

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. Do a reminder round of introductions (name, organisation).</p> <p>Group agreement Reminder if working with the same group, develop new version if not.</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> <p>Carpark 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> <p>Objectives Explain that this module focuses primarily on organisational aspects and is tailored according to the experience of participants.</p>	<ul style="list-style-type: none"> ● Presentation ● Flipchart paper ● Pens ● Carpark sheet 	5mins
Icebreaker	Facilitators should choose an icebreaker from Annex.		10mins
Catch up circles	(Adapted from: Readings for Diversity and Social Justice, Second Edition, Routledge, 2010)		20mins

	<p>Each participant chooses a moment of learning from during or between ALL IN modules. Allow a few moments for individual reflection.</p> <p>Participants then form two circles, an inner and outer circle, so that each participant has a partner. Participants will reflect on their learning asked while at the same time practicing their active listening skills. For example, the outer circle is asked to respond first while the inner circle listens and paraphrases back, and then switch roles.</p> <p>Ask participants to present their moment of learning to each other. Listening partner should not respond or offer solutions, only summarise partner experience once they have finished. Participants have 3 minutes to share their learning with each partner. Once each circle has responded rotate either the inner or outer circle in a direction so that they are matched with a different person. Repeat this exercise 5 times.</p> <p>OPTIONAL: Study visit debrief</p> <p>If the trainer has organised either a group study visit or encouraged participants to individually visit another inclusive youth work organisation, this session should be used to debrief.</p> <p>The catch up circles can be focused on learning from the visits and additional time should be added on for a group discussion on participants' observations, further questions and key learning points.</p> <p>Some questions could include:</p> <ul style="list-style-type: none"> • What elements of inclusive practice did you see in action? • Were there any aspects you will bring to your own practice/organisation? • What about the visit surprised you? 		
Year 2025	<p>Year 2025 (Adapted from: The Sparkle)</p> <p>This is a visioning exercise. Participants should work individually and note their answers during the exercise.</p>		20mins

	<p>Imagine this is year 2025 and your organisation has just won the prize for most inclusive youth work provision in the country. Young people feel empowered through the work they are doing.</p> <p>Take a good look around you:</p> <ul style="list-style-type: none"> • What do you see? • What has changed? • What are people doing differently? • How do the projects look? • How do people in the organisation interact/talk to each other/help each other? • How do you create the feelings of involvement? • How do you promote your organisation to the outside world? <p>On a scale of 1 – 10, 1 meaning no inclusion and 10 meaning the perfect 2025 future, share where your organisation is now.</p> <p>Trainer tip: This activity could also be done using physical space to demonstrate the scale of 1-10.</p> <ul style="list-style-type: none"> • What do you need to do to move your organisation closer to 10? • How would we know that we have made progress to move us towards 10? 		
<p>Strategy <i>Option 1</i></p>	<p>PLEASE NOTE: There are two options for completing this module based on the level of experience of the participant group. For experienced groups and those where participants are already affiliated with organisations, proceed with the following activities labelled option 1. For groups with less experience or where participants are not affiliated to organisations, use the activity ‘Business Model Canvas’ in appendix A and all other activities listed.</p> <p>Participants have brought their own organisational/project strategies.</p>		<p>45mins</p>

	<p>Discussion:</p> <ul style="list-style-type: none"> • How is inclusion built into your strategy? • How were focus areas decided? • Who is responsible for inclusion? How do we appear online? [What type of information do we share, what do we talk about online, is our website disability friendly etc] <p>Facilitator introduces Four Phases of Strategy.</p> <p>Four Phases of Strategy (Credit: Inclusion by Design)</p> <ul style="list-style-type: none"> ➤ The first phase, Analysis, involves taking time to understand where you (as a youth organisation working with fewer-opportunity young people) are starting from. What was our situation in the past? What is our situation today? ➤ Once you have a clear picture of where you are starting from, you are ready for the second phase – Planning. What do we want our situation to look like tomorrow? Here you start making the choices which will define your future direction. ➤ The third phase, Implementation, involves identifying the steps you will take and putting those steps into action. ➤ The fourth and last phase, Evaluation, lets you know to what extent you have or have not been successful. <p>Stakeholder mapping</p> <p>There are four main stakeholder groupings for youth organisations: with young people, within organisation, within community, within politics. Participants should complete the stakeholder mapping exercise [in Trainers Manual].</p> <ul style="list-style-type: none"> • Who do you need to convince? • How can you convince them? <p>Facilitator introduces other tools that can be used by participants. Allow time for participants to share other tools, methods and approaches they use to embed inclusion in organisational strategy.</p>		
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	<ul style="list-style-type: none"> • Theory of change model [in Trainers Manual] • SWOT analysis [in Trainers manual] <table border="1"> <tr> <td>Strength</td> <td>Weaknesses</td> </tr> <tr> <td>Opportunities</td> <td>Threats</td> </tr> </table> <ul style="list-style-type: none"> • Spectrum of allies [in Trainers Manual] • Evidence Planning [in Trainers Manual] • Target Group [in Trainers Manual] • PEST analysis [in Trainers Manual] <table border="1"> <tr> <td>Political</td> <td>Economic</td> </tr> <tr> <td>Socio-Cultural</td> <td>Technological</td> </tr> </table>	Strength	Weaknesses	Opportunities	Threats	Political	Economic	Socio-Cultural	Technological		
Strength	Weaknesses										
Opportunities	Threats										
Political	Economic										
Socio-Cultural	Technological										
BREAK			15mins								
Management and Performance <i>Option 1</i>	<p>Facilitator leads a group discussion on the following points:</p> <ul style="list-style-type: none"> • Who are your staff? • Do they reflect your community? • Who has undertaken training on inclusion? • How do you build inclusion into role descriptions for staff and volunteers? • How is inclusion built into staff policies? • How do you challenge staff when acting exclusively? • How do you manage change? <p>Facilitator introduces tools participants can use</p> <ul style="list-style-type: none"> • Organisational asset mapping [in Trainers Manual] 		45mins								

	<ul style="list-style-type: none"> • Innovation adoption lifecycle graph [in Trainers Manual] – where do your team sit on the graph? Who are the innovators? What can you do to get them on board? <p>Participants should share other tools/methods/approaches they use to embed inclusion in management and performance frameworks.</p> <p>Participants spend remaining time using tools to improve or begin their management and performance frameworks.</p>		
<p>Budget and funding <i>Option 1</i></p>	<p>Participants have brought their own organisational/project budget.</p> <p>Facilitator leads a group discussion on the following points:</p> <ul style="list-style-type: none"> • How does your budget factor in inclusion? • Inclusion is not an add-on – it needs to be integrated. How do you decide the budget? • Who is involved in budget setting? • Have unforeseen and unplanned costs been an issue previously? • How do you write inclusion into funding bids and reports? • Do your funders value inclusivity? • How sustainable is your funding? <p>“Money or the lack of it is one of the major justifications given for not establishing inclusive groups. However, inclusive practice costs no more than specialist or segregated provision and can add value to the outcomes for <i>all</i> children and young people.” Participation Works</p> <p>Optional: Show the following video (12mins): Sustainable Gender Equality (ENG) https://www.youtube.com/watch?v=udSjBbGwJEg Igualdadsostenible (ESP) https://www.youtube.com/watch?v=v9bnXSJCBCs Uneégalité durable entre hommes et femmes (FRA) https://www.youtube.com/watch?v=dyuYAolytCo</p>		<p>45mins</p>

	<p>Nachhaltige Gleichstellung (DEU) https://www.youtube.com/watch?v=SBnhdKZ_9j4</p> <p>Participants should share tools/methods/approaches they use to embed inclusion in budget.</p> <p>Participants spend remaining time using tools to improve or begin their budget.</p>		
LUNCH			45mins
Practising your argument	<p>Participants are grouped in two halves. Group A are the ‘campaigners’. Their role is to convince group B of their change plan.</p> <p>Group B are each given different personas with competing priorities (see cards).</p> <p>Participants from group A and group B pair up. Campaigners have 5mins to convince their group B partner of their campaign. Group discussion about the challenges of doing that. How easy was it to counter the arguments? Group B – did the campaigners convince you?</p> <p>Do exercise again with group B as campaigners. Facilitator leads a group discussion on challenges faced during the exercise.</p> <p><u>Cards</u></p> <p>Finance officer – Your priority is money. You will only agree to cost effective projects that contribute clearly to the goals of your organisation.</p> <p>Partner organisation – This organisation is in the same field as you and you are often in competition for funding.</p> <p>Volunteer – You love volunteering with this organisation. You enjoy working with the team and don’t want anything to change.</p> <p>HR manager – You stick closely to the policies of your organisation.</p>	<ul style="list-style-type: none"> • Persona cards 	20mins

	<p>Local community member – You live close to the youth club and don't like the young people hanging around your area.</p> <p>Young person already a member of the youth club – You've been coming to the youth club for a long time. You like things the way they are and don't want anything to change.</p> <p>Funder – You are focused on results and always want to know how funded projects are performing.</p> <p>Trustee/chairperson – You look at the big picture of the organisation and care most about the reputation of the organisation. You want to know how the local community, media and other stakeholders will react.</p>		
<p>Evaluation <i>Option 1</i></p>	<p>Participants have brought their own organisational/project evaluation.</p> <p>Facilitator leads a group discussion on the following points:</p> <ul style="list-style-type: none"> ● When do you evaluate? ● Which stakeholders are involved? ● Who is the evaluation for? ● Who carries it out? <p>Facilitator introduces tools participants can use.</p> <ul style="list-style-type: none"> ● TKit Evaluation checklist [in Trainers Manual] ● EHRC phases [in Training Manual] ● Weaver's Triangle [in Trainers Manual] <p>Participants should share others tools/methods/approaches they use to evaluate inclusiveness.</p> <p>Participants spend remaining time using tools to improve/begin their evaluation process.</p>		<p>45mins</p>

Group problem solving	<p>Each participant writes a question or problem they have (related to inclusive youth work). The questions are collected and in turn, each participant is given a question/problem to help answer.</p> <p>Trainer tip: This exercise helps encourage participants to share their expertise and experience.</p>	<ul style="list-style-type: none"> • Paper 	25mins
BREAK			15mins
Next Steps	<p>Letter to myself Give each participant a piece of paper and an envelope (alternatively, you can use postcards). Participants should think about three next steps they will take as a result of this training. They should be specific, achievable and time bound.</p> <p>Once participants have decided these steps, they should write a letter to their future selves detailing them. Participants should seal their letters and write their address on the envelopes. Trainers should collect the letters. Explain to participants that you will send their letters in a few weeks and participants will be able to see if they have completed the three steps.</p>	<ul style="list-style-type: none"> • Paper • Envelopes 	15mins
Group support between courses	Explain how participants can access peer support going forward.		5mins
Questions and car park	This is the time to revisit any issues placed in the carpark and answer outstanding participant questions.		15mins
Evaluation	<p>Trainers should choose an appropriate activity from the Annex.</p> <p>Participants complete evaluation forms individually. Presentation of certificates for participants.</p>		45mins
CLOSE			