. He will be in there for 6 months. He doesn't see his friends or his family often.</p>
<p><b>Anjal</b> lives with her mum and brother. She has been struggling with school and personal issues for many months. She developed anxiety and began self-harming as a result. She doesn't know how to deal with her feelings and worries about everything – no matter how small.</p>	<p><b>Dominik</b> is homeless. A few months ago, the relationship with his parents broke down and he couldn't stay at home anymore. At first, he stayed with some friends but now he doesn't have anywhere to stay and sleeps in the local park. He doesn't know who to ask for help.</p>
<p><b>Arden</b> lives alone in a small flat. They moved here recently when they came out as non-binary. Arden works full time in a coffee shop. They would like to work as an artist in the future but needs the money from the coffee shop to pay rent.</p>	<p><b>Kwaku</b> studies politics at university. He moved to a different city than his parents for university. Kwaku was born and raised in this country but people always ask him where he is really from. He is a DJ when he isn't studying and earns some money.</p>
<p><b>Rabial</b> lives with her mother and three younger siblings. Her mum has heart problems and low blood pressure. She cares for her mum and siblings. This means helping with household cleaning, taking her sisters and brother to school and cooking dinner. Rabia doesn't get to see her friends because she is too busy.</p>	<p><b>Thomas</b> is a transgender man. He came out to his family a few years ago and they have been very supportive. With their help, Thomas has been able to begin hormone therapy and start college with his chosen gender. His favourite sport is football and he hopes to start playing for the local team soon.</p>
<p><b>Fatima</b> lives in a large house with her mum, dad, sister and grandmother. She wants to be a vet so works hard at school to get good grades. Fatima enjoys writing poetry and spending time with her friends.</p>	<p><b>Hasan</b> lives with his girlfriend and their baby. Before the baby was born, Hasan left school and got a job to pay for everything they needed. He works long hours at a supermarket and doesn't</p>

	earn a lot of money. Hasan dreams of going back to education and becoming an engineer one day.
<b>Priya</b> lives with her mum, dad and two sisters. She is really creative and plays guitar. Last year, she was diagnosed with dyslexia. Before that, Priya found school very difficult and stressful. Now, the teachers are starting to give her the support she needs.	<b>Sanjay</b> lives in a nice area of a big city and goes to a large secondary school. Both of his parents are doctors and his older sister is an engineer. Sanjay’s grandparents moved to this country and his family have lived here ever since. They go to India each year on holiday to visit their extended family.

## CHARACTERS BASED ON ITALIAN REALITY, BUT ALSO CAN BE USED IN OTHER COUNTRIES/GROUPS

**Trainers tip:** characters can be mixed from both versions together

You are the daughter of a mafia boss.	You are a young NEET
You are a ESC/EVS volunteer.	You are an unemployed man who moved in other country in search for job but doesn’t speak English.
You are a 17 years old mother.	You are an unemployed single mother
You are a president of a party-political youth organization (whose “mother” party is now in power)	You are the daughter of the local bank manager. You study economics at university.



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You are the son of a Chinese immigrant who runs a fast food business.	You are an Arab Muslim girl living with your parents who are devoutly religious people.
You are the daughter of the American ambassador to the country where you are now living. You are the owner of a successful import-export company.	You are a soldier in the army, doing compulsory military service
You are a disabled young man who can only move on the wheelchair.	You are retired worker from a factory that makes shoes.
You are the 19 years old son of a farmer in a remote village in the mountains.	You are an illegal immigrant from Mali.
You are a 24 years old refugee from Afghanistan.	You are a fashion model of African origin.
You are a homeless young man, 27 years old.	You are an unemployed schoolteacher in a country whose new official language you are not fluent in.
You are a 22 years old lesbian.	You are an HIV positive, middle-age prostitute.



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You are the girlfriend of a young artist who is addicted to heroin	You are a 17 years old Roma (Gypsy) girl who never finished primary school.
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## NOTE:

- ✓ This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
- ✓ **This material is made only for work proposes for trainers to prepare to deliver the Module. Any publication of material, except parts, which are necessary to carry out exercises, can be done only with allowance of consortium of ALL IN project till further notifications from the Consortium.**
- ✓ **For any help or questions please contact representatives of partners of ALL IN project** or write in your Moodle system for ToT training. Contacts of representatives of partners in your countries can be found under: <https://all-in-project.eu/home/contact/> Main coordinator is YIP Austria – [yip.austria@yip-info.org](mailto:yip.austria@yip-info.org)
- ✓ You are required to send us back feedback after delivery of each Module **no later than two weeks after**. You can fill out the form under <https://goo.gl/wxzXGX> (if you do not want to use Google docs, simply send answers to [yip.austria@yip-info.org](mailto:yip.austria@yip-info.org) or to ALL IN project coordinator in your country.) You can answer questions in your native language. We are especially interested of any changes made in program and adaptations of the methods.



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