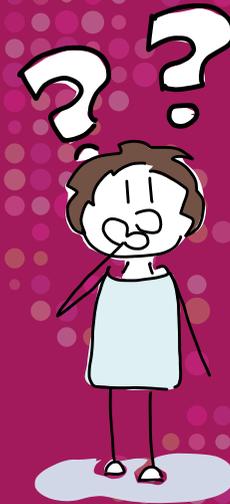


Yes, let's do this! – But how?



A barrier-free illustrated story to
organise inclusive international projects

.....
To Christian Papadopoulos 1973–2020
.....

INHALT

Introduction	4
Acknowledgments and Information	5
Planning	7
Contents Planning	8
Inclusive international youth work	9
Inclusion and diversity in international youth work	10
Aims and objectives	11
Target groups	12
Partnerships	13
Finding partners	14
Working with partners	15
Accessibility	16
Funding	17
Preparation	18
Funding for inclusive projects	19
Legislation	20
Project teams	21
Youth worker training	22
Preparation	23
Contents Preparation	24
Target groups	25
Inclusive and accessible language	26
Adressing target groups	27
Accessible information	28
Working with partners	29
Partner agreements	30
Communication and networking	31
Youth workers´ skills	32
Youth worker training	33
Inclusion self-check	34
Participants´ needs	35
Public realations	36

Implementation	37
Contents Implementation	38
Observation visit	39
Teambuilding	40
Team meetings	41
Full engagement	42
Participants´ needs	43
Participants´ needs	44
Communication with participants	45
Participation	46
Getting started	47
Group dynamics	48
Accessible design	49
Inclusive program design	50
Learning from mistakes	51
Accessible information	52
Communication	53
Language awareness	54
Inclusive method design	55
Evaluation	56
Feedback	57
Closure	58
Chapter follow-up	59
Contents Chapter follow-up	60
Team evaluation	61
Team development	62
Self-reflection	63
Project documentation	64
Follow-up with partners	65
Follow-up with participants	66
Sharing experiences	67
Alumni network	68
Communication of results	69
Building experience	70
Appendix	71

INTRODUCTION

The objective of **VISION:INCLUSION** is to enable young people with a disability to access international youth work activities as if there was nothing to it. This access is today far from being a given, also because organisations and initiatives still encounter many challenges when planning and implementing an inclusive international project.

For this reason, between 2015 and 2017 IJAB worked with international youth work organisations, experts and young people to develop a strategy that provides organisations with a practical guide to inclusion. Between 2018 and 2020, this strategy was given an international dimension and extended to include hands-on tools for more inclusion in international youth work.

“Yes, let’s do this! – But how?” is an illustrated story written to encourage and help all interested organisations, initiatives and experts to organise their own inclusive international projects – activities that offer all participants a space to interact with others, learn new things together and experience how easy it can be to live and learn together. International youth work is all about activities that allow young people and experts to learn together, with educational support, in an international setting. Typical activities include youth exchanges, workcamps, volunteering projects or exchanges for experts that centre around a wide variety of themes that are relevant to young people today. While the themes of the exchanges or activities can vary greatly, they all respond to the interests of young people.

• **What can you expect to see on the next pages?**

• This storyboard provides a set of hands-on instructions for planning, preparing, implementing and following up an inclusive international activity. The story begins with the first steps towards finding partners and themes, guides readers through the preparation process, and offers lots of useful tips and tricks for implementing and following the project. Each scene incorporates plenty of background information. Readers who are new to this field can accompany the protagonists of the story every step of the way as they explore and design an inclusive international youth exchange. But even professionals will appreciate the odd helpful piece of information. The titles of each scene provide clear guidance on what information can be found where.

• Of course the story being told here is just an example. It is symbolic of the many different formats and types of inclusive international youth work activities that exist.

• **So how does it work?**

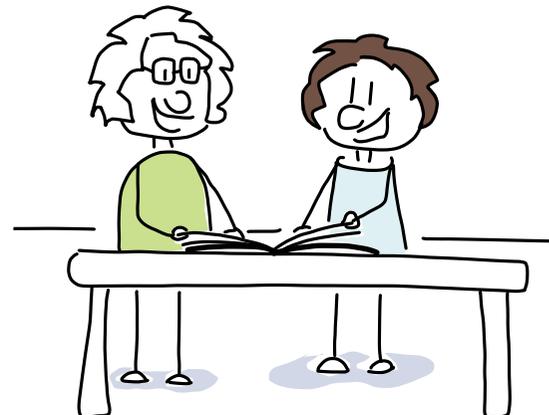
• The story is presented in linear form. Structurally, it corresponds to the four phases of an inclusive international activity: planning, preparation, implementation and follow-up. Each chapter consists of a number of scenes, each of which spotlights a different topic. For each topic, the appendix contains a number of links leading to further information. This may be a document, video or website. In addition, each chapter is prefaced with a table of contents listing the topics covered in the scenes. Readers can hence navigate directly to the topics that interest them. *Enjoy!*

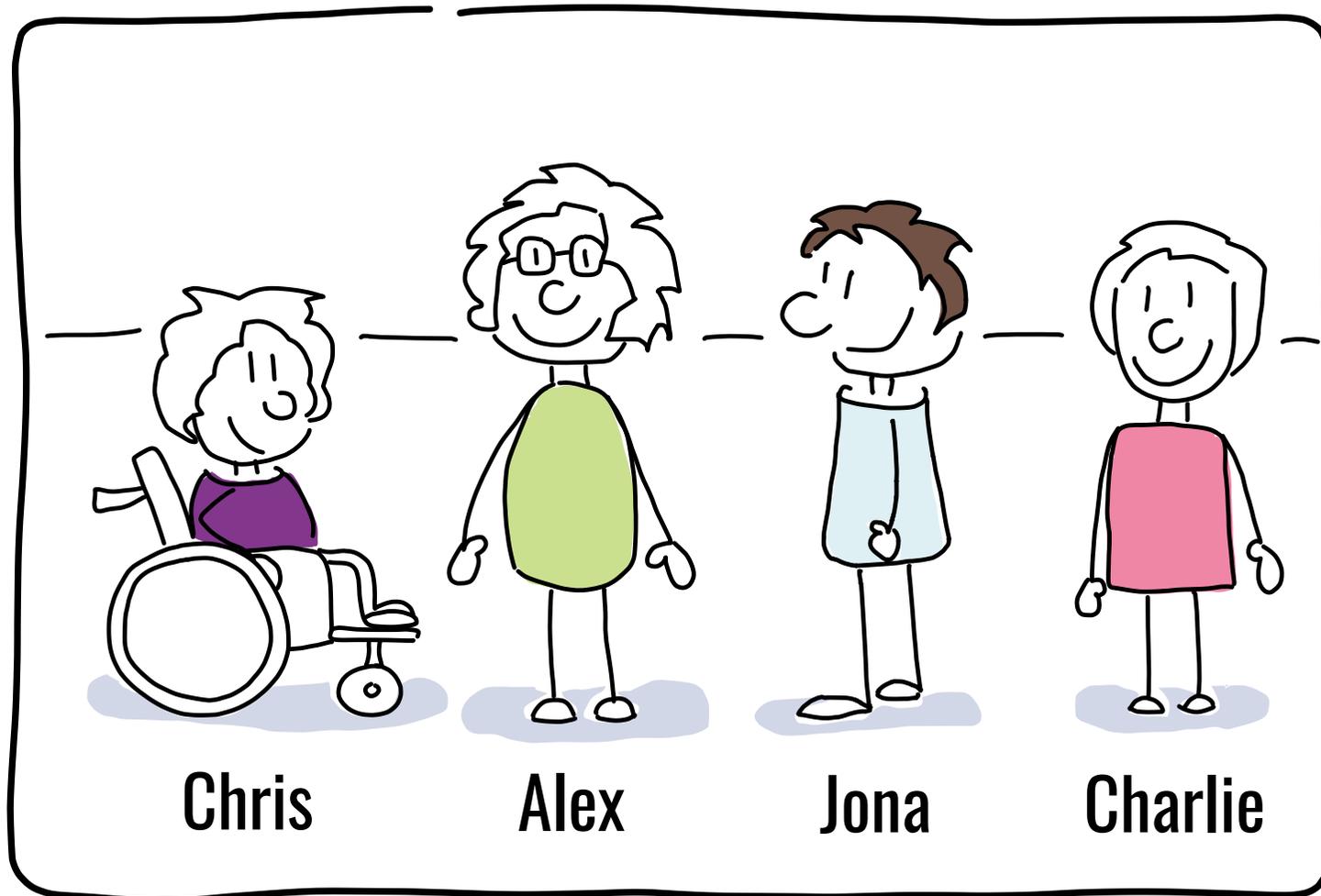
ACKNOWLEDGMENTS AND INFORMATION

We thank all those who contributed towards producing this storyboard: the experts in the international working group, the expert group of **VISION:INCLUSION** and the author and advisor Elżbieta Kosek from Kreisau-Initiative e. V.

 **NOTE:** Each image features an interactive keyword that appears in the top right-hand corner of the page. For each of these keywords, a list of links is provided in the appendix.

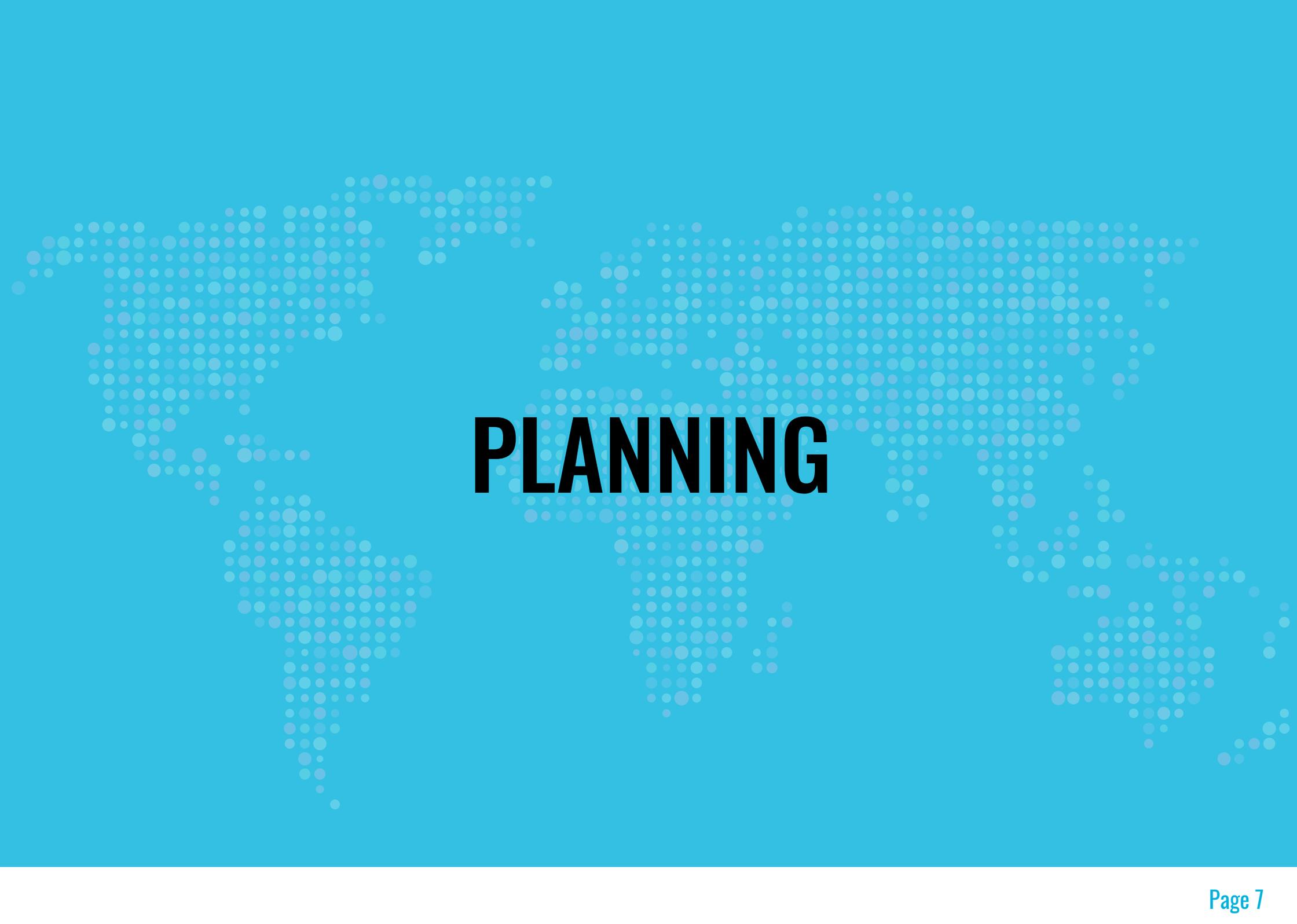
All links were carefully selected and tested. However, links can become outdated. Or maybe you are aware of other resources that you think should be included here. We invite you to let us know if anything can be improved by e-mailing us at vision-inclusion@ijab.de.





The scene introduces us to four figures who we will see multiple times in the story. They are sitting and standing next to each other and smiling. Their names are written under the respective figure. They are gender-neutral. From left to right, they are: Chris, who is in a wheelchair; Alex, who wears glasses; Jona, who has short brown hair; and Charlie, who is wearing a pink top. Alex

and Jona are the main characters in the story. Alex already has experience working in inclusive international youth work projects. Jona wants to set up an inclusive international youth exchange, but is unsure how to go about it. Chris and Charlie are team leaders in the inclusive international project that Jona will later attend as an observer.



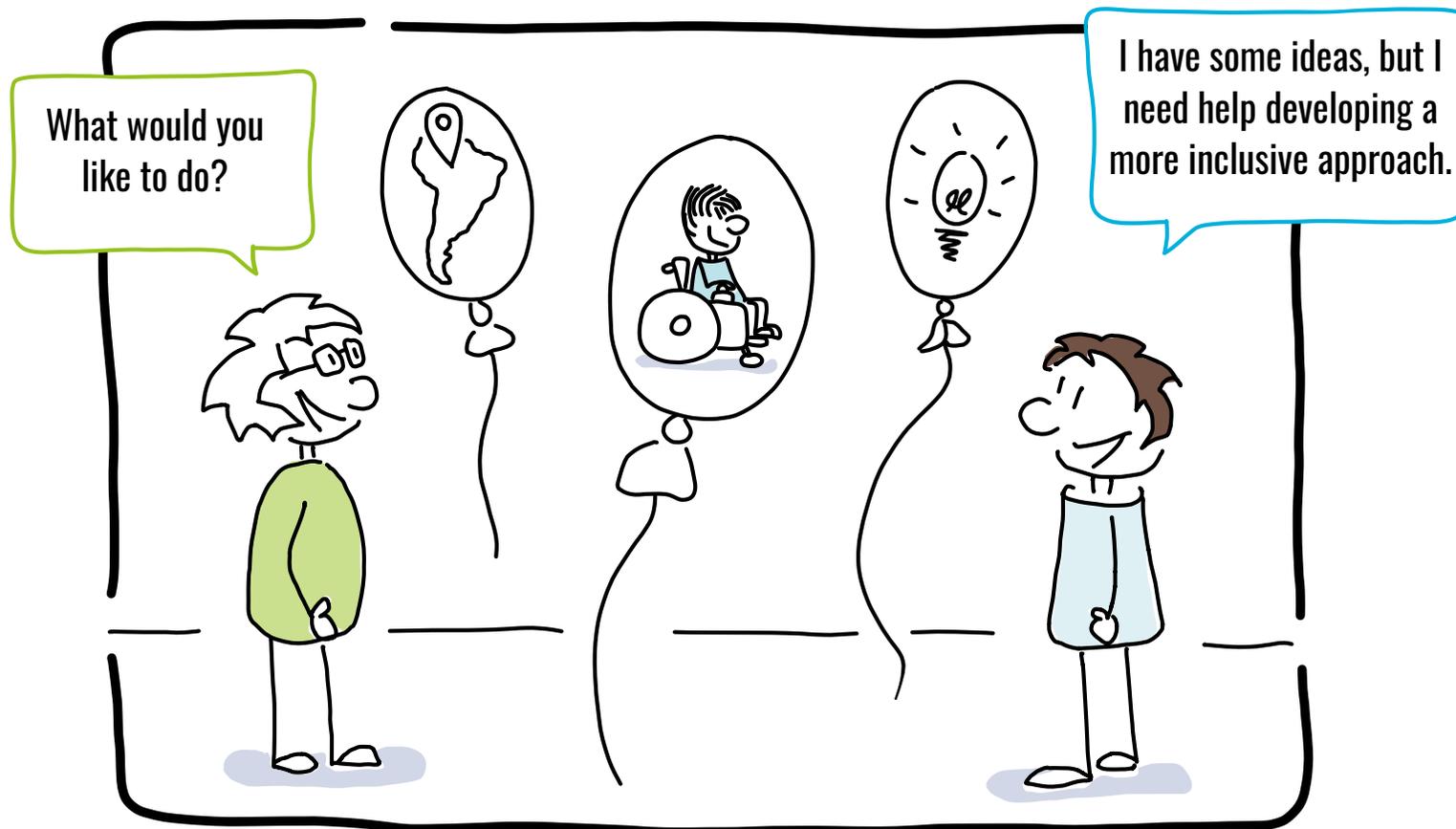
PLANNING

CONTENTS PLANNING

•	Inclusive international youth work	9	•
•	Inclusion and diversity in international youth work	10	•
•	Aims and objectives	11	•
•	Target groups	12	•
•	Partnerships	13	•
•	Finding partners	14	•
•	Working with partners.....	15	•
•	Accessibility.....	16	•
•	Funding.....	17	•
•	Preparation	18	•
•	Funding for inclusive projects	19	•
•	Legislation	20	•
•	Project teams	21	•
•	Youth worker training	22	•
•			•



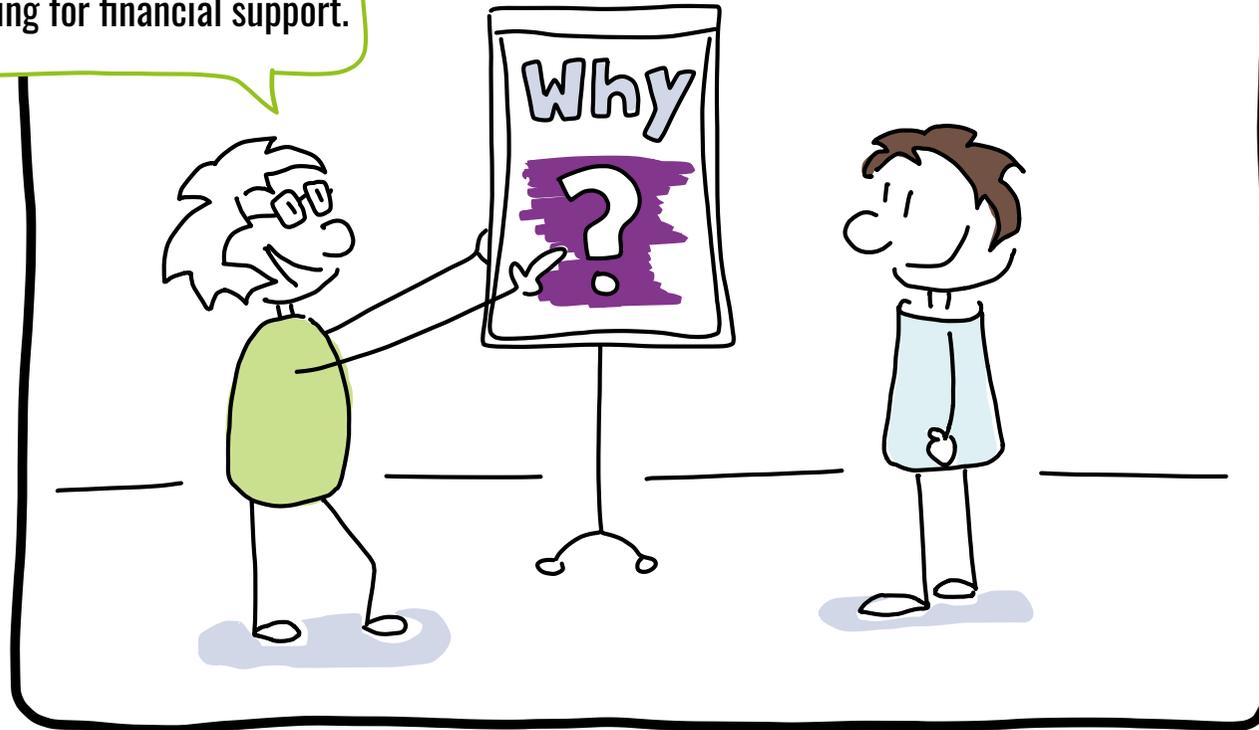
- Alex and Jona are in the same room and are shaking hands. To the right is a desk
- with a computer screen. On the wall above it is a poster depicting a fist with a
- thumb extended upwards and the words "Inclusive youth exchanges".
- Alex says, "Good to see you, Jona! I'm excited you want to organise an inclusive
- youth exchange." Jona responds, "Thanks, Alex! I'm so glad you want to help me."



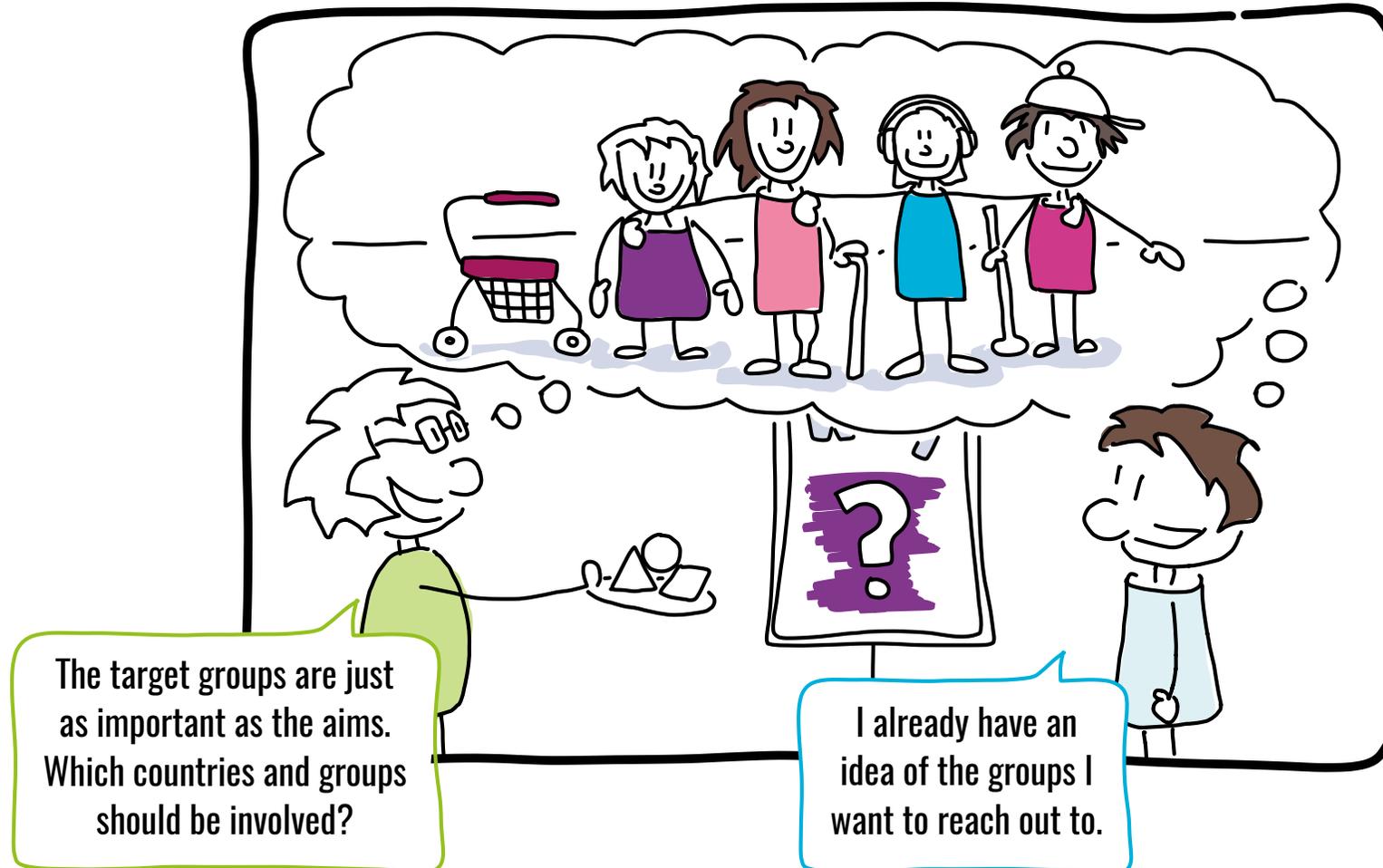
- There are three large balloons in the air between Alex and Jona. The first shows
- the outline of South America and the Google Maps icon. The second features a
- smiling figure in a wheelchair. The third depicts a lit lightbulb. Alex says, "What
- would you like to do?" Jona answers, "I have some ideas, but I need help develop-
- ing a more inclusive approach."



You need to have clear objectives. It's also important to communicate them when applying for financial support.



- Alex and Jona are standing on either side of a flipchart. On it is the word “why”
- and a question mark. Alex points to the flipchart and says, “You need to have
- clear objectives. It’s also important to communicate them when applying for fi-
- nancial support.”

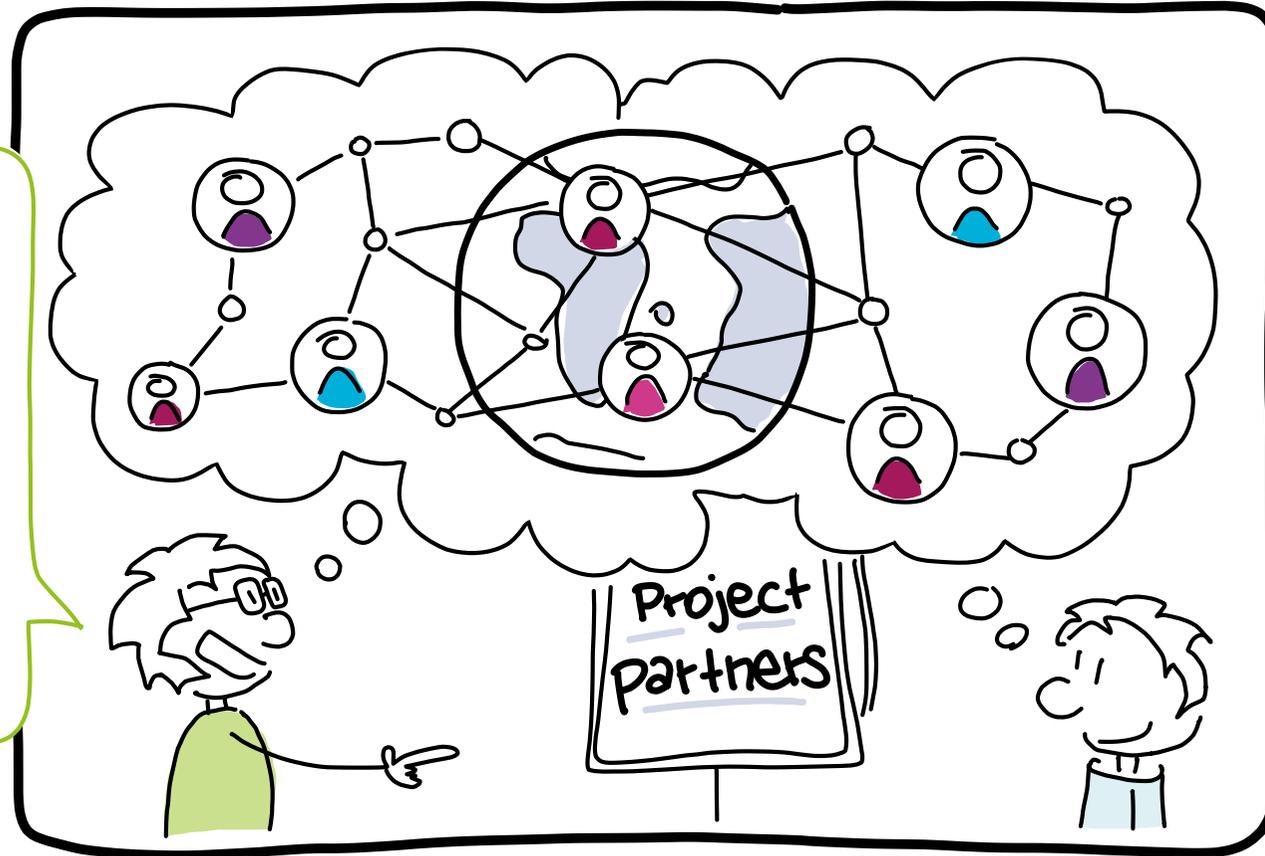


Alex and Jona are imagining a scenario. The thought bubble above them features four figures standing side by side with their arms across each other's shoulders. One person carries a crutch, one has a cane and another is wearing a cap. One figure is wearing headphones. A walking frame is next to one of

the figures. Alex is holding out a plate to Jona with various shapes on it: a circle, a square and a triangle. Alex says, "The target groups are just as important as the aims. Which countries and groups should be involved?" Jona responds, "I already have an idea of the groups I want to reach out to."

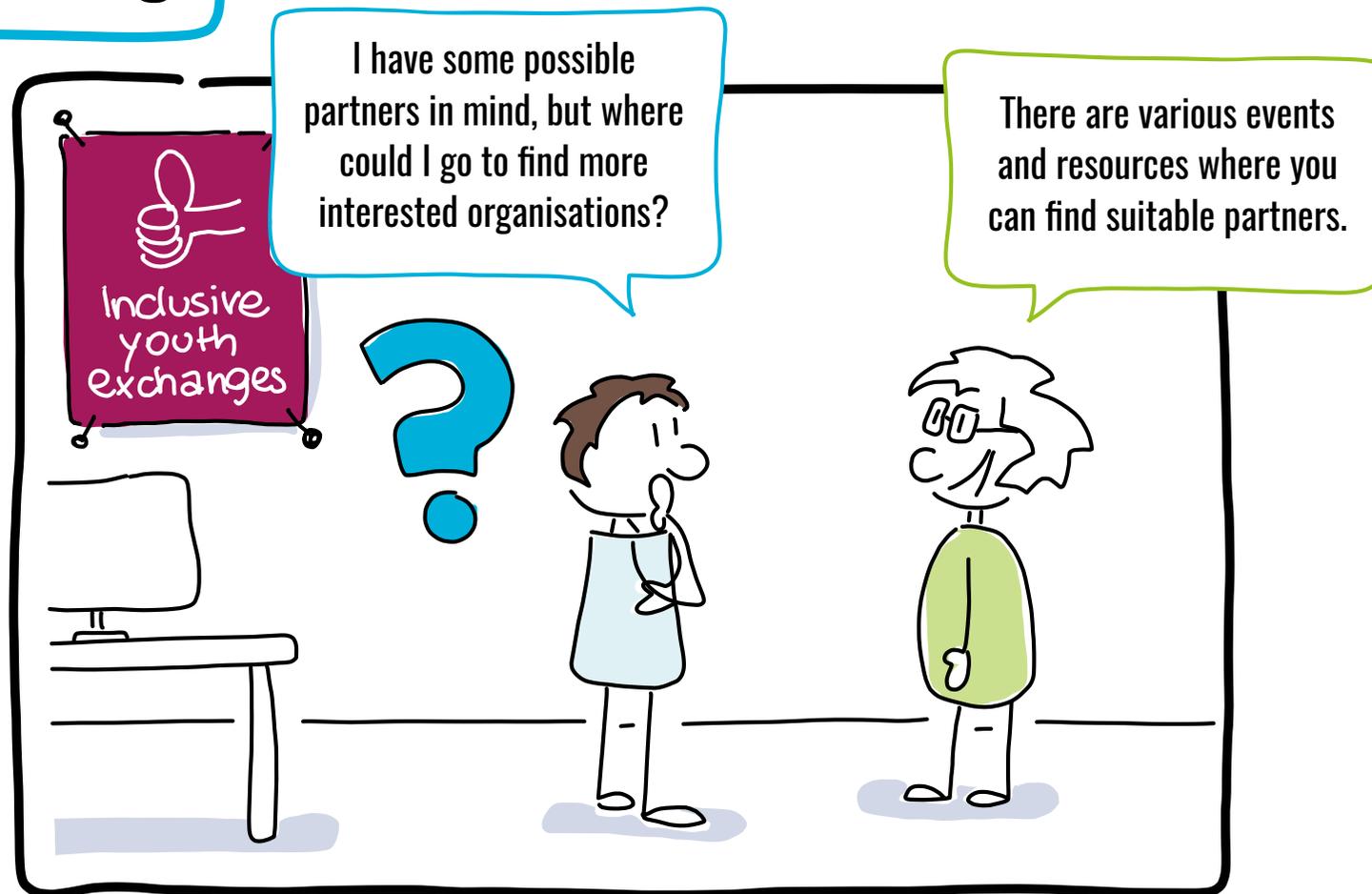


To make your project successful, reliable partners are crucial. Who do you want to work with? What knowledge and resources do they need to offer?



Alex and Jona are imagining another scenario. The thought bubble above them shows the Earth with eight bubbles circling around it, each featuring a tiny figure. Lines connect the bubbles to form a kind of matrix. Alex is pointing to the flipchart below the thought bubble, which says "Project partners".

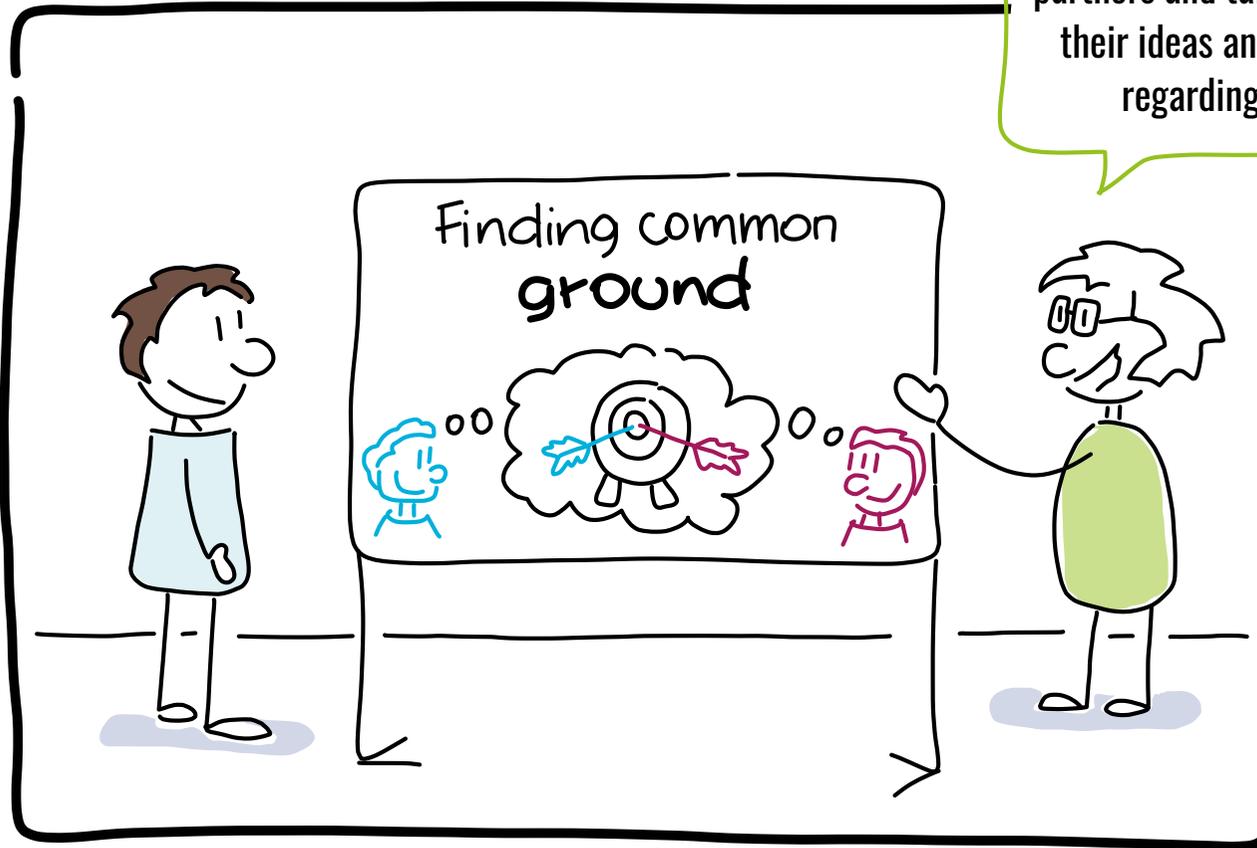
Alex says, "To make your project successful, reliable partners are crucial. Who do you want to work with? What knowledge and resources do they need to offer?"



- Alex and Jona are standing next to the desk with the computer screen. The poster on the wall features the words “Inclusive youth exchanges” under a fist with an extended thumb. A question mark is next to Jona’s head. Jona has adopted a puzzled expression, saying, “I have some possible partners in mind, but where could I go to find more interested organisations?” Alex responds, “There are various events and resources where you can find suitable partners.”



You need to get to know your partners and talk to them about their ideas and expectations regarding inclusion.

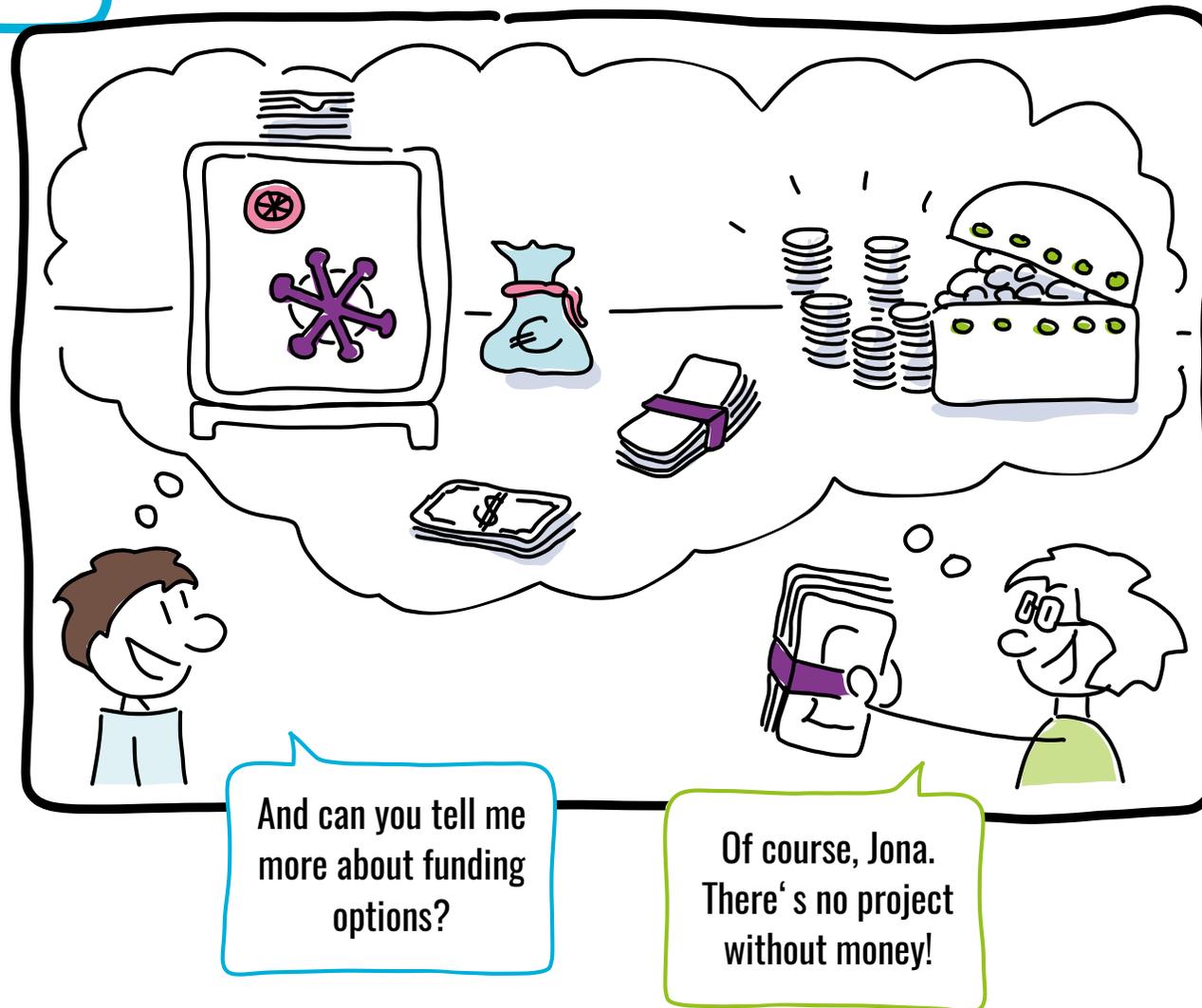


Jona and Alex are to the left and right of a pinboard, which features a poster with the words "Finding common ground". Below this are two figures on either side, one blue, one red. They are imagining a target with a red and a blue arrow, depicted in a thought bubble in the centre. Alex is pointing to it, saying "You need to get to know your partners and talk to them about their ideas and expectations regarding inclusion."

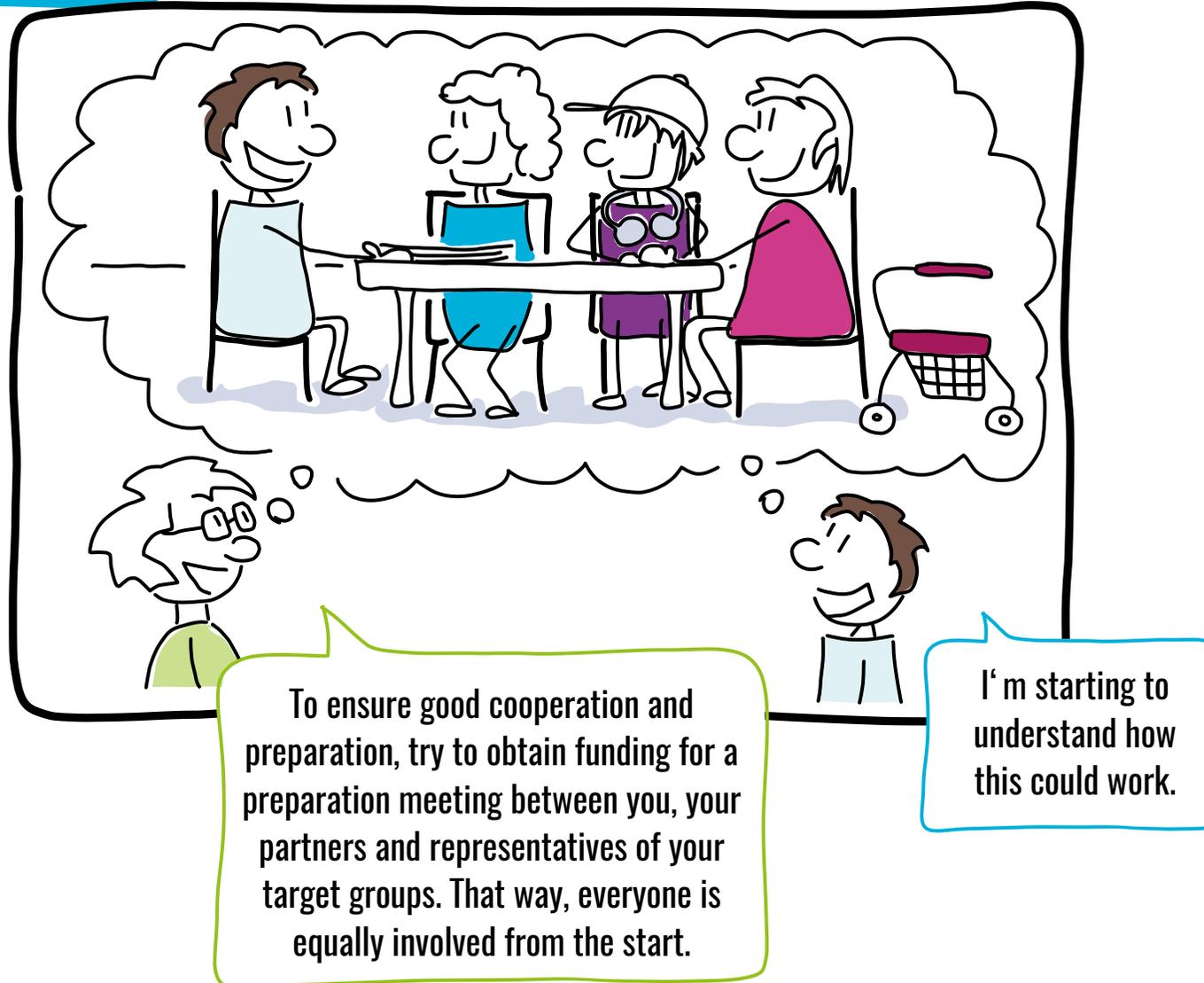


Jona and Alex are imagining the scene depicted in a thought bubble between them. On the left, a person with a seeing-eye dog is approaching some steps. These are covered with a ramp, which a wheelchair user is using to overcome the steps. At the other end is Jona, whose hand is outstretched. A

banner stretches from left to right with the words "Welcome everybody". Alex is pointing to it and saying, "Accessibility is vital when planning an inclusive project. That way, everyone can access and participate in the activities."

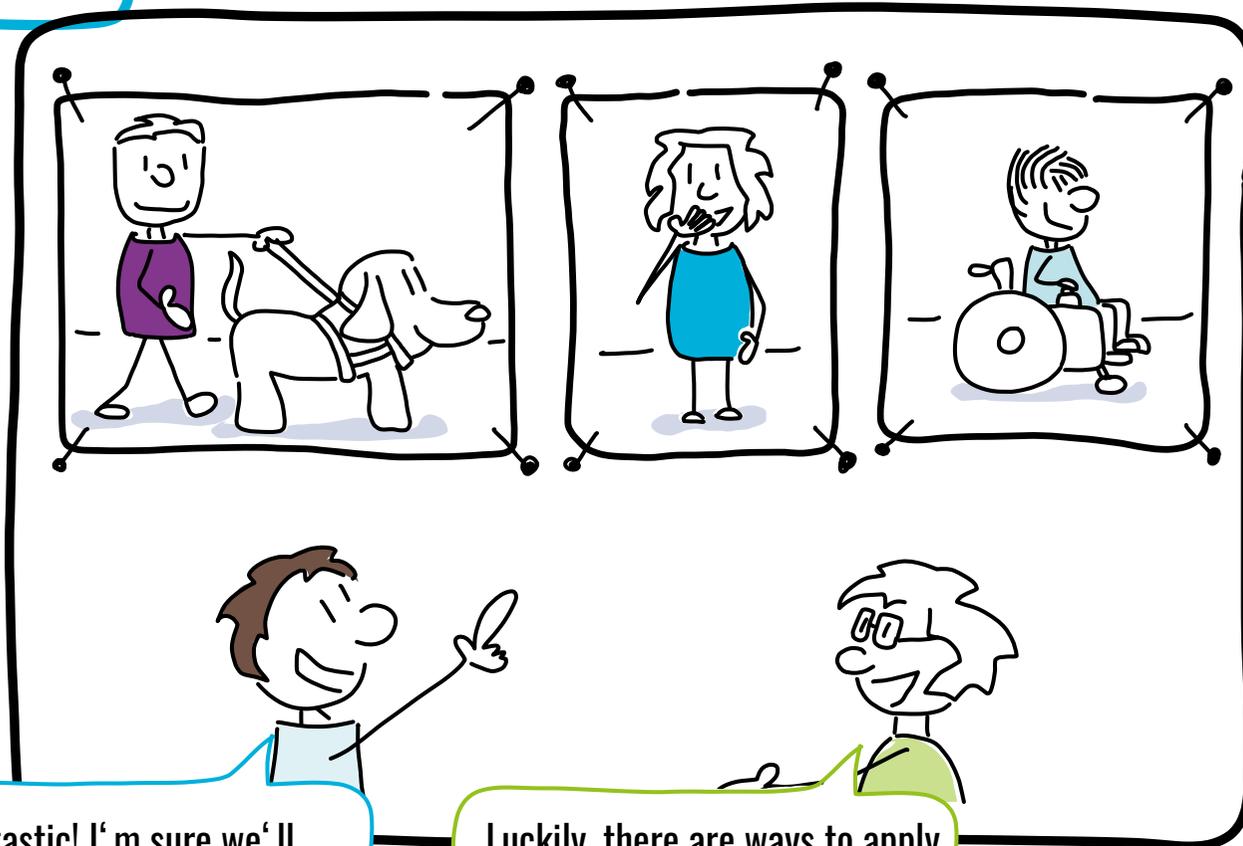


- Jona and Alex are imagining the scene depicted in a thought bubble between
- them. There is a safe, an overflowing treasure chest, stacks of coins, a money bag
- and banknotes. Jona says, "And can you tell me more about funding options?"
- Alex holds out a bundle of bank notes to Jona and says, "Of course, Jona. There's
- no project without money!"



Jona and Alex are imagining the scene depicted in a thought bubble between them: Jona is sitting at a desk talking to three other people. One is wearing a baseball cap and a headset around their neck. To the right of the desk is a walking frame. Alex says, "To ensure good cooperation and preparation, try

to obtain funding for a preparation meeting between you, your partners and representatives of your target group. That way, everyone is equally involved from the start." Jona responds, "I'm starting to understand how this could work."



Fantastic! I'm sure we'll get sufficient funding. But again, what about the cost of making the project accessible for everyone?

Luckily, there are ways to apply for additional support. Just make sure you think of all the support your participants may need beforehand.

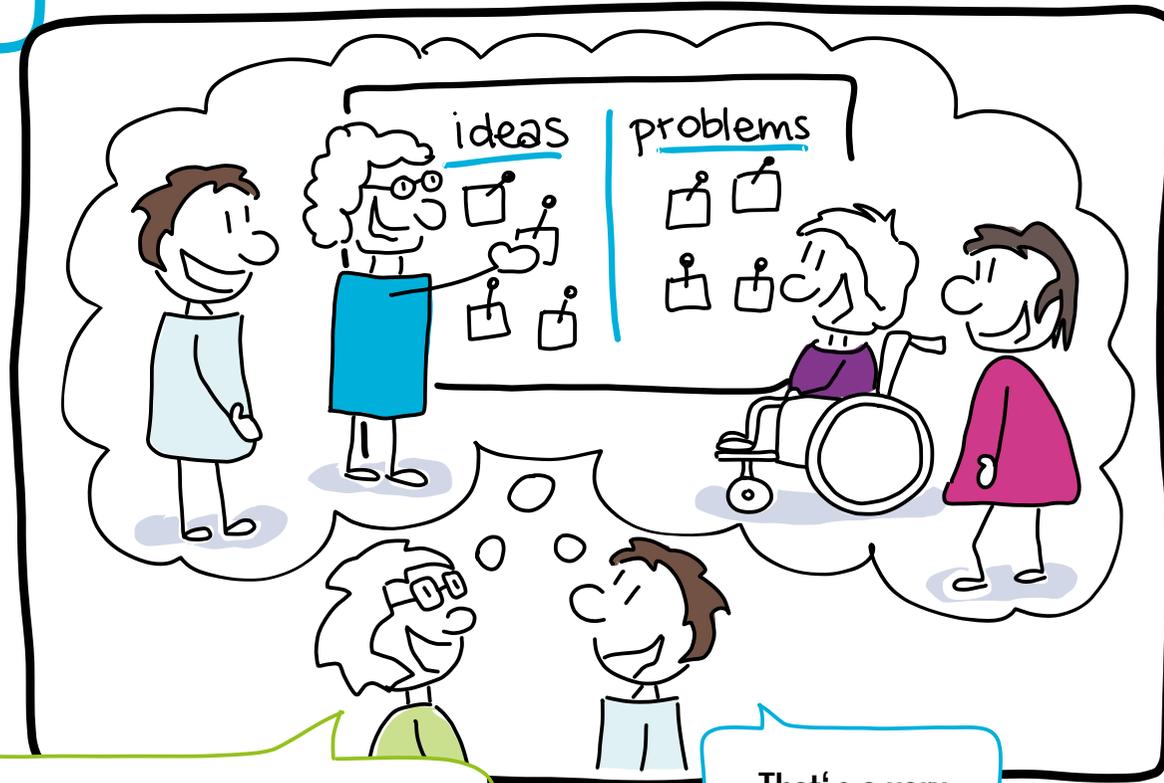
Jona and Alex are standing in front of a wall; three pictures are pinned up above them. The first depicts a person with a seeing-eye dog. The second shows a person signing. The third features a person in a wheelchair. Jona says, "Fantastic! I'm sure we'll get sufficient funding. But again, what about the cost

of making the project accessible for everyone?" Alex answers, "Luckily, there are ways to apply for additional support. Just make sure you think of all the support your participants may need beforehand."



And last but not least, remember to consider national legal frameworks, the general environment and also cultural differences.

• Jona and Alex are imagining the scene depicted in a thought bubble. At the centre is Lady Justice, who is blindfolded and carries a set of scales. To the left is a law book, to the right are the silhouettes of Europe, Africa and parts of Asia each featuring the section sign (§). Alex points to the thought bubble and says, "And last but not least, remember to consider national legal frameworks, the general environment and also cultural differences."



When applying for funding, don't forget your team! Depending on your target group, you need experienced trainers, workshop leaders and interpreters. But the team may be unsure about participating in an inclusive project. Don't forget to address this.

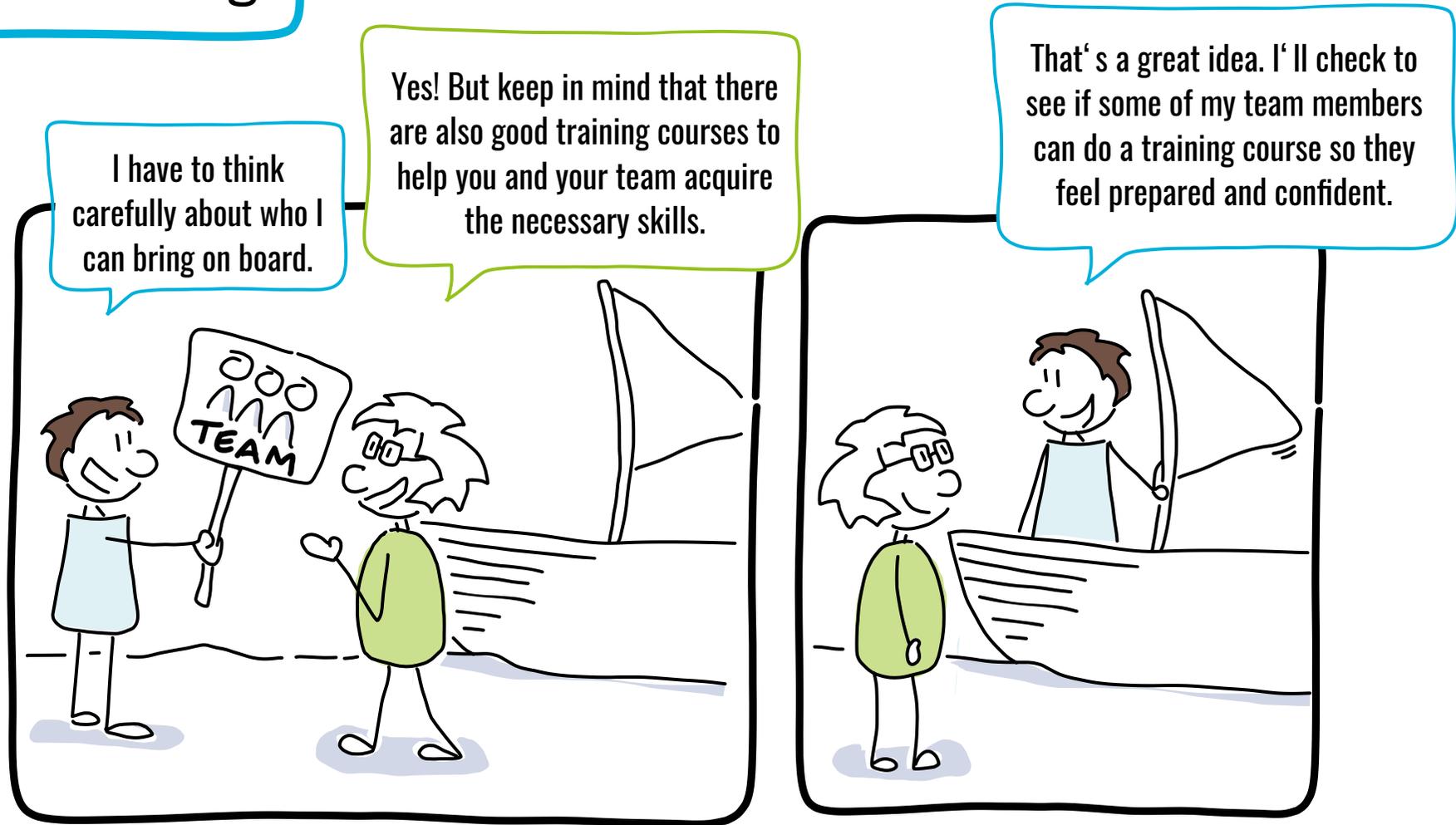
That's a very important point!

Jona and Alex are again imagining the scene depicted in a thought bubble. Four people are standing in front of a pinboard. Jona and Chris are among them. The pinboard features a table with two columns; one is headed "ideas", the other "problems". Under the headings are a number of flashcards. The four figures are talking to each other; one is pinning up a card. Alex says, "When ap-

plying for funding, don't forget your team! Depending on your target group, you need experienced trainers, workshop leaders and interpreters. But the team may be unsure about participating in an inclusive project. Don't forget to address this." Jona responds, "That's a very important point!"

Chapter Planning

KEYWORD: YOUTH WORKER TRAINING



Jona and Alex are by the side of a lake, with a boat in the background. Jona is holding up a sign featuring three figures and the word "TEAM". Jona says, "I have to think carefully about who I can bring on board." Alex responds, "Yes! But keep in mind that there are also good training courses to help you and your team acquire the necessary skills."

Jona has boarded the boat and is holding onto the sail. Alex has remained on land. Jona says, "That's a great idea. I'll check to see if some of my team members can do a training course so they can feel prepared and confident."



PREPARATION

CONTENTS PREPARATION

•	Target groups	25	•
•	Inclusive and accessible language	26	•
•	Addressing target groups	27	•
•	Accessible information	28	•
•	Working with partners	29	•
•	Partner agreements	30	•
•	Communication and networking	31	•
•	Youth workers' skills	32	•
•	Youth worker training	33	•
•	Inclusion self-check	34	•
•	Participants' needs	35	•
•	Public relations	36	•
•			•

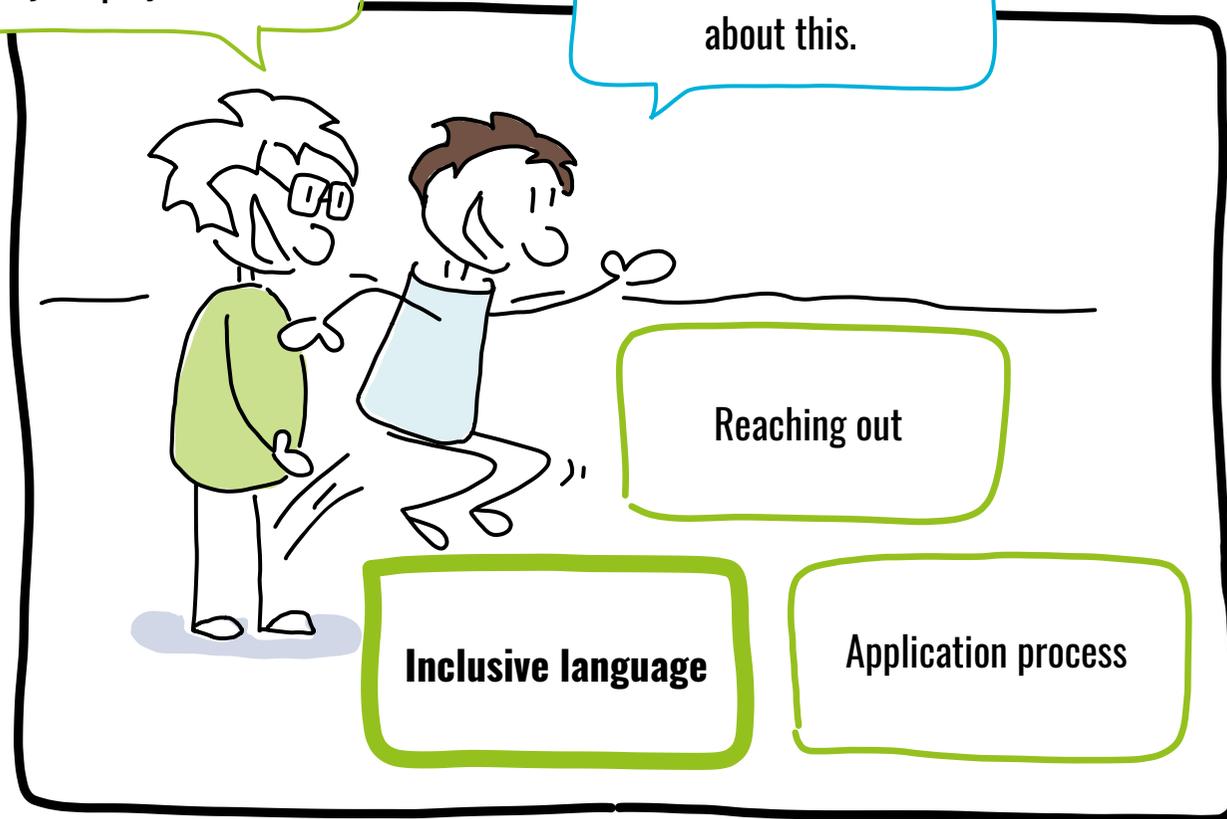
Chapter Preparation

KEYWORD: INCLUSIVE AND ACCESSIBLE LANGUAGE



Well done! Inclusive and accessible language is the key to successful communication in your project.

Wow, this is interesting! I want to know more about this.



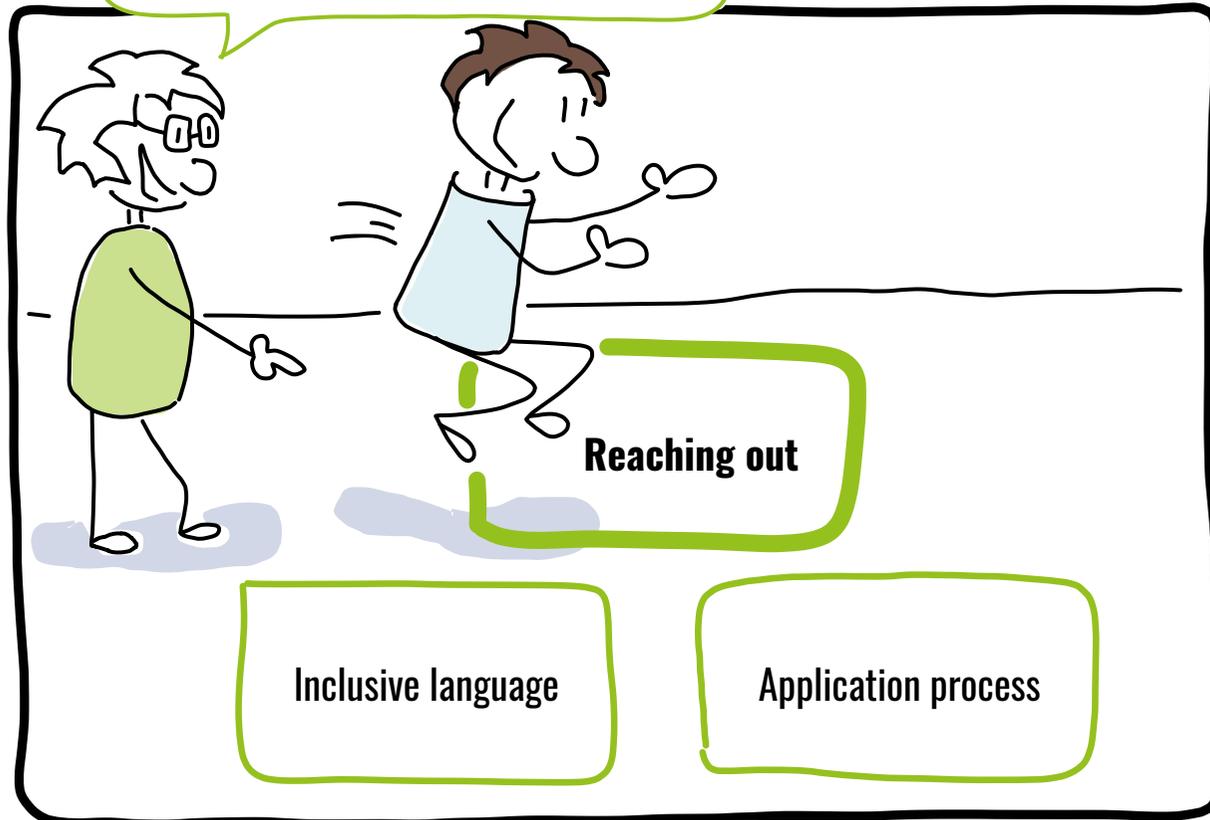
- Watched by Alex, Jona jumps into the “Inclusive language” text box. Alex says,
- “Well done! Inclusive and accessible language is the key to successful communication in your project.” Jona says, “Wow, this is interesting! I want to know more
- about this.”

Chapter Preparation

KEYWORD: ADDRESSING TARGET GROUPS



Great! Another important aspect. When you spread the word about your project, make sure you reach out to a variety of organisations and communities.



- Alex watches Jona jump into the next text box, which says “Reaching out”. Alex
- says, “Great! Another important aspect. When you spread the word about your
- project, make sure you reach out to a variety of organisations and communities.”

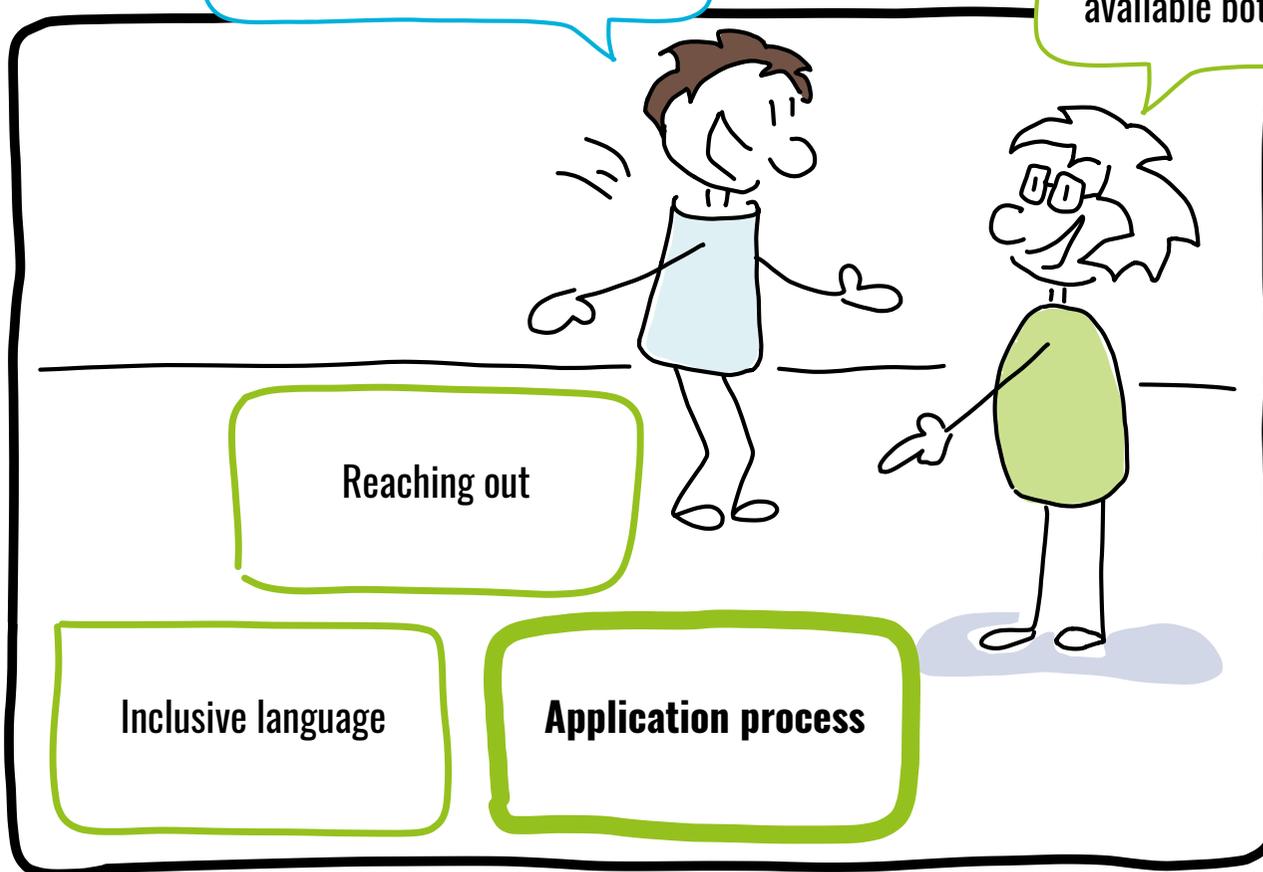
Chapter Preparation

KEYWORD: ACCESSIBLE INFORMATION



Now I've successfully promoted my project, how do I make sure people can actually apply?

Be aware of the importance of accessibility. Make sure all the information and forms use simple language and are available both online and offline.

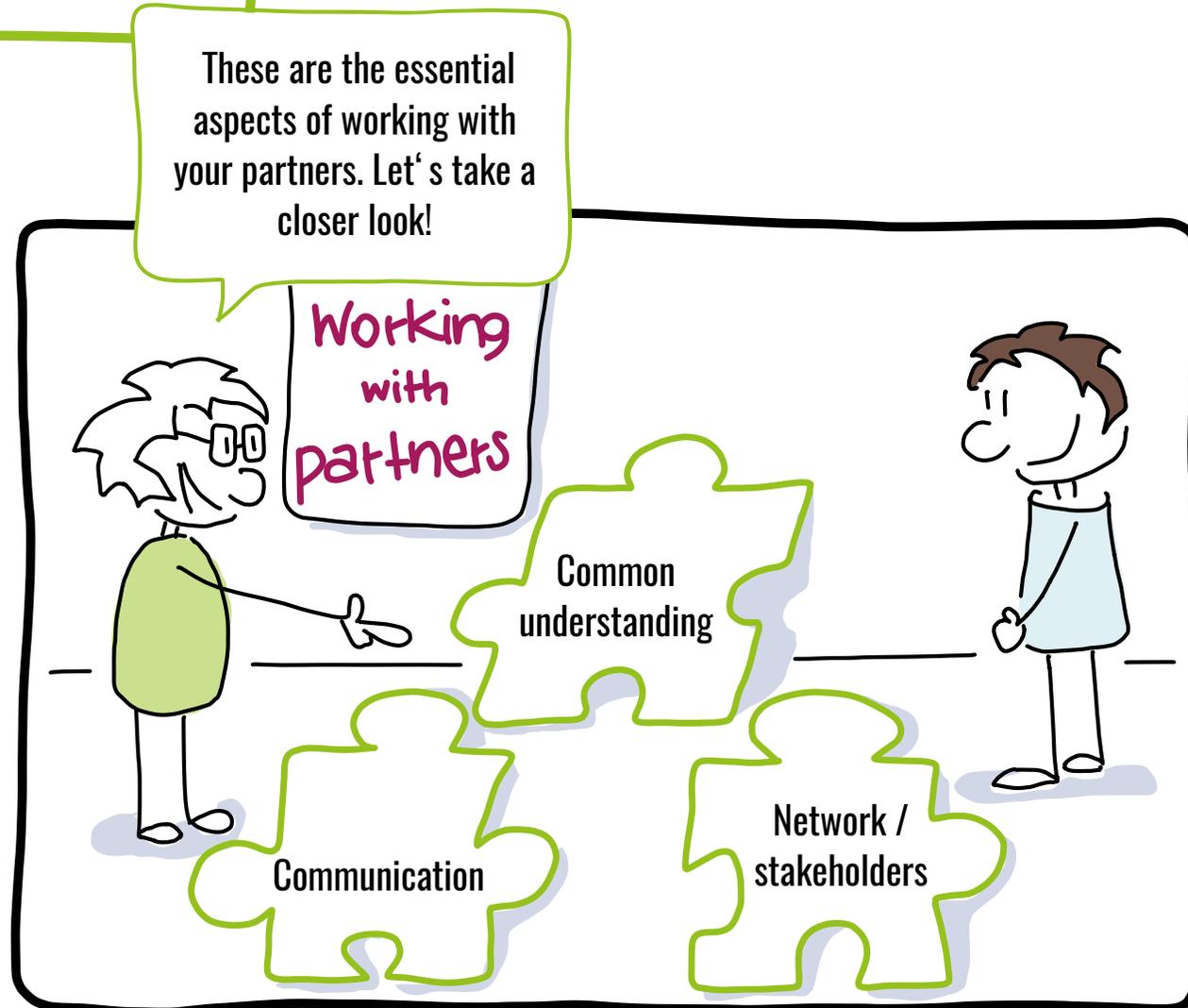


Jona jumps to the next text box, which says "Application process", while Alex looks on. Jona says, "Now I've successfully promoted my project, how do I make sure people can actually apply?" Alex responds, "Be aware of the im-

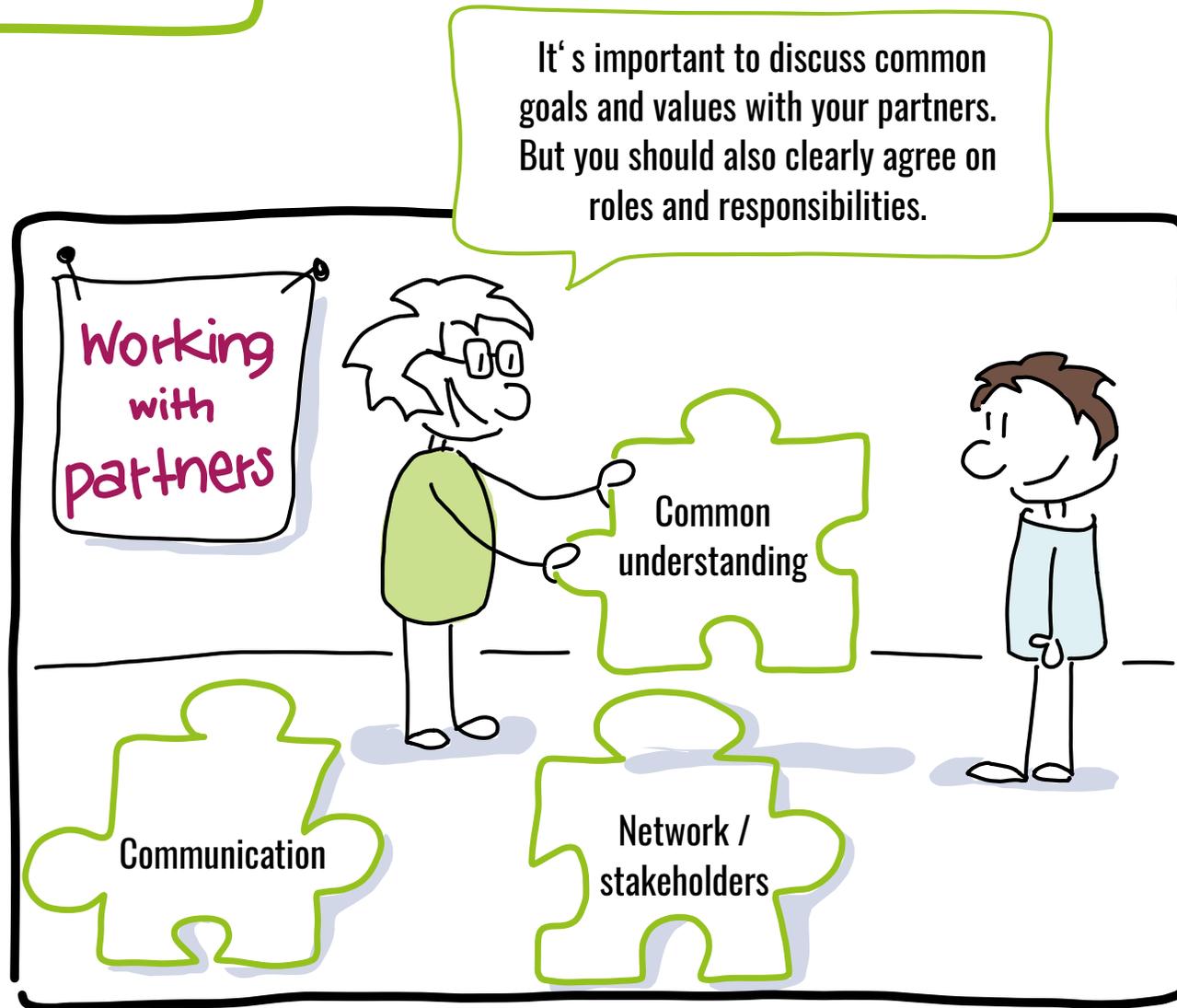
portance of accessibility. Make sure all the information and forms use simple language and are available both online and offline."

Chapter Preparation

KEYWORD: WORKING WITH PARTNERS



- Alex and Jona are facing each other. Between them on the ground are three
- large puzzle pieces with the words “Common understanding”, “Communication”
- and “Network/stakeholders”. On the wall is a poster that says “Working with part-
- ners”. Alex points to the puzzle pieces and says, “These are the essential aspects
- of working with your partners. Let’s take a closer look!”



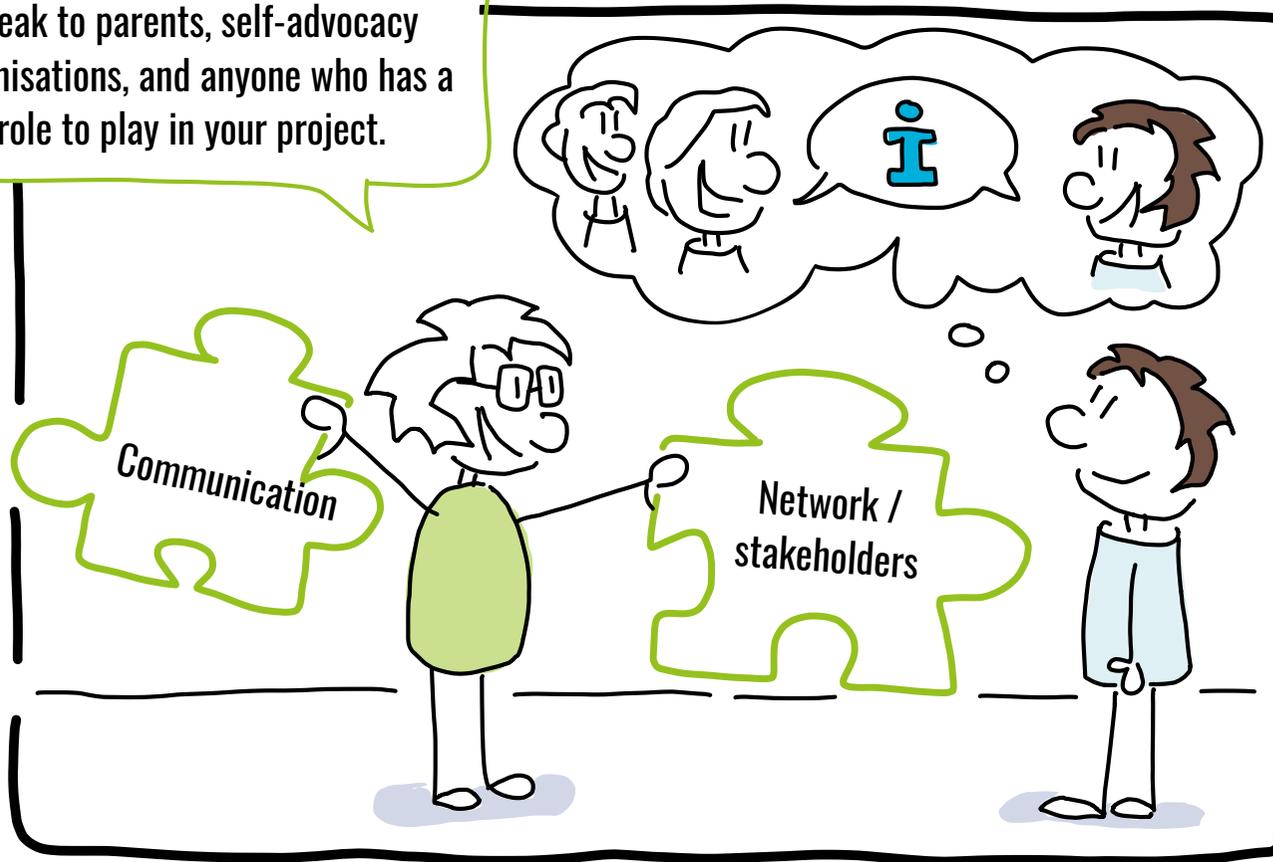
- Alex holds up the puzzle piece that says “Common understanding” and shows it
- to Jona. Alex says, “It’s important to discuss common goals and values with your
- partners. But you should also clearly agree on roles and responsibilities.”

Chapter Preparation

KEYWORD: COMMUNICATION AND NETWORKING



Communication is another important aspect. But make sure you also speak to parents, self-advocacy organisations, and anyone who has a role to play in your project.



Now Alex holds up the other two puzzle pieces that say “Communication” and “Network/stakeholders” while Jona looks on. Alex says, “Communication is another important aspect. But make sure you also speak to parents, self-advocacy organisations, and anyone who has a role to play in your project.” Jona

imagines a scene that is featured in the thought bubble above. In it, Jona is talking to two other people. The speech bubble between them contains an “i” for information.



- Alex and Jona are walking past some bookshelves. Jona says, "So now the partners are on board, what about the team that will implement the exchange?" Alex
- answers, "It's vital for your team to have a shared understanding of inclusion and
- be knowledgeable about inclusive approaches and method design."



- Alex and Jona are standing in front of the bookshelves. Alex is holding up a book
- entitled "Inclusion training" and showing it to Jona. Jona says, "My usual facilita-
- tors and workshop leaders don't have a lot of experience with inclusion. Where
- can they find support so they can prepare?" Alex says, "Here's some information
- on where you and your team can get trained."



But first let's see what's already there! Maybe you already have inclusive resources that you can develop further. Let's take a look!



- Alex and Jona are surrounded by a pile of random objects, including rolled-up
- posters, a broom and some boxes. It looks like they are in a untidy basement.
- Alex says, "But first let's see what's already there! Maybe you already have inclu-
- sive resources that you can develop further. Let's take a look!"

Chapter Preparation

KEYWORD: PARTICIPANTS' NEEDS



- Alex and Jona are still in the untidy basement. Jona is holding up two items, a
- rolled-up piece of paper and a long piece of fabric. Jona asks, "How do we find
- out what our individual participants want and need?" Alex responds, "The best
- way to find out is to ask them directly. There are various ways to do this."

Chapter Preparation

KEYWORD: PUBLIC REALATIONS



You can do this! Remember, you've already learned a lot. The next wave is an opportunity to practice your new skills on social media, websites, flyers and even face to face. But don't be afraid to learn more tricks and explore new platforms that specific target groups are using.



Jona is standing on a surfboard in the water, smiling. Alex is on the beach, shouting, "You can do this! Remember, you've already learned a lot. The next wave is an opportunity to practice your new skills on social media, websites, flyer and even face to face. But don't be afraid to learn more tricks and explore new platforms that specific target groups are using."



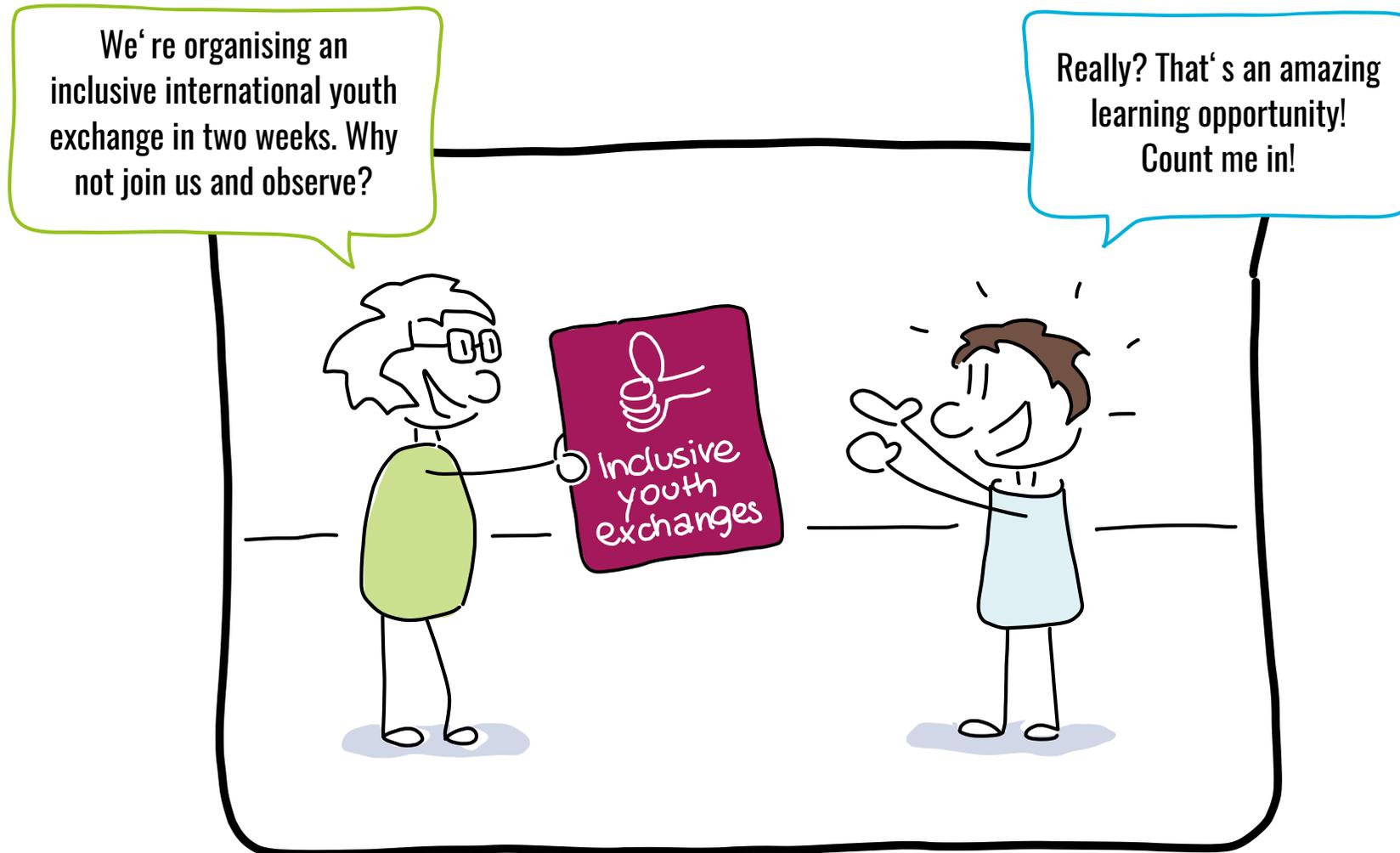
IMPLEMENTATION

CONTENTS IMPLEMENTATION

•	Observation visit	39	•
•	Teambuilding	40	•
•	Team meetings.....	41	•
•	Full engagement.....	42	•
•	Participants´ needs.....	43	•
•	Participants´ needs.....	44	•
•	Communication with participants	45	•
•	Participation	46	•
•	Getting started.....	47	•
•	Group dynamics.....	48	•
•	Accessible design	49	•
•	Inclusive program design.....	50	•
•	Learning from mistakes.....	51	•
•	Accessible information	52	•
•	Communication.....	53	•
•	Language awareness	54	•
•	Inclusive method design	55	•
•	Evaluation	56	•
•	Feedback	57	•
•	Closure	58	•

Chapter Implementation

KEYWORD: OBSERVATION VISIT



Alex and Jona are facing each other. Alex is showing Jona a poster that features the words "Inclusive youth exchanges" and a fist with the thumb pointing upwards. Alex says, "We're organising an inclusive international youth

exchange in two weeks. Why not join us and observe?" Jona responds enthusiastically, "Really? That's an amazing learning opportunity! Count me in!"

Chapter Implementation

KEYWORD: TEAMBUILDING



There's lots of people involved here, not just participants. The team also needs time to get to know each other.

Then they'll be more aware of each other's roles and responsibilities during the project, right?

Two weeks later at the youth exchange

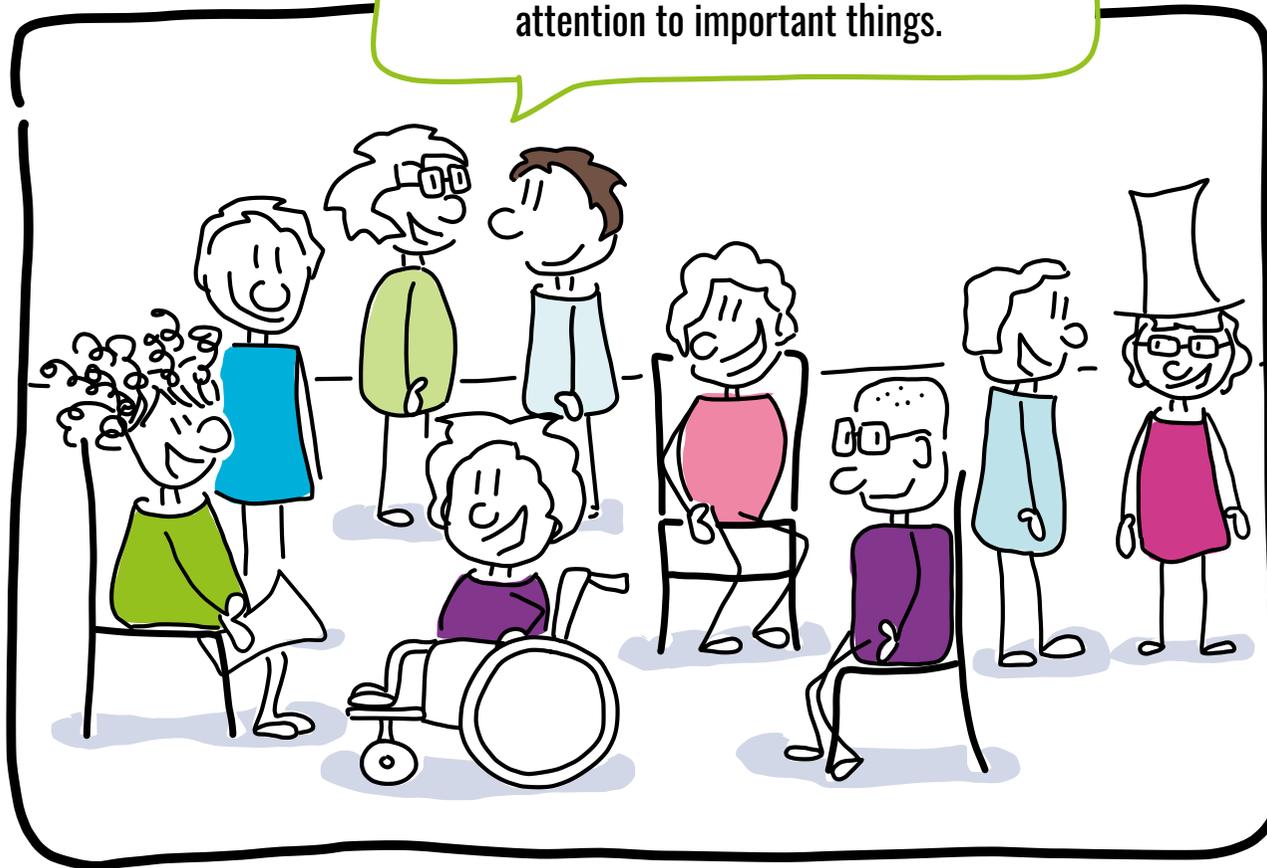


A group of seven adults with and without disabilities and of varying age and gender, some seated, some standing, are having a conversation. Among them are Chris and Charlie. Alex and Jona are standing off to one side, looking on and chatting. The scene is entitled "Two weeks later at the youth exchange".

• Alex says, "There's lots of people involved here, not just participants. The team also need time to get to know each other." Jona responds, "Then they'll be more aware of each other's roles and responsibilities during the project, right?"



Team meetings like this should be scheduled regularly so the team members stay in touch and can bring each other's attention to important things.



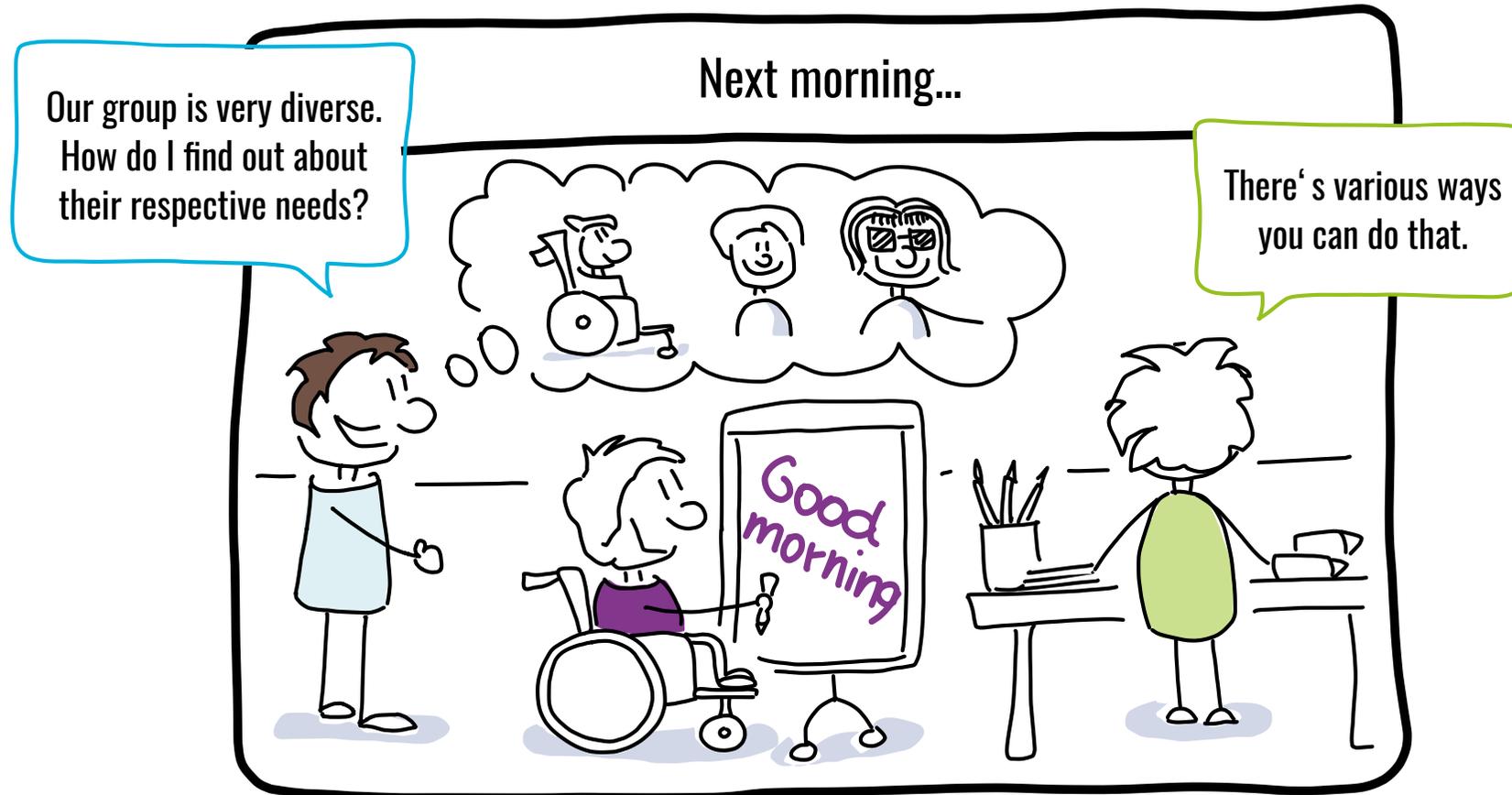
- The people in the group are still talking. Jona and Alex are now in the back-
- ground. Alex says, "Team meetings like this should be scheduled regularly so the
- team members stay in touch and can bring each other's attention to important
- things."

Chapter Implementation

KEYWORD: FULL ENGAGEMENT

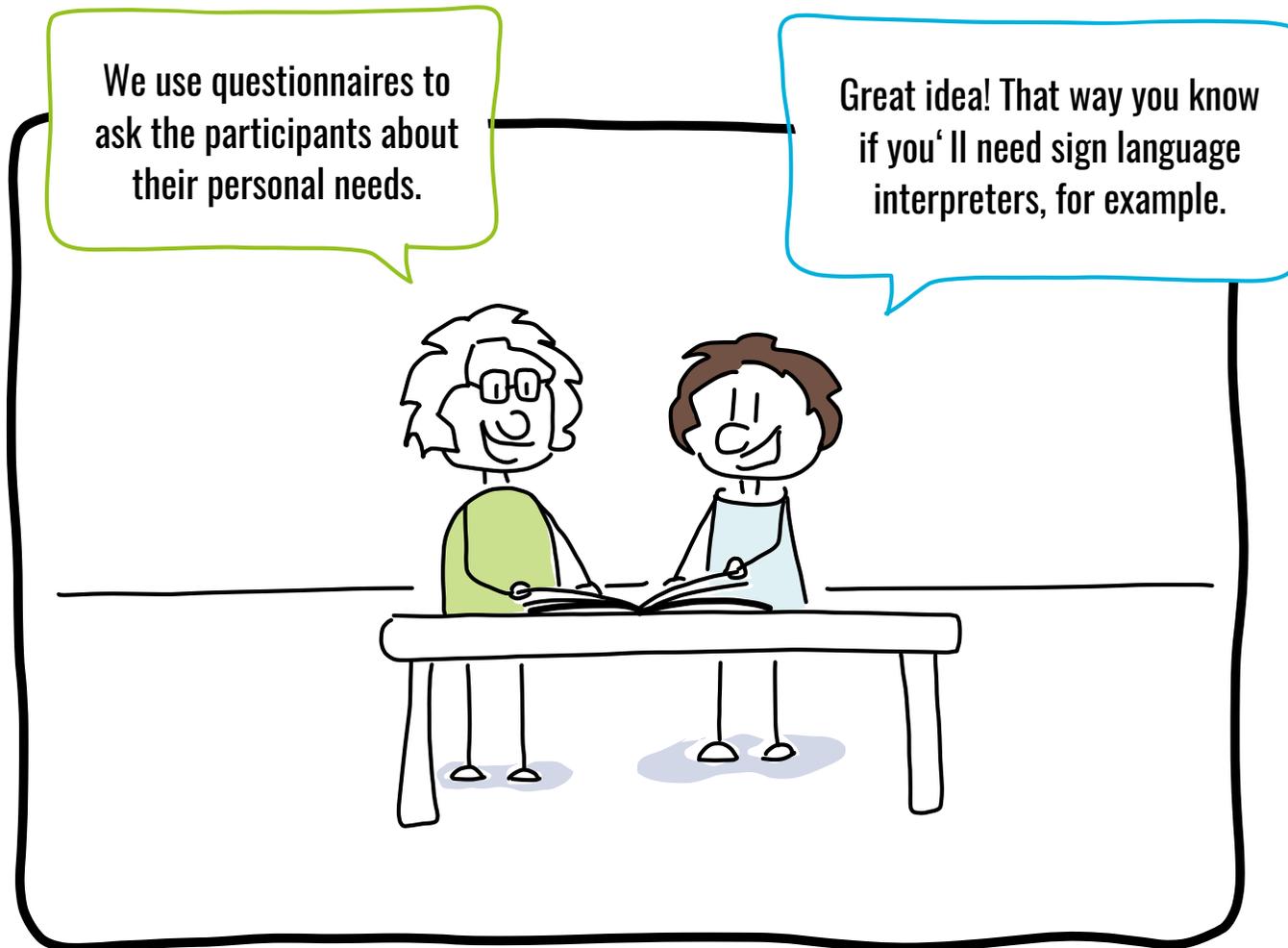


- The same people are still in the room, but they have moved to other places or are
- talking to different people. Jona and Alex are still in the background. Jona says
- to Alex, "That way everyone feels like an essential part of the project and stays
- engaged, right?" Alex responds, "True! And good communication is vital for a
- successful project."



This scene is entitled "Next morning...". Jona, Alex and Chris are in a seminar room. Jona is off to the left in the foreground. The thought bubble shows a wheelchair user and two other smiling figures, one wearing sunglasses.

- Jona says, "Our group is very diverse. How do I find out about their respective needs?"
- Chris is in the centre of the room, writing "Good morning" on the flip-chart.
- Alex says, "There's various ways you can do that."



- Alex and Jona are standing at a table and paging through a folder. Alex says, "We
- use questionnaires to ask participants about their personal needs." Jona answers,
- "Great idea! That way you know if you'll need sign language interpreters, for in-
- stance."

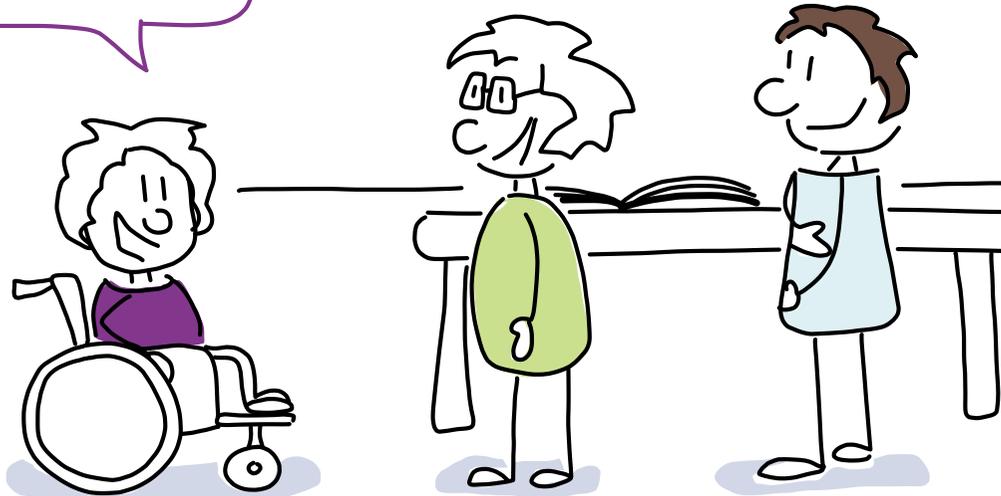
Chapter Implementation

KEYWORD: COMMUNICATION WITH PARTICIPANTS



The most important thing is to reach out to the participants and listen. They are the experts when it comes to their own needs.

True. And we offer them enough space to express those needs.



• Alex and Jona are standing in front of the table and looking at Chris, who is off to the left. Chris says, "The most important thing is to reach out to the participants and listen. They are the experts when it comes to their own needs." Alex says, "True. And we offer them enough

Chapter Implementation

KEYWORD: PARTICIPATION



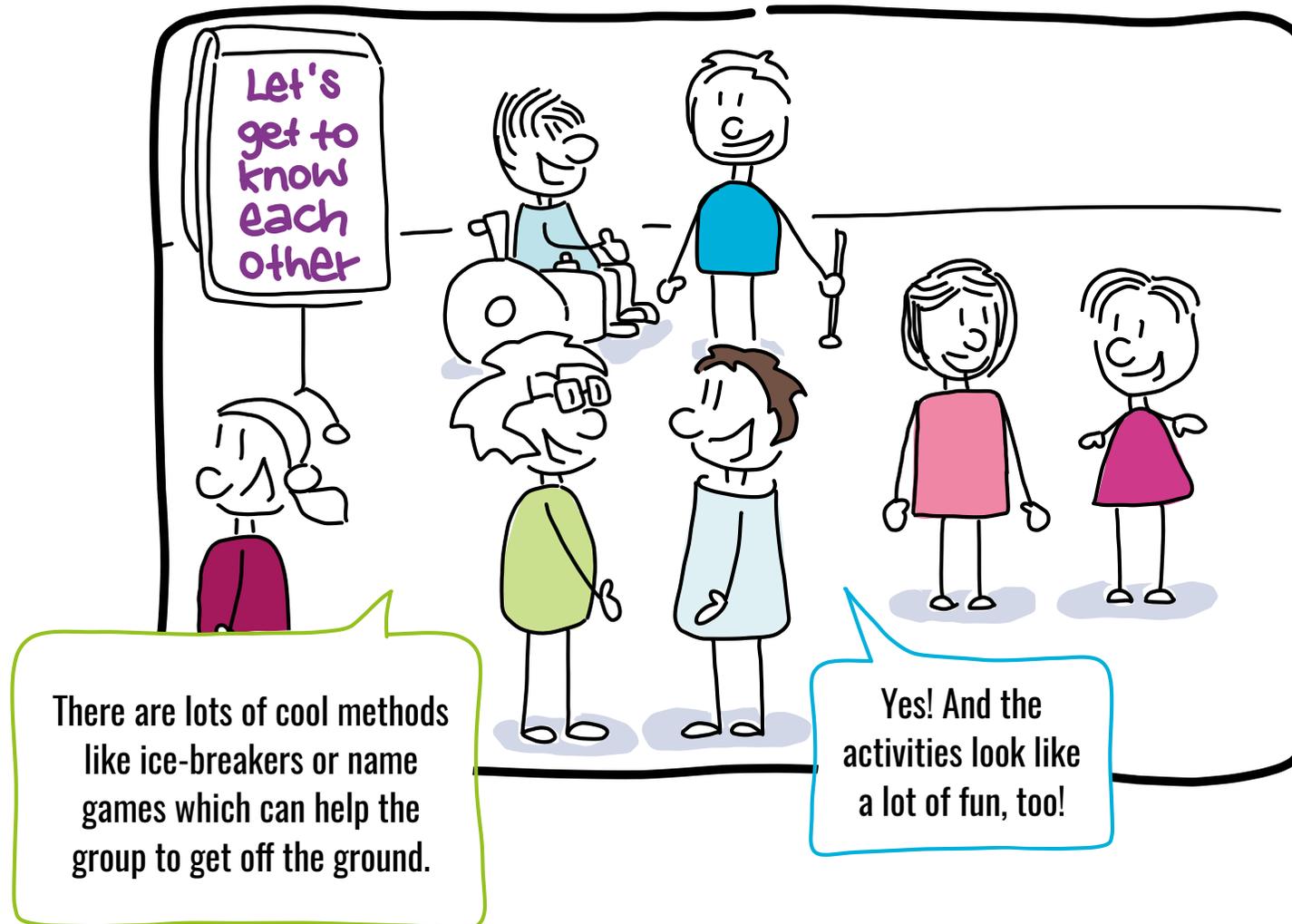
When designing the programme, create a level playing field so you can engage all participants right from the beginning.

Great idea! That way they can give meaningful feedback and take on responsibilities of their own.



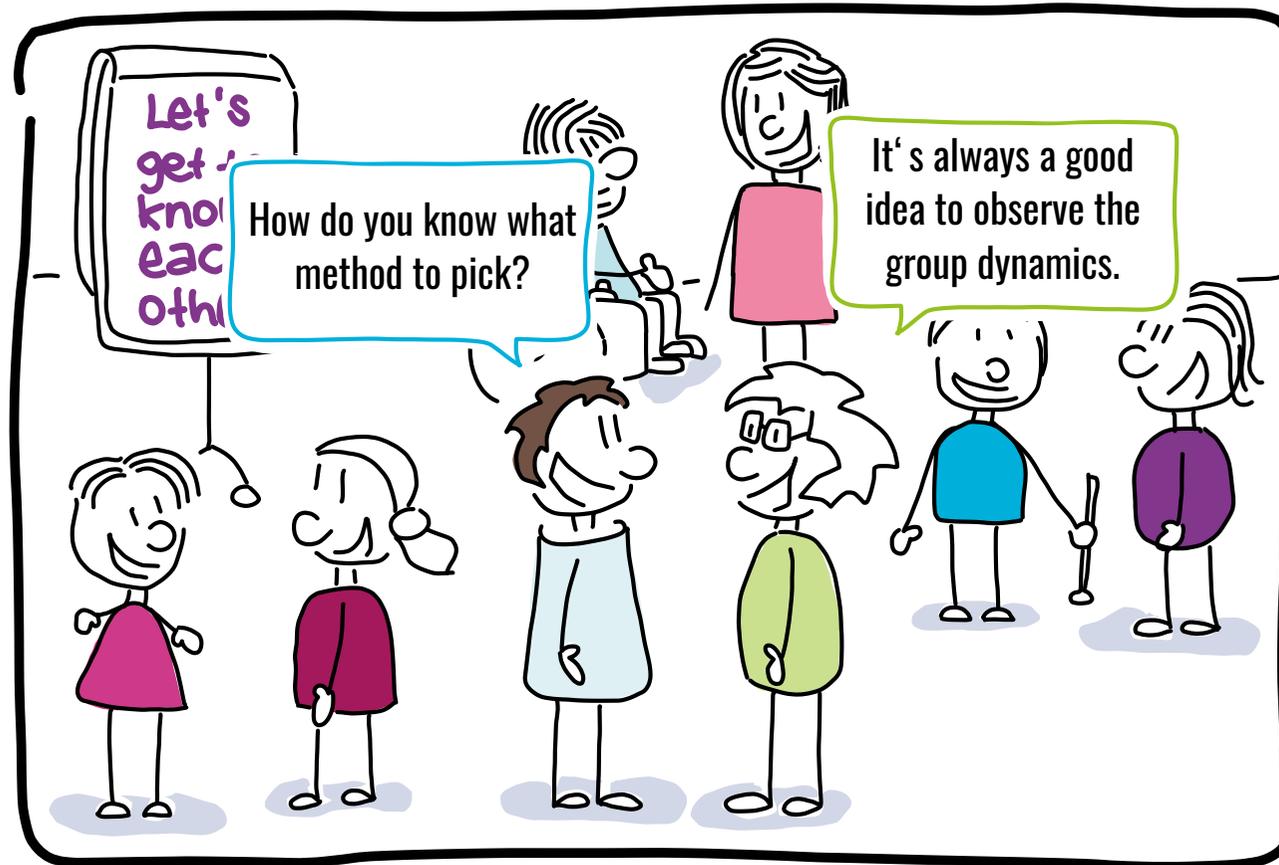
There are several people in the seminar room now. Chris and Jona are in the background talking. Alex is in the foreground, chatting to a young participant in a wheelchair. Off to the right are two people sitting on chairs, seen from behind, waiting for the session to begin. A flipchart with the words “Good

morning” is in the middle of the room. Chris says to Jona, “When designing the programme, create a level playing field so you can engage all participants right from the beginning.” Jona answers, “Great idea! That way they can give meaningful feedback and take on responsibilities of their own.”

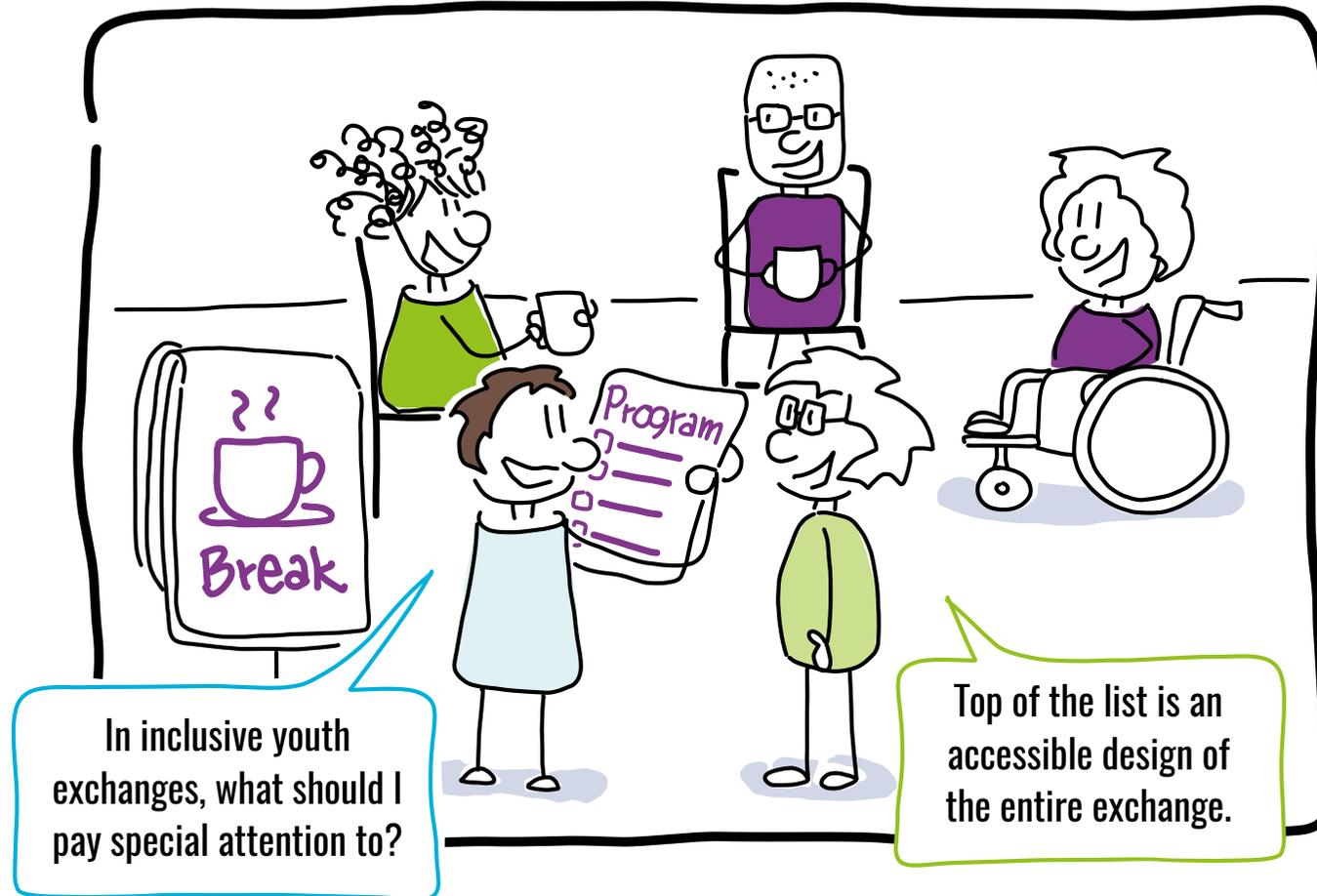


There are several young people in the seminar room. One person is in a wheelchair, the other is carrying a cane. One person has shortened arms. They are all chatting. Alex and Jona are in the foreground, talking to each other. Off to the left is a flipchart with the words "Let's get to know each other". Alex says to

- Jona, "There are lots of cool methods like ice-breakers or name games which
- can help the group to get off the ground." Jona says, "Yes! And the activities
- look like a lot of fun, too!"
-
-



- The young seminar participants continue to chat to each other. Alex and Jona
- are still in the foreground talking. Jona says, "How do you know what method
- to pick?" Alex answers, "It's always a good idea to observe the group dynamics."

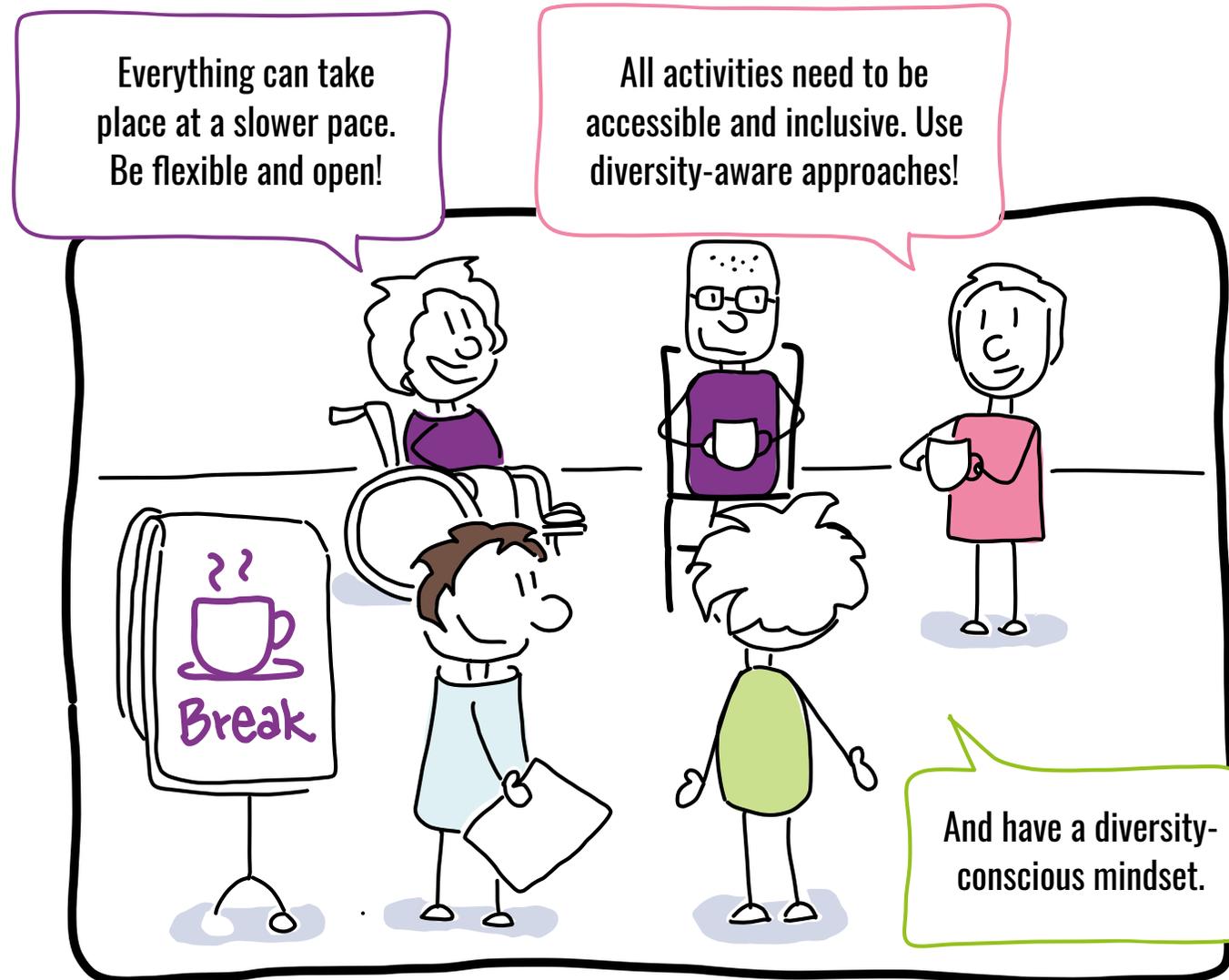


It's break time. The flipchart features a coffee cup and the word "Break". Three adults are chatting in the background; one of them is Chris. They are holding cups. Jona and Alex are in the foreground talking. Jona is holding a sheet of

- paper headed "Programme". Jona says, "In inclusive youth exchanges, what
- should I pay special attention to?" Alex responds, "Top of the list is an accessi-
- ble design of the entire exchange."

Chapter Implementation

KEYWORD: INCLUSIVE PROGRAM DESIGN



The scene has not changed, but now Charlie is in the background too, holding a cup. One person has left. The three people are now talking to Alex and Jona in the foreground. Chris says, "Everything can take place at a slower pace. Be

flexible and open!" Charlie says, "All activities need to be accessible and inclusive. Use diversity-aware approaches!" Alex adds, "And have a diversity-conscious mindset."

Chapter Implementation

KEYWORD: LEARNING FROM MISTAKES



The scene is still the same, but people are preparing to leave and most have left their cups on the table. In the background are Jona and Alex. Alex has put an arm around Jona's shoulders. Jona says, "You make it all sound so simple."

- Alex responds, "Take one step at a time! It's a learning process for all of us.
- Sometimes it's important to take risks, and it is also ok to fail."

Chapter Implementation

KEYWORD: ACCESSIBLE INFORMATION



Another seminar scene. Four young participants are pictured from behind, sitting on chairs. Chris is at the front talking; he is pointing to the flipchart, which features a fist and a thumb extended upwards. Next to the flipchart is a sign language interpreter. Jona and Alex are standing off to the right and left.

- Jona says, "It's impressive that you are translating and visualising everything."
- Alex responds, "We do it to make sure everyone understands everything."



All forms of verbal and non-verbal communication between the participants need to be actively supported.

By using language animation, for example?



- Alex and Jona are sitting on a table. Alex hands Jona a book. Alex says, "All forms
- of verbal and non-verbal communication between the participants need to be
- actively supported." Jona says, "By using language animation, for example?"

Chapter Implementation

KEYWORD: LANGUAGE AWARENESS



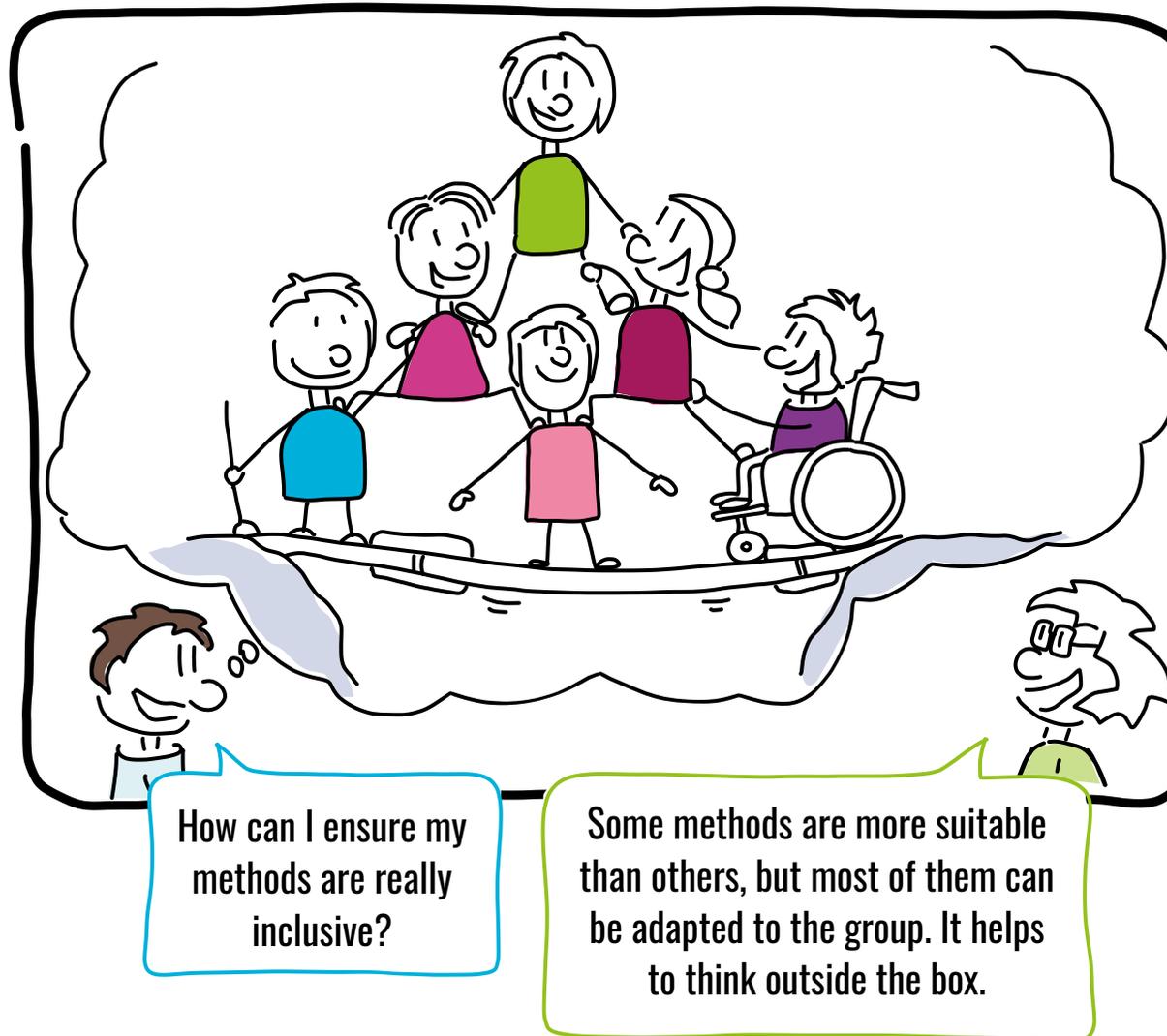
Language is a powerful tool. It can empower people and give them visibility, but it can also exclude and discriminate.

We need to use respectful and non-discriminatory language to set the tone for the whole group.

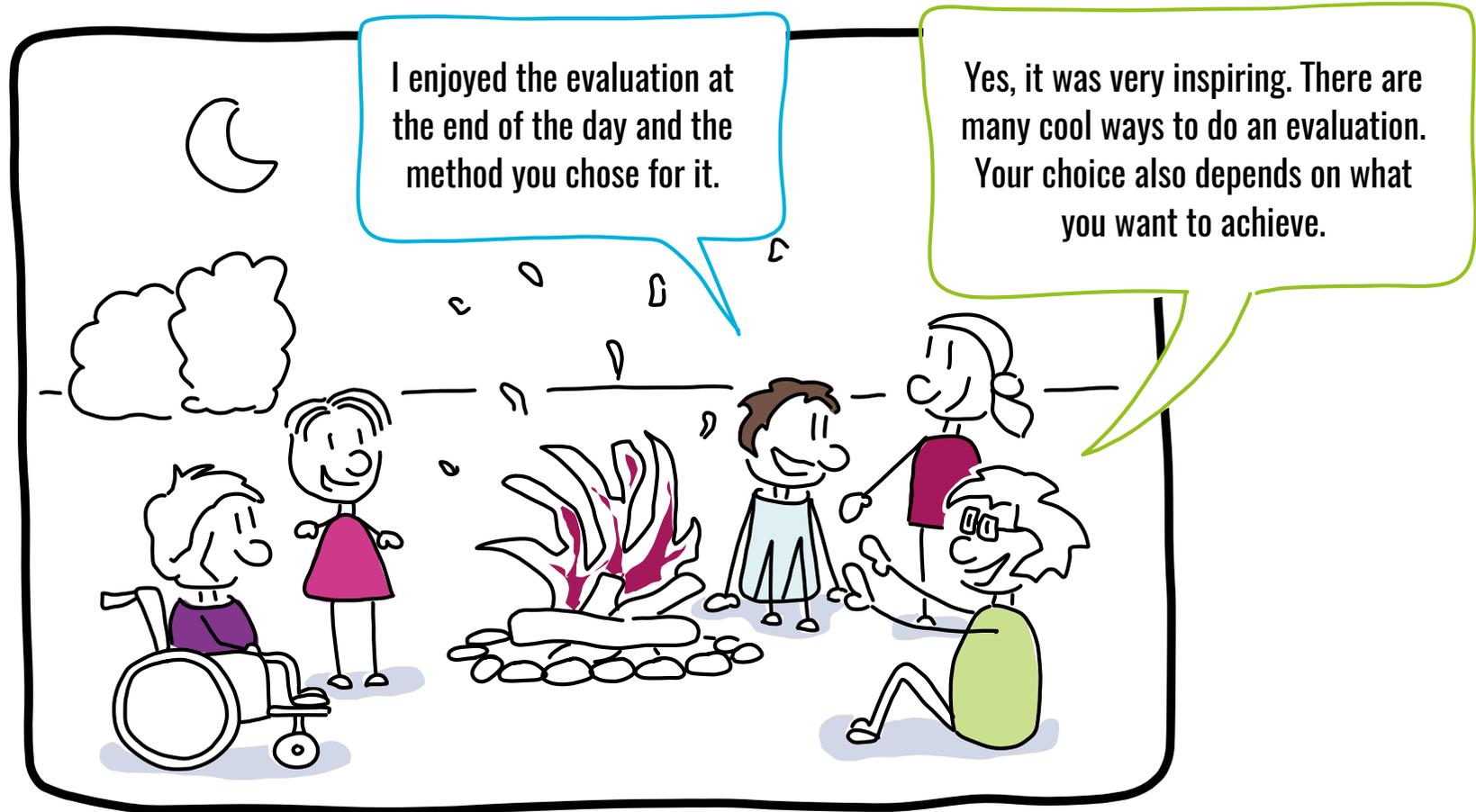


Alex and Jona are still sitting on the table. Jona is paging through the book. Alex says, "Language is a powerful tool. It can empower people and give them visibility, but it can also exclude and discriminate." Jona answers, "We need to

use respectful and non-discriminatory language to set the tone for the whole group."



Jona and Alex are chatting. Jona is imagining a scene, which is depicted in a thought bubble. Six people with and without disabilities are pictured on a bridge; they form a well-balanced human pyramid. Chris and Charlie are among them. Jona says, "How can I ensure my methods are really inclusive?" Alex responds, "Some methods are more suitable than others, but most of them can be adapted to the group. It helps to think outside the box."



• Chris, Jona and Alex are pictured around a night-time camp fire. Two young participants are with them. Jona says to Alex, "I enjoyed the evaluation at the end of the day and the method you chose for it." Alex responds, "Yes, it was very inspiring. There are many cool ways to do an evaluation. Your choice also depends on what you want to achieve."



- The five people are still around the camp fire. Jona is imagining something. The
- thought bubble shows a sheet of paper headed "Programme" and two arrows
- pointing in opposite directions. Jona says, "And are you now adapting the pro-
- gramme in line with the group's feedback?" Alex answers, "Yes. It's really impor-
- tant not to ignore the feedback and to consider making some changes."
-

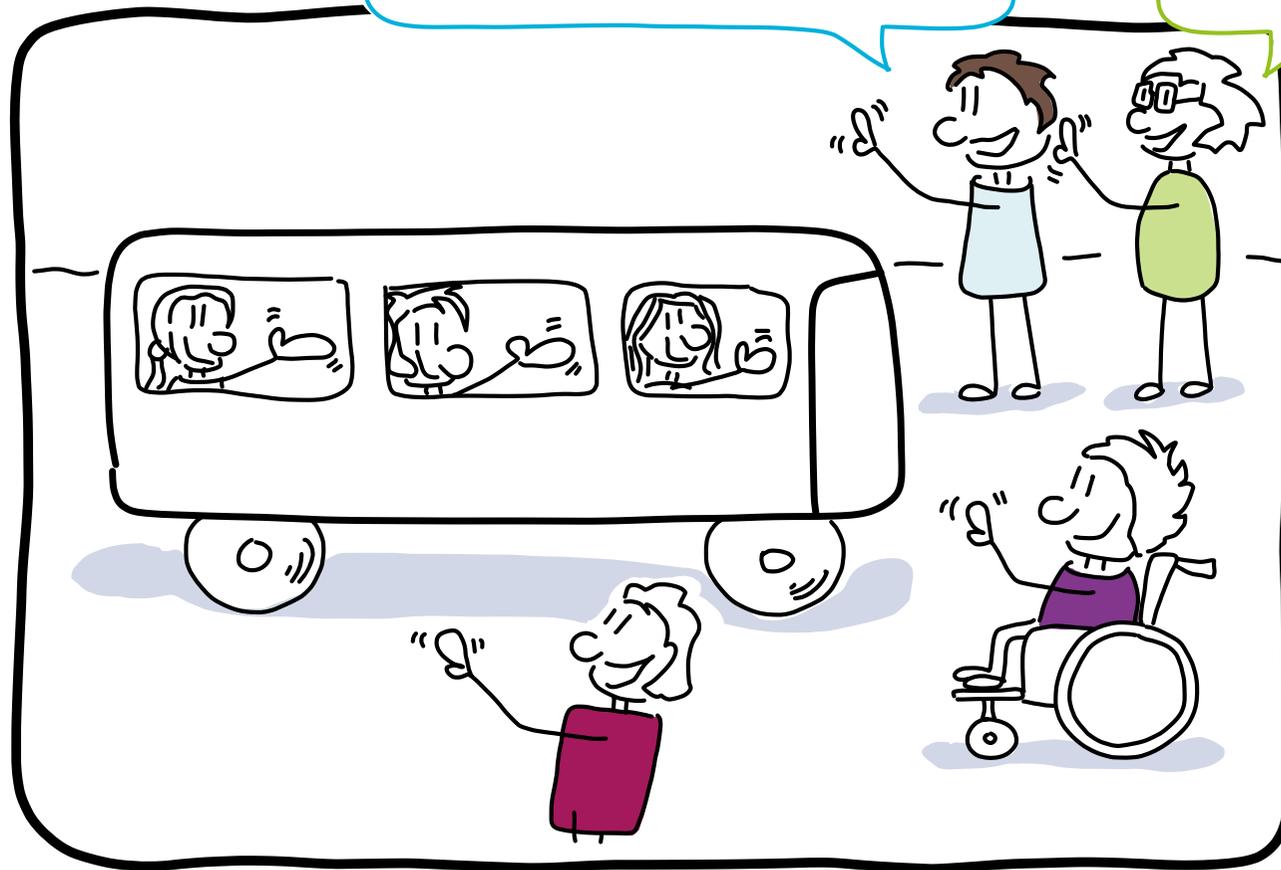
Chapter Implementation

KEYWORD: CLOSURE



The final evaluation was impressive. It's fantastic to see the inspiration and ideas the participants are taking home with them.

The final evaluation is a vital part of the closing process. It's an emotional way to bring everything together at the end.



Three young people are on the bus and waving out the window. Outside are Alex, Jona, Chris and one other person from the team waving back. Jona says, "The final evaluation was impressive. It's fantastic to see the inspiration and

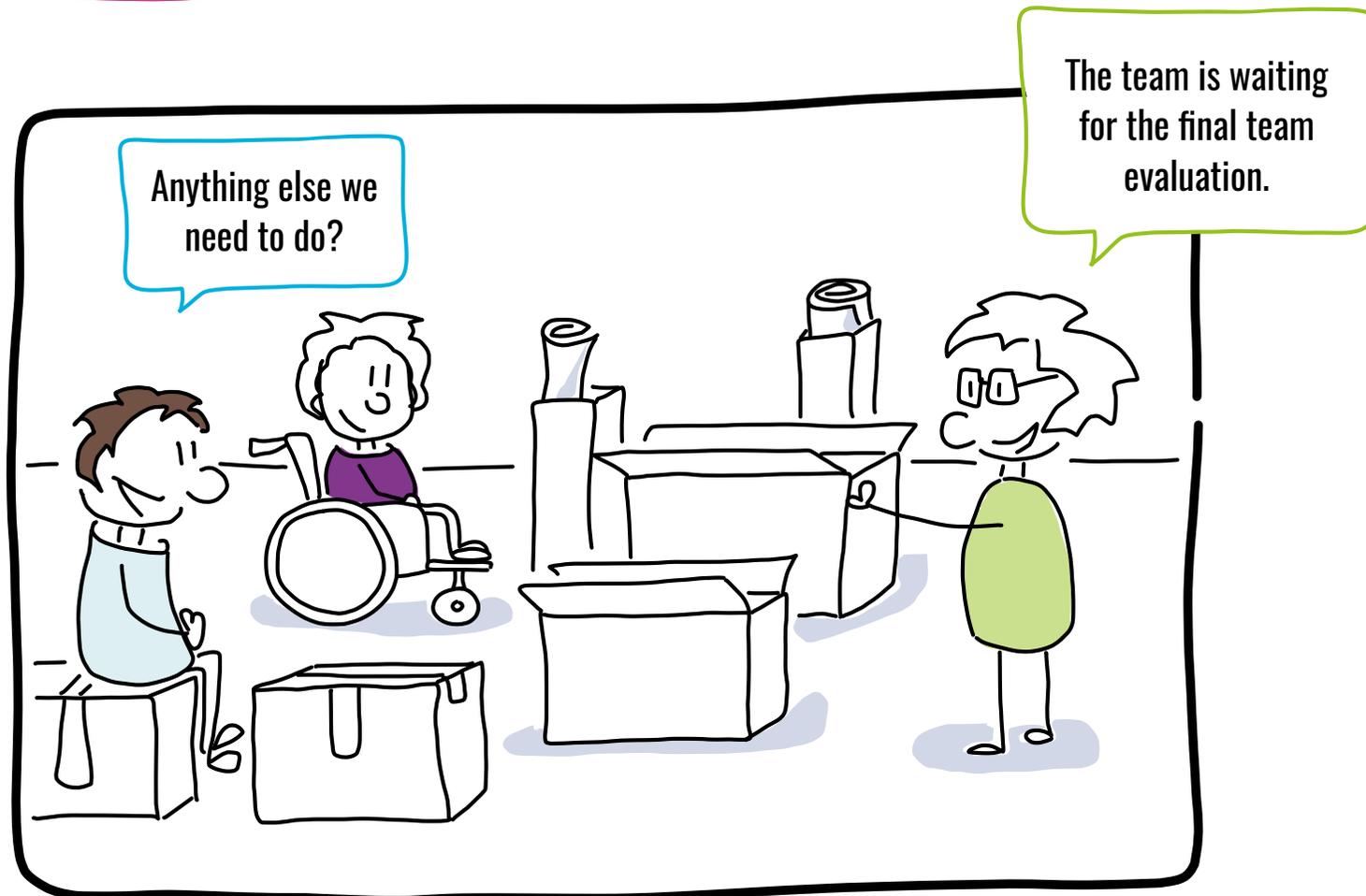
ideas the participants are taking home with them." Alex says, "The final evaluation is a vital part of the closing process. It's an emotional way to bring everything together at the end."



CHAPTER FOLLOW-UP

CONTENTS CHAPTER FOLLOW-UP

•	Team evaluation	61	•
•	Team development.....	62	•
•	Self-reflection	63	•
•	Project documentation.....	64	•
•	Follow-up with partners.....	65	•
•	Follow-up with participants.....	66	•
•	Sharing experiences.....	67	•
•	Alumni network.....	68	•
•	Communication of results	69	•
•	Building experience	70	•
•			•



- Alex, Jona and Chris are in a room with packed boxes. Rolled-up posters are sticking out of some of them. Jona is sitting on a box saying, "Anything else we need to do?" Alex responds, "The team is waiting for the final team evaluation."

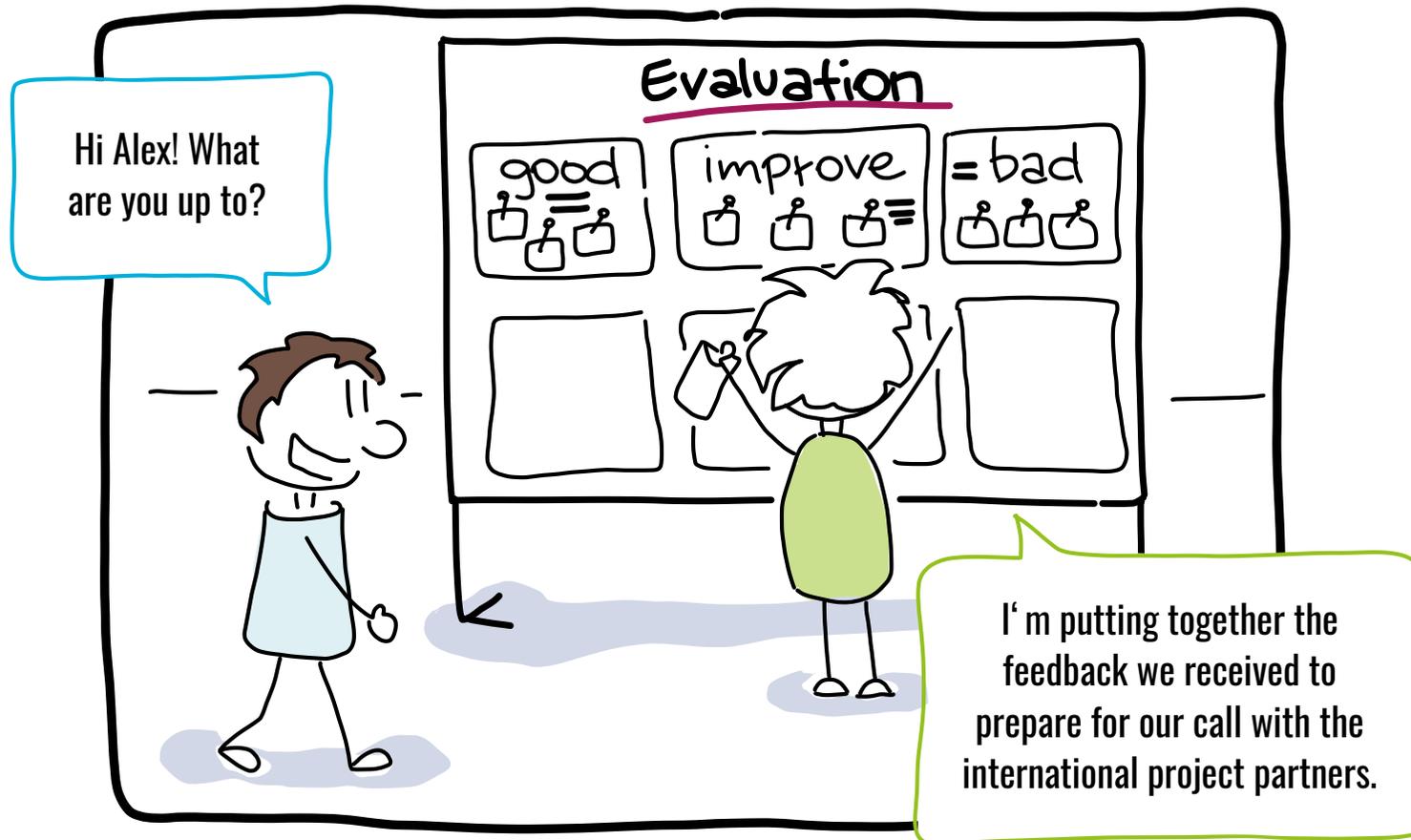


Jona and Alex are standing to the left and right of a pinboard. Beside them is a table piled high with used crockery. On the pinboard is a poster headed "Evaluation". Below are several post-it notes. Jona says, "It's great that the team feels encouraged to give feedback. Some of them told me that this pro-

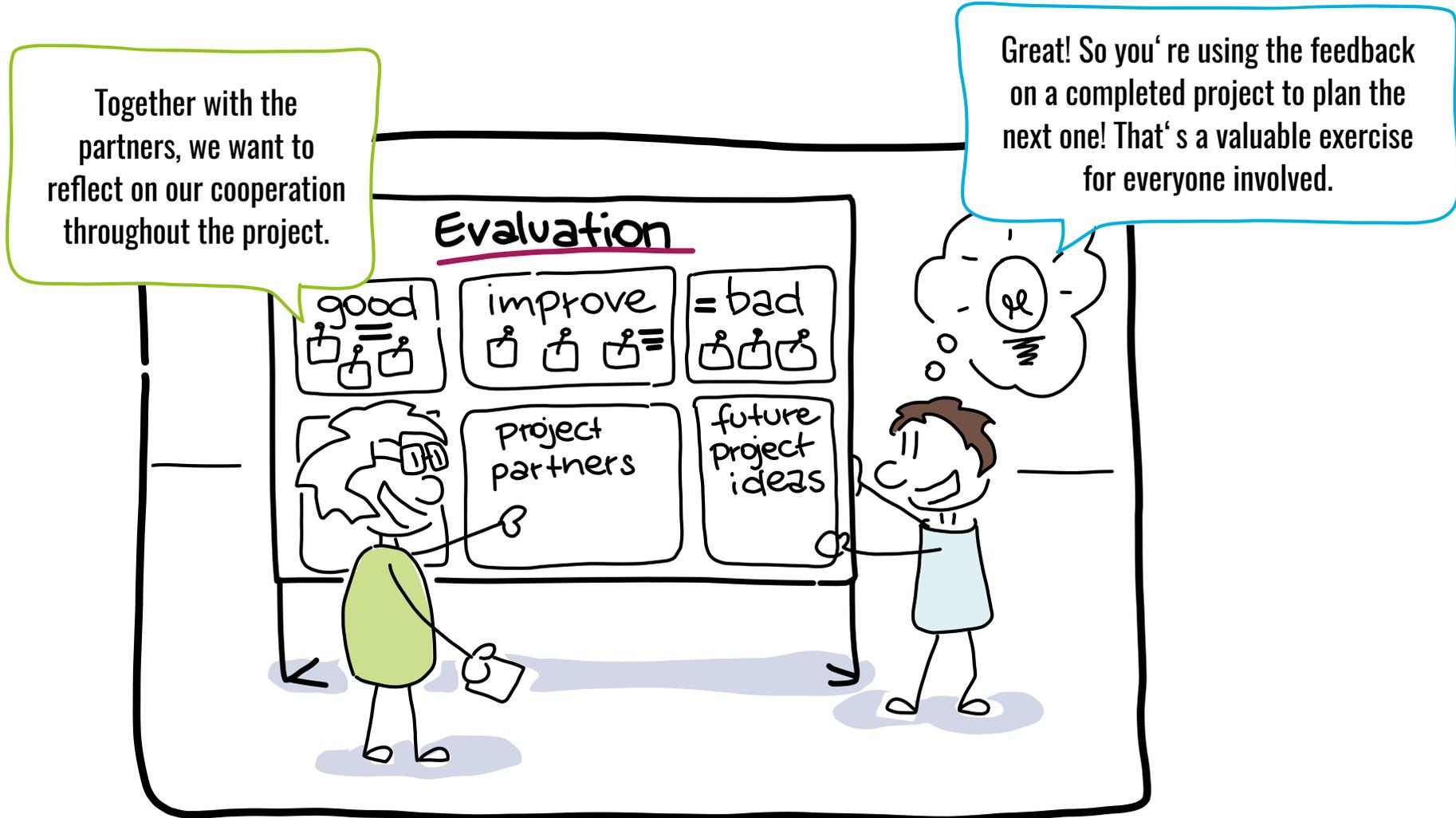
cess is also a way for them to improve their work." Alex takes down the poster and says, "Exactly! Again, you can see how important it is to have transparent communication and full team engagement."



- Jona and Alex are on a platform at the train station. Next to them is a train with
- an open door. Alex is carrying a backpack with rolled-up posters sticking out.
- Jona is holding on to a trolley case and waving to Alex. Alex says, "We still need to
- do some following up. Come and visit the office next week!" Jona responds, "OK!
- And I will also fill in the form to evaluate my learning process and send it to you."

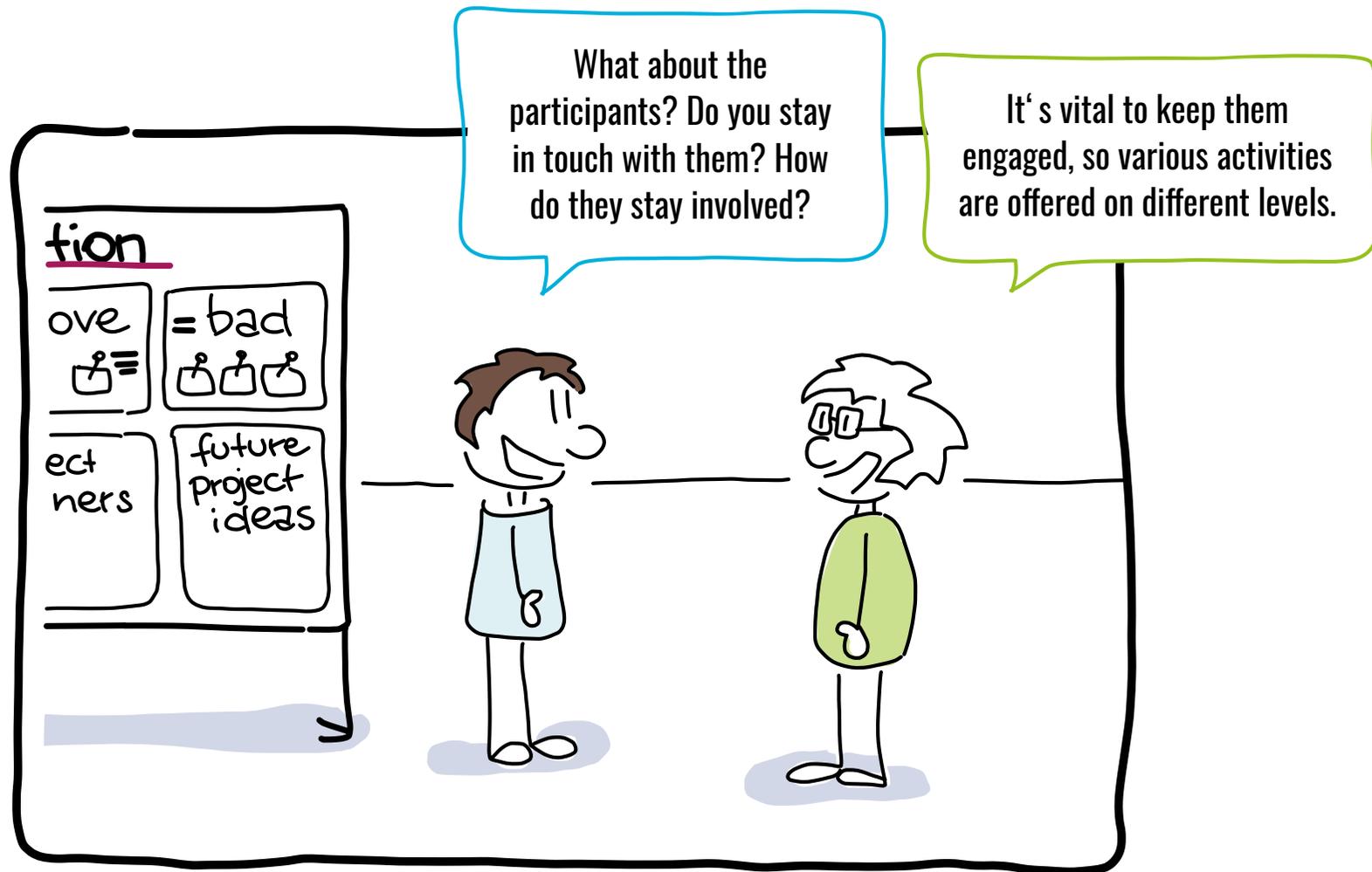


- Jona is walking towards Alex. Alex is working on a pinboard to which a poster
- is pinned, headed "Evaluation". Below are the words "good", "improve" and "bad",
- with several flashcards beneath each word. Jona says, "Hi Alex! What are you up
- to?" Alex answers, "I'm putting together the feedback we received to prepare for
- our call with the international project partners."



Alex and Jona are still standing in front of the pinboard. Two new text boxes have appeared, headed "cooperation partners" and "future project ideas". Alex points to the text box "cooperation partners" and says, "Together with the partners, we want to reflect on our cooperation throughout the project".

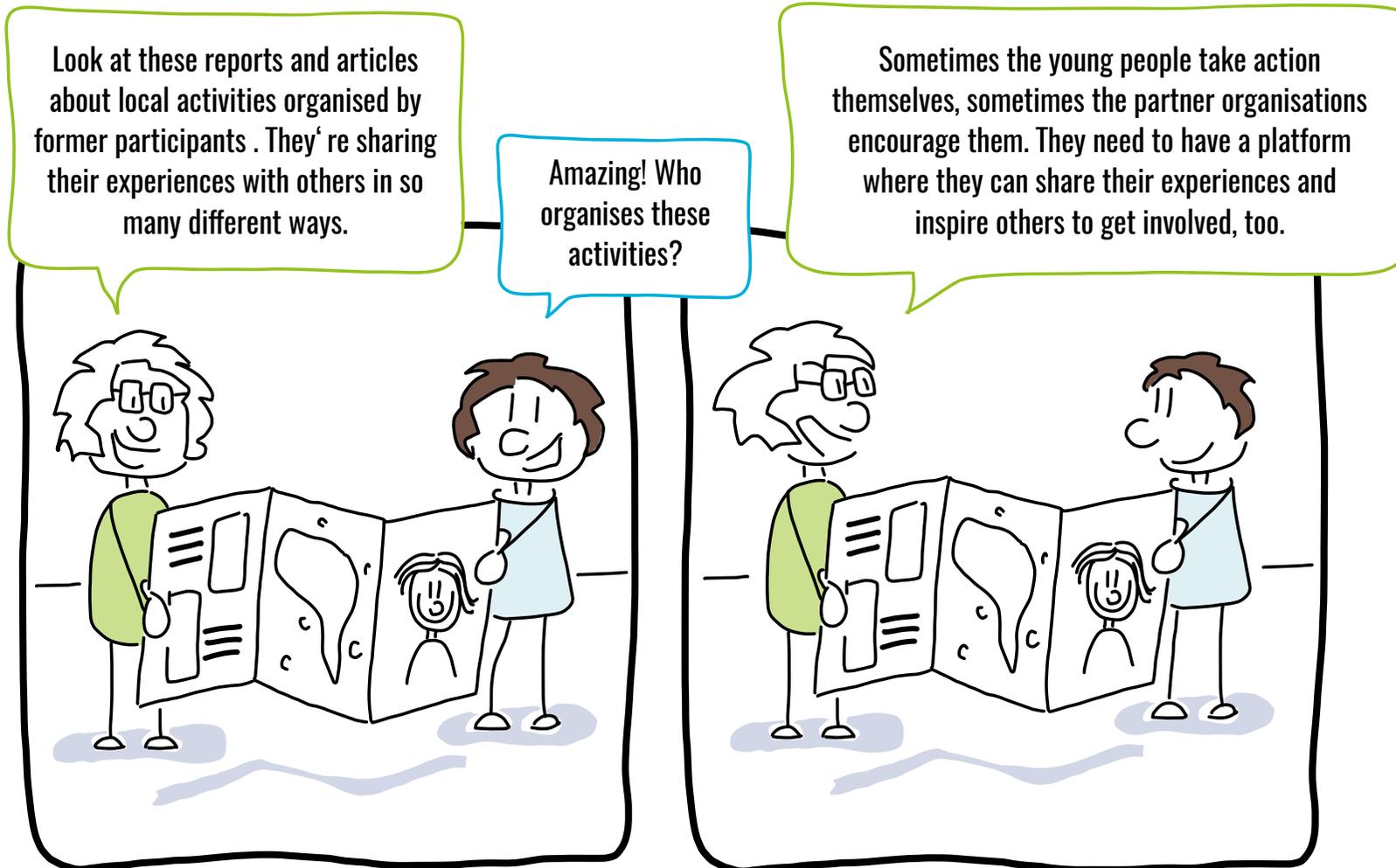
- Jona has a thought bubble with a lit lightbulb above. Jona says, "Great! So
- you're using the feedback on a completed project to plan the next one! That's
- a valuable exercise for everyone involved."
-
-



- Alex and Jona are beside the pinboard chatting. Jona says, "What about the participants? Do you stay in touch with them? How do they stay involved?" Alex
- responds, "It's vital to keep them engaged, so various activities are offered on
- different levels."

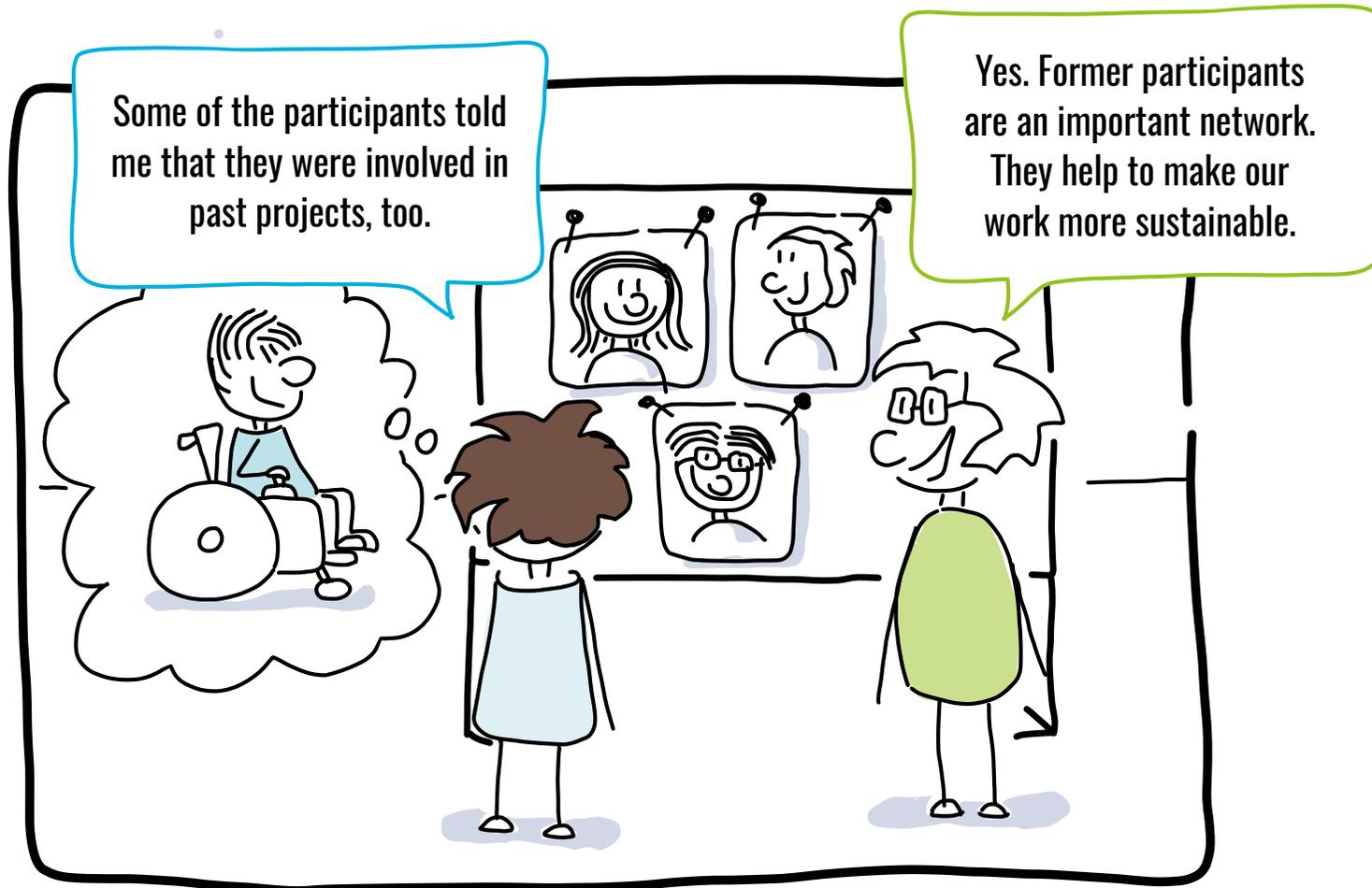
Chapter follow-up

KEYWORD: SHARING EXPERIENCES



Alex and Jona are jointly holding up a large flyer with writing and images on it. Alex says, "Look at these reports and articles about local activities organised by former participants. They're sharing their experiences with others in so many ways." Jona says, "Amazing! Who organises these activities?"

Alex and Jona are still holding up the flyer. Alex says, "Sometimes the young people take action themselves, sometimes the partner organisations encourage them. They need to have a platform where they can share their experiences and inspire others to get involved, too."



- The pinboard now features photos of smiling young people. Jona imagines a
- young participant in a wheelchair. Jona says, "Some of the participants told me
- that they were involved in past projects, too." Alex responds, "Yes. partic-
- ipants are an important network. They help to make our work more sustainable." •



- Alex is sitting at a desk with a laptop. Jona is sitting beside the desk, both legs
- on a chair. Alex says, "Finally, we need to communicate the project's results and
- do some PR." Jona answers, "I saw that you and your partners already developed
- a strategy for this."



Jona is standing in an open doorway carrying a pile of papers. Alex extends a hand to Jona. To the right is a desk with a computer screen, above it the poster with the fist and the thumb extended upwards and the words "Inclusive youth exchanges". Jona says, "What a great experience! Thank you. I would love to

- come to one of your training courses or workshops to get involved in your projects."
- Alex responds, "I am so happy we met! Thank you too, and good luck with your project!"
-
-
-

PLANNING

Panel 1 - Inclusive international youth work ► p. 9

Publication

- DisAble the barRiErS: [DARE Digital Storytelling Handbook of Empowerment](#)
- Erasmus+ [Inclusion and Diversity Strategy - in the field of Youth](#)
- Inclusion A-Z. A compass to international Inclusion projects: [Getting a picture](#), p. 36 onwards
- VISION:INKLUSION. An inclusion strategy for international youth work. [Fundamentals of inclusive international youth work: Human rights, youth policy, concepts](#), p. 10 onwards

Videos

- [Inclusion of people with disabilities](#)

Panel 2 - Inclusion and diversity in international youth work ► p. 10

Publication

- Inclusion A-Z. A compass to international Inclusion projects: [Some examples of inclusion projects](#), p. 40 onwards
- VISION:INKLUSION. An inclusion strategy for international youth work. [Successful implementation](#), p. 48 onwards

Videos

- Good Practice:
- [Building Bridges goes Greece: Diversity](#)
- [The Journey of our Masks 2017-2018](#)
- [“Slam down silence” 2018 Greece](#)
- [Without barriers and borders](#)

Panel 3 - Aims and objectives ► p. 11

Publication

- ID Booklet. Ideas for Inclusion & Diversity. A practical booklet about making your youth work and your international projects more inclusive and reaching more diverse target groups: [Inclusion & Diversity: What is it good for?](#), p. 73 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Benefits and potential obstacles to inclusion projects](#), p. 47 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Why \(not\) international mixed ability projects?](#), p. 28 onwards
- Project management handbook: [Needs analysis](#), p. 4 onwards
- T-kit 3. Project management: [The project - step by step](#), p. 39 onwards
- VISION:INKLUSION. An inclusion strategy for international youth work: [Inclusion in international youth work](#), p. 20 onwards

Videos

- [Explore the Objectives and Priorities of Erasmus+ Youth in Action](#)

Panel 4 - Target groups ► p. 12

Publication

- Access All Areas. A Diversity Toolkit for the Youth Work Sector: [How to get started...](#)
- Access Study on international youth exchange. [Results of the research project](#)
- [Embracing Diversity. An introduction to diversity management in youth work](#)

- T-KIT 8. Social inclusion: [How to reach all](#), p. 29 onwards
- VISION:INKLUSION. An inclusion strategy for international youth work: [Enabling access](#), p. 38 onwards

Websites

- [Working with specific Target Groups](#) (overview)

Panel 5 – Partnerships ► p.13

Publication

- Inclusion A-Z. A compass to international Inclusion projects: [Partner Finding and Partnership Building](#), p. 68 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Setting up international partnerships](#), p. 61 onwards
- T-KIT 8. Social inclusion: [Setting up Partnerships](#), p. 45 onwards
- VISION:INKLUSION. An inclusion strategy for international youth work: [Involvement of all stakeholders and levels](#), p. 30 onwards

Panel 6 - Finding partners ► p.14

Websites

- Otlas: [Finding Partners for international projects](#)
- [The European Training Calendar](#)

Panel 7 - Working with partners ► p.15

Publication

- [Guidelines on Partnerships](#)
- Inclusion A-Z. A compass to international Inclusion projects: [Needs and expectations of participating organisations](#), p. 65 onwards and [Partnership-building](#), p. 70 onwards

- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Setting up international partnerships](#), p. 61 onwards
- T-KIT 8. Social inclusion: [Setting up Partnerships](#), p. 45 onwards

Videos

- [Building balanced long-term Partnerships](#)

Panel 8 – Accessibility ► p.16

Publication

- Access Study on international youth exchange. [Results of the research project](#)
- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Around, over and beyond the barriers](#)
- [Factsheet #4: Barriers to Participation](#)
- Inclusion A-Z. A compass to international Inclusion projects:
- [Potential obstacles](#), p. 51 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Travelling abroad in mixed-ability groups](#), p. 74 onwards
- T-KIT 8. Social inclusion: [How to reach all](#), p. 29 onwards

Websites

- [Accessibility checklist](#)
- [Common Barriers to Participation Experienced by People with Disabilities](#)

Panel 9 - Funding ► p. 17

Publication

- Inclusion A-Z. A compass to international Inclusion projects: [Funding](#), p. 76 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Funding for international youth projects](#), p. 96 onwards
- Project management handbook: [Fund raising](#), p. 21 onwards
- T-Kit No 9. [Funding and Financial Management](#)

Panel 10 – Preparation ► p. 18

Publication

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Face-to-face preparation meeting](#), p. 53
- Going International. Opportunities for all. A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities. [Expectations](#), p. 12 onwards
- Guidelines for Good practice: [young person safety and youth exchange programmes](#)
- Inclusion A-Z. A compass to international Inclusion projects: [Advance planning visits](#), p. 72 and [Preparing the participants](#), p. 86 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Climbing mountains – challenges when going abroad](#), p. 33 onwards
- Project management handbook: [Involving young people](#), p. 21 onwards

Panel 11 - Funding for inclusive projects ► p. 19

Publication

- DisAble the barRiErs: [DARE Digital Storytelling Handbook of Empowerment](#)
- Inclusion A-Z. A compass to international Inclusion projects: [Funding](#), p. 76 onwards

Websites

- [Funding for Disability Projects](#)

Panel 12 – Legislation ► p. 20

Publication

- Inclusion A-Z. A compass to international Inclusion projects: [Europe's Response](#), p. 24 onwards
- [Europe in transition: Diversity, Identity and Youth Work](#)
- [Policy Guidelines on Inclusion in Education](#)
- [Youth worker education in Europe. Policies, structures, practices](#)

Panel 13 – Project team ► p. 21

Publication

- 8 steps to inclusive youth work. Promoting best quality inclusive practice in youth work settings: [Step 4 Staff and Volunteers](#), p. 30 onwards
- European Training Strategy. [A Competence Model for Youth Workers to Work Internationally](#)
- Organisational Management T-kit: [Teams and leaders](#), p. 43 onwards
- [Qualification profile for Youth Work](#)

Websites

- [The Skills of a Youth Facilitator](#)
- TOY - Trainers Online for Youth: [Find an experienced trainer for your international training activities in the youth field](#)

Panel 14 - Youth worker training ► p. 22

Publication

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Competences](#), p. 39
- Organisational Management T-kit: [Managing people](#), p. 43 onwards
- VISION:INCLUSiON Training modules: [How to set up an inclusive international youth project](#)
- VISION:INKLUSiON. An inclusion strategy for international youth work: [The Kreisau Model expert programme](#), p. 70 onwards

Websites

- SALTO: [The European Training Calendar](#)

PREPARATION

Panel 1 – Target groups ► p. 25

Publication

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Practical tips and methods on how to design inclusive and quality activities](#), p. 32 and [Different levels of support](#), p. 56 onwards
- Facilitator Handbook #1. Step towards action: [Why do people get involved?](#), p. 31 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Identifying needs and expectations](#), p. 60 onwards and [Preparing the practical aspects](#), p. 93 onwards
- Initiative Cookbook: Homemade civic engagement: An introduction to project management: [Target group](#), p. 56 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Why \(not\) international mixed ability projects?](#), p. 28 onwards and [Tips & tricks](#), p. 88 onwards

Websites

- [Common Barriers to Participation Experienced by People with Disabilities](#)

Panel 2 – Inclusive and accessible language ► p. 26

Publications

- Bridging the Gap: [Inclusive and accessible communication guidelines](#)
- DisAble the barRiErs. DARE Practical Guide for Inclusion: [People's/Identity-first language](#), p. 15 onwards [Language and Communication](#), p. 37 onwards
- [Guide for youth workers on inclusive communication awareness campaign](#)

- Language usage: [Non-discriminatory language](#)
- Perspective: Inclusion. Language and communication in international inclusive education: [Barrier-free communication as a prerequisite for learning experiences for everyone](#), p. 12 onwards and [On Admiration and Compassion](#), p. 81 onwards

Videos

- [Inclusive communications - Checklist](#)

Websites

- [Guidelines for Writing About People With Disabilities](#)

Panel 3 - Addressing target groups ► p. 27

Publications

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [The Basics of Disability Etiquette](#), p. 16
- [Including all with the 'Youth' programme. An inspirational booklet](#)
- Inclusion A-Z. A compass to international Inclusion projects: [Food for thought](#), p. 96 onwards
- Initiative Cookbook: Homemade civic engagement: An introduction to project management: [Communication and cooperation](#), p. 63 onwards
- Model of communication and promotion in youth work. Manual: [International communication in youth work](#), p. 18 onwards
- T-KIT 8. Social inclusion: [How to reach all](#), p. 29 onwards

Panel 4 - Accessible information ► p. 28

Publications

- [Access for All. Helping to make participatory processes accessible for everyone](#)
- Bridging the Gap: [Inclusive and accessible communication guidelines](#)
- DisAble the barRiErs. DARE Practical Guide for Inclusion: [A for accessibility: practical information on accessibility of websites and documents](#), p. 64
- [Information for all: European standards for making information easy to read and understand](#)
- [How to Use Plain and Easy-to-Read Language for a Positive User Experience on Websites](#)

Videos

- [EFDS- reaching more people through inclusive and accessible communications](#)

Websites

- How People with Disabilities Use the Web: [Diverse Abilities and Barriers](#)

Panel 5 - Working with partners ► p. 29

Publications

- Inclusion A-Z. A compass to international Inclusion projects: [Needs and expectations of participating organisations](#), p. 65 onwards and [Partnership-building](#), p. 70 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [The international connection](#), p. 60 onwards
- T-KIT 8. Social inclusion: [Setting up Partnerships](#), p. 45 onwards

Videos

- [Building balanced long-term Partnerships](#)

Panel 6 - Partner agreements ► p. 30

Publications

- [Guidelines on Partnerships](#)
- Inclusion A-Z. A compass to international Inclusion projects: [Partnership-building](#), p. 70 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Setting up international partnerships](#), p. 61 onwards

Videos

- [Building balanced long-term Partnerships](#)

Panel 7 - Communication and networking ► p. 31

Publications

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [People's/Identity-first language](#), p. 15 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [The young person is not an island: parents, guardians & institutions](#), p. 44 onwards
- Project management handbook: [Communications](#), p. 27 onwards

Websites

- [Working With Families of Children With Special Needs](#)

Panel 8 - Youth workers' skills ► p. 32

Publications

- European Training Strategy. [A Competence Model for Youth Workers to Work Internationally](#)
- Facilitator Handbook #1. Step towards action: [Teams and support](#), p. 52 onwards
- Facilitator Handbook #2. HOLISTIC LEARNING: [The facilitator's attitude](#), p. 19 onwards
- Initiative Cookbook: Homemade civic engagement: An introduction to project management: [Working in diverse teams](#), p. 42 onwards
- Manual for facilitators in non-formal education: [Personal development for facilitators of study sessions \(competences\)](#), p. 37 onwards

Videos

- [Youth workers' competences](#)

Websites

- Competendo - Tools for Facilitators: [The Facilitation Mindset](#)
- [Youth work competence](#)

Panel 9 - Youth worker training ► p. 33

Publications

- Facilitation step by step: [A learning portfolio tool for facilitators in non-formal education](#)
- Organisational Management T-kit: [Managing people](#), p. 43 onwards
- [Plus up your projects! - Train your team on Inclusion & Diversity](#)
- VISION:INCLUSION Training modules: [How to set up an inclusive international youth project](#)

Websites

- ETS Competence Model for Trainers: [Tools and guidelines](#)
- SALTO: [The European Training Calendar](#)
- [Youth work competence](#)

Panel 10 - Inclusion self-check ► p. 34

Publications

- Inclusion A-Z. A compass to international Inclusion projects: [Success factors inclusion and diversity projects](#), p. 134 onwards
- Inclusion by design. [A practical booklet to help NGO's approach inclusion in a strategic way](#)
- Going International. Opportunities for all. A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities: ["Before", "after" and "after the after" questionnaires](#), p. 71 onwards
- VISION:INKLUSION. An inclusion strategy for international youth work: [Objectives, actions and reflection questions to support inclusive international youth work](#), p. 28 onwards

Panel 11 - Participants' needs ► p. 35

Publications

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Engage, support, empower](#), p. 50 onwards
- Facilitator Handbook #2. HOLISTIC LEARNING: [Needs](#), p. 43 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [The importance of active participation](#), p. 56 onwards and [Identifying needs and expectations](#), p. 60 onwards
- T-KIT 8. Social inclusion: [How to reach all](#), p. 29 onwards

Panel 12 – Public relations ► p. 36

Publications

- Initiative Cookbook: Homemade civic engagement: An introduction to project management: [The public sphere](#), p. 68 onwards
- Making Waves. [Creating more impact with your youth projects](#)
- Project management handbook: [Communications](#), p. 27 onwards

IMPLEMENTATION

Panel 1 - Observation visit ► p.39

Websites

- [Erasmus+ Opportunities for Individuals](#)
- [European Solidarity Corps](#)

Panel 2 - Teambuilding ► p.40

Publications

- Facilitator Handbook #1. Steps towards action: [Teams and support](#), p. 52 onwards
- Initiative Cookbook. Homemade civic engagement: An introduction to project management: [Team](#), p. 40 onwards
- Manual for facilitators in non-formal education: [Organisation of work within the team](#), p. 51 onwards
- T-kit 3: Project management: [Teamwork](#), p. 75 onwards

Panel 3 - Team meetings ► p.41

Publications

- Facilitator Handbook #1. Steps towards action: [Challenge: The first team meeting](#), p. 59 onwards
- [Team-Working, Groups and Meetings](#)
- T-Kit 1: Organisational Management: [Managing people](#), p. 43 onwards
- T-Kit 3: Project management: [Ongoing monitoring and evaluation](#), p. 83 onwards

Panel 4 - Full engagement ► p.42

Publications

- Facilitator Handbook #1. Steps towards action: [Increasing participation](#), p. 10 onwards
- Facilitation step-by-step. [A self-learning portfolio tool for facilitators in non-formal education](#)
- Initiative Cookbook. Homemade civic engagement: An introduction to project management: [Communication among team members](#), p. 40 onwards
- T-Kit 3. Project management: [Effective team work does not just happen](#), p. 78 onwards

Panel 5 - Participants' needs ► p.43

Publications

- Facilitator Handbook #1. Steps towards action: [How to correctly identify the needs of the target group](#), p. 66 onwards
- Facilitator Handbook #2. Holistic learning: [Needs](#), p. 43 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Identifying Needs and Expectations](#), p. 60 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Preparing for international mixed ability project?](#), p. 37 onwards
- T-KIT 8 Social Inclusion: [How to reach all](#), p. 29 onwards

Websites

- [Common Barriers to Participation experienced by People with Disabilities](#)

Panel 6 - Participants' needs ► p.44

Publications

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [The Basics of Disability Etiquette](#), p. 16 onwards and [Different levels of support](#), p. 56 onwards
- [Factsheet #4: Barriers to Participation](#)
- Facilitator Handbook #2. Holistic learning: [Empathy: Understanding the feelings and needs of your participants](#), p. 19 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Confidentiality](#), p. 73 onwards
- Initiative Cookbook. Homemade civic engagement: An introduction to project management: [Barriers to participation](#), p. 61 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Roles and relations in the group](#), p. 48 onwards and [Tips and Tricks](#), p. 88 onwards

Panel 7 - Communication with participants ► p.45

Publications

- [Bridging the Gap Inclusive and accessible communication guidelines](#)
- DisAble the barRiErs. DARE Practical Guide for Inclusion: [It's easier than you think!](#), p. 15 onwards
- Initiative Cookbook. Homemade civic engagement: An introduction to project management: [Communication and cooperation](#), p. 63 onwards
- Perspective Inclusion. Language and communication in international inclusive education: [Bridges not walls](#), p. 17 onwards

Videos

- [5 Tips to Make Assertive Communication Easier and More Effective](#)

- [EFDS- reaching more people through inclusive and accessible communications](#)
- MOOC Essentials of Youth Work: [Building and maintaining relationships in youth work](#)
- [Person First or Identity First Language](#)

Websites

- Listening Skills: [Hear What People Are Really Saying](#)

Panel 8 - Participation ► p.46

Publications

- DisAble the barRiErs. DARE Digital Storytelling Handbook of Empowerment: [Introduction to the DARE Youth Peer Support Model](#), p. 17 onwards
- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Active engagement of young people](#), p. 50 onwards
- Facilitator Handbook #1. Steps towards action: [Why do people get involved?](#), p. 31 onwards
- Facilitator Handbook #2. Holistic learning: [Addressing self-directed learning](#), p. 31 onwards
- Going International. Opportunities for all. A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities: [Active participation](#), p. 50 onwards
- ID Booklet. Ideas for Inclusion & Diversity. A practical booklet about making your youth work and your international projects more inclusive and reaching more diverse target groups: [The key to inclusion: Participation](#), p. 59 onwards
- Images in Action. How to run a positive image-building campaign for inclusion groups, [Participation... Nothing about them without them](#), S. 76 onwards

- Inclusion A-Z. A compass to international Inclusion projects: [The importance of active participation](#), p. 56 onwards

Websites

- Competendo - Tools for Facilitators: [Empowerment](#)
- [Youth Participation Models](#)

Panel 9 - Getting started ► p. 47

Publications

- Facilitator Handbook #2. Holistic learning: [Establishing good working conditions](#), p. 46 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Launching the programme](#), p. 99 onwards
- Going International. Opportunities for all. A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities: [Some methods for beginning groups](#), p. 41 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Peers dealing with peers with a disability](#), p. 45 onwards

Websites

- Competendo - Tools for Facilitators: [Planning](#)
- [SALTO Toolbox — For Training and Youth Work](#)

Panel 10 - Group dynamics ► p. 48

Publications

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Group dynamic processes](#), p. 60 onwards

- Going International. Opportunities for all. A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities: [International group dynamics](#), p. 39 onwards

Websites

- [How to facilitate learning during youth exchanges](#)

Panel 11- Accessible design ► p. 49

Publications

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Inclusive Framework](#), p. 32 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Preparing the practical aspects](#), p. 93 onwards
- Initiative Cookbook. Homemade civic engagement: An introduction to project management: [Materials and Methods](#), p. 66 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Accessible venues](#), p. 87 onwards

Websites

- Accessibility checklist: [When planning face-to-face engagement it is vital that you check the venue is accessible to everyone that will be attending](#)
- Toward Inclusive Learning Spaces: [Physiological, Cognitive, and Cultural Inclusion and the Learning Space Rating System](#)

Panel 12 – Inclusive programme design ► p. 50

Publications

- Creability Practical Guide. [Creative and Artistic Tools for Inclusive Cultural Work](#)

- Facilitator Handbook #2. Holistic learning: [Method mix: Addressing key competencies](#), p. 35 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Further into the programme](#), p. 103 onwards
- Going International. Opportunities for all. A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities: [Further down the project](#), p. 43 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Creating activities for mixed-ability groups](#), p. 79 onwards

Websites

- The UDL Guidelines: [Universal Design for learning to improve and optimize teaching and learning for all people](#)

Panel 13 - Learning from mistakes ► p. 51

Publications

- Facilitator Handbook #2. Holistic learning: [Dealing with differing opinions and conflict](#), p. 22 onwards
- Guidelines for Good practice: [Young people safety and youth exchange programmes](#)
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Risk Assessment](#), p. 53 onwards
- Project management handbook: [Carrying out a risk assessment](#), p. 33 onwards

Panel 14 - Accessible information ► p. 52

Publications

- [Access for All. Helping to make participatory processes accessible for everyone](#)
- [Bridging the Gap. Inclusive and accessible communication guidelines](#)
- DisAble the barRiErs. DARE Practical Guide for Inclusion: [A for accessibility: practical information on accessibility of websites and documents](#), p. 63 onwards
- Perspective: Inclusion. Language and communication in international inclusive education: [Easy-to-read-and-understand information](#), p. 84 onwards and [Vizualization](#), p. 96 onwards

Video

- [EFDS- reaching more people through inclusive and accessible communications](#)

Panel 15 - Communication ► p. 53

Publications

- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Language and Communication](#), p. 37 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Preparing for other languages](#), p. 89 onwards
- [Language Animation - the inclusive way](#)
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Young people across borders & barriers](#), p. 68 onwards
- Perspective: Inclusion. Language and communication in international inclusive education: [Barrier-free communication as a prerequisite for learning experiences for everyone](#), p. 12 onwards and [Experiential learning method and nonviolent communication](#), p. 90 onwards

Websites

- [Language Animation](#)
- [Language animation, a bridge between cultures](#)

Panel 16 - Language awareness ► p. 54

Publications

- Going International. Opportunities for all. A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities: [Communication](#), p. 46 onwards
- [Guide for youth workers on inclusive communication awareness campaign](#)
- Perspective: Inclusion. Language and communication in international inclusive education: [Lexicon](#), p. 22 onwards and [On admiration and compassion](#), p. 81 onwards

Panel 17 - Inclusive method design ► p. 55

Publications

- Creability Practical Guide. [Creative and Artistic Tools for Inclusive Cultural Work](#)
- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Methodological implementation](#), p. 58 onwards
- Fit for Life. Using sports as an educational tool for the inclusion of young people with fewer opportunities: [Using Sport as a Method](#), p. 36 onwards
- Language Animation – the inclusive way: [How can methods be adjusted to be more inclusive?](#), p. 44 onwards
- No barriers no borders. A practical booklet for setting up international mixed-ability youth projects (including persons with and without a disability): [Adapting methods](#), p. 85 onwards

Panel 18 - Evaluation ► p. 56

Publications

- Inclusion A-Z. A compass to international Inclusion projects: [Evaluating](#), p. 105 onwards and [Evaluation methods](#), p. 115 onwards
- Going International. Opportunities for all. A booklet with practical inclusion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities: [Evaluation](#), p. 64 onwards
- T-Kit 10: [Educational Evaluation in Youth Work](#)

Video

- MOOC on Essentials of Youth Work: [Evaluation in youth work](#)

Websites

- i-EVAL: [The platform for evaluation of international youth exchanges](#)

Panel 19 - Feedback ► p. 57

Publications

- Facilitator Handbook #2. Holistic learning: [Reflection](#), p. 53 onwards
- T-Kit 10. Educational Evaluation in Youth Work: [Feedback](#), p. 75 onwards

Websites

- Feedback: [Using feedback as a tool for your self-assessment](#)

Panel 20 – Closure ► p. 58

Publications

- Facilitator Handbook #2. Holistic learning: [Validation and identification of the learning outcome](#), p. 58 onwards
- Going International. Opportunities for all. A booklet with practical inclu-

sion methods and advice for preparing, implementing and following-up on international projects with young people with fewer opportunities:

[Endings and goodbyes](#), p. 58 onwards und [Reintegration](#), p. 63 onwards

- Handbook: [Valued by You, Valued by Others](#)
- Inclusion A-Z. A compass to international Inclusion projects: [Endings and goodbye](#), p. 109 onwards und [Reintegration](#), p. 120 onwards
- Youthpass for all. [Recognition of learning, focusing on inclusion groups](#)

Websites

- [Certificates International](#)

FOLLOW-UP

Panel 1 - Team evaluation ► p.61

Publications

- Diversity in Youth Exchange [Checklist](#)
- T-Kit 3. Project management: [Continuous evaluation](#), p. 82 onwards
- T-Kit 10. Educational Evaluation in Youth Work: [Who and for who?](#), p.29 onwards

Websites

- Competendo - Tools for Facilitators: [Evaluation](#)
- Manual for facilitators in non-formal education: [Debriefing and evaluation of educational activities](#), p. 59 onwards

Panel 2 - Team development ► p.62

Publications

- Facilitator Handbook #2HOLISTIC LEARNING: [Staying open to self-development](#), p. 24 onwards
- [Peer Consulting](#)
- T-Kit 1: Organisational Management: [Managing people](#), p. 43 onwards

Websites

- Competendo - Tools for Facilitators: [Constructive Feedback](#) and [Self-assessment Working Culture](#)

Panel 3 - Self-reflection ► p.63

Publications

- FACILITATION STEP-BY-STEP: [A self-learning portfolio tool for facilitators in non-formal education](#)
- Facilitator Handbook #2. HOLISTIC LEARNING: [Checklist: Trainer's daily checklist](#), p. 61
- Going International. Opportunities for all: [End of training course evaluation](#), p. 75 onwards
- [Method booklet for self-evaluation of international youth encounters](#)
- T-Kit 1. Organisational Management: [Managing self](#), p. 19 onwards

Websites

- Competendo - Tools for Facilitators: [Facilitator: Self-Assessment](#)

Panel 4 - Project documentation ► p.64

Publications

- Inclusion A-Z. A compass to international Inclusion projects: [Document the outcomes](#), p. 126 onwards
- Initiative Cookbook. Homemade civic engagement: An introduction to project management: [Do it right and report on it - Documentation](#), p. 86 onwards

Websites

- Competendo - Tools for Facilitators: [Checklist: Report](#) and [Documentation in Trainings](#)

Panel 5 - Follow-up with partners ► p. 65

Publications

- Diversity in Youth Exchange [Checklist](#)
- Going International. Opportunities for all: [Evaluation. De-Briefing and reflection](#), p. 64 onwards
- Guidelines of partnership: [Following through](#), p. 73 onwards
- ID Booklet. Ideas for Inclusion & Diversity. A practical booklet about making your youth work and your international projects more inclusive and reaching more diverse target groups: [Get it going – Action planning](#), p. 88 onwards
- Initiative Cookbook. Homemade civic engagement: An introduction to project management: [Evaluation](#), p. 103 onwards
- T-Kit 10. Educational Evaluation in Youth Work: [Who and for who?](#), p.29 onwards

Panel 6 - Follow-up with participants ► p. 66

Publications

- Going International. Opportunities for all: [Reintegration](#), p. 63 onwards
- Inclusion A-Z. A compass to international Inclusion projects: [Reintegration](#), p. 120
- ID Booklet. Ideas for Inclusion & Diversity. A practical booklet about making your youth work and your international projects more inclusive and reaching more diverse target groups: [Get it going – Action planning](#), p. 88 onwards
- Recognising Learning in Youth Exchanges: [A Hands-On Toolkit](#)
- T-Kit 10. Educational Evaluation in Youth Work: [Who and for who?](#), p.29 onwards

Videos

- MOOC Essentials of Youth Work: [Evaluation in youth work](#)

Panel 7 - Sharing experiences ► p. 67

Publications

- DisAble the barRiErs. DARE Digital Storytelling Handbook of Empowerment: [DARE Youth Peer Support Model](#), p. 17 onwards
- DisAble the barRiErs. DARE Practical Guide for Inclusion: [Follow-up](#), p. 55
- Going International. Opportunities for all: [Reporting back](#), p. 64 onwards and [After the after](#), p. 85 onwards
- Making waves. Creating more impact with your youth projects: [Follow-up activities for the participants, partners & co](#), p. 84 onwards

Videos

- [Promote Your Experiences From Youth Exchanges](#)

Websites

- Competendo - Tools for Facilitators: [Mentoring](#)

Panel 8 - Alumni network ► p. 68

Publications

- DisAble the barRiErs. DARE Digital Storytelling Handbook of Empowerment: [DARE Youth Peer Support Model](#), p. 17 onwards
- Going International. Opportunities for all: [Peer support](#), p. 64 onwards

Websites

- [Euro peers](#)
- [Alumni Network](#)

Panel 9 - Communication of results ► p. 69

Publications

- Handbook: [Successfully disseminating and exploiting project results and products of strategic partnerships](#)
- Inclusion A-Z. A compass to international Inclusion projects: [Disseminating the project outcomes](#), p. 125 onwards
- Initiative Cookbook: Homemade civic engagement: An introduction to project management: [The public sphere](#), p. 68 onwards
- Making waves. [Creating more impact with your youth projects](#)

Videos

- [Erasmus+ Project Results Platform - An introduction](#)
- MOOC on Erasmus Plus: [Planning Results, Impact and Dissemination of Strategic partnerships](#)
- [Tips on Disseminating Youth Exchange Results](#)

LEGAL INFORMATION

Published by:

IJAB - International Youth Service of the Federal Republic of Germany
Godesberger Allee 142-148
53125 Bonn, Germany
Tel. +49 (0)228 9506 0
vision-inclusion@ijab.de
www.ijab.de

Responsible: Marie-Luise Dreber, IJAB

Editorial team: Elżbieta Kosek (Kreisau-Initiative e. V.), Christoph Bruners, Claudia Mierzowski and Ulrike Werner (IJAB) with support from the experts in the international working group and the expert group of VISION:INCLUSION.

Illustration: Claudia Esser / manufactur

Design: Adrienne Rusch / dieprojektoren.de

Image descriptions: Stefanie Wulff / Reddy Wulff Sozial Consulting GbR

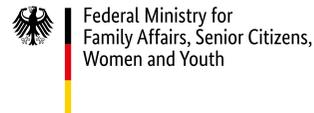
Translation: Karin Walker, Bonn

December 2020

WWW.VISION-INCLUSION.DE/EN



With funding by



A project by

