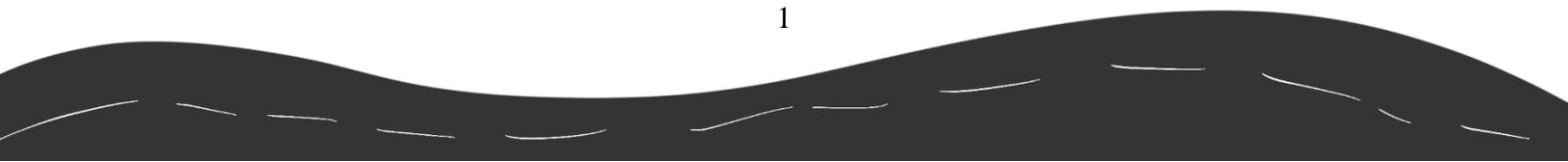




This instrument will help to develop non-formal activities for young people with fewer opportunities and without fewer opportunities jointly. I will propose you some steps to follow in order to ensure the social inclusion in your non-formal activities.

To use this instrument is very simple, you read the tasks and you fill in the banks, you write, reflect and think. Feel free to use the designated space to write your thoughts and add more space or even pages if you feel necessary. There are no right or wrong answers. You can reflect and answer to these questions by analysing your existent youth work or you can plan your future youth work. Think outside the box and dream big!

1. Identify the target group. How many types of fewer opportunity you will include in your activity? You will include more than one category of fewer opportunity? If yes, will be possible for you to select a common methodology and to engage the participants in the same way during the activity? Each fewer opportunity has different needs and experience different forms of exclusion. The young people are facing different challenges and different barriers, so the non-formal activity need to fit very well on all the participants interests and needs.



2. How many young people WITH fewer opportunities you will involve? How many young people WITHOUT fewer opportunities you will involve? Will you ensure a balance between the two groups of young people? It is mandatory to involve young people with fewer opportunity and young people without fewer opportunities jointly in the non-formal learning activities to ensure social inclusion. I recommend you to involve during the activity an equal number of young people with fewer opportunities and young people without fewer opportunities.

Young people with fewer opportunities.....

Young people without fewer opportunities.....

3. What challenges and barriers you want to help the young people with fewer opportunities to overcome during your non-formal activity?



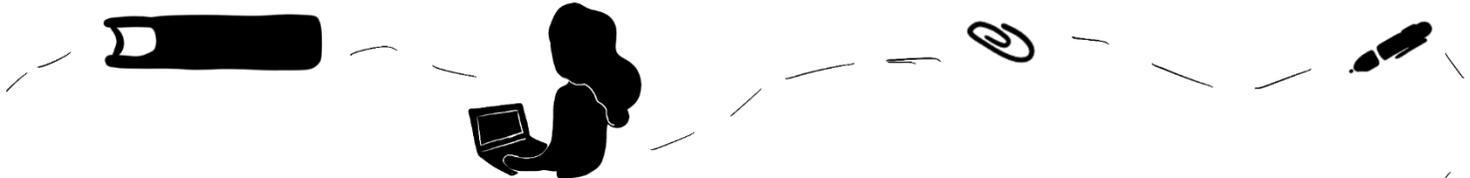


4. What will be the learning objectives? What will the young people should learn so you can ensure the social inclusion during the activity? You will need to establish common learning objectives for the young people with and without fewer opportunities.

[Empty dashed box for writing learning objectives]

5. What is the activity idea? What are the expected results? What you want to accomplish?

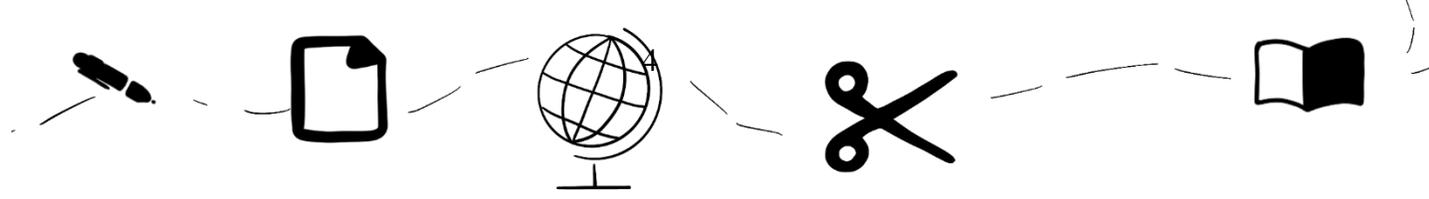
[Empty dashed box for writing activity idea and results]



6. How you will ensure the interaction between the young people with fewer opportunities and the community? In which way the community are excluding them? Why? How can you put together the community and the young people with and without fewer opportunities so you can fight against social exclusion?



7. How you will support their social and civic participation? What social, civic and intercultural competences are relevant for your target group to gain and develop?



8. Adapt the methodology and used methods to the group. Create the methodology and select the non-formal education methods and instruments you want to use. Think on the profile of the target group. What they can do and what they cannot do? What are their limitations and capabilities?

Here is a check-list to follow to make sure the entire methodology and select the used methods and tools doesn't create barriers in participation

- Is using experiential learning model
- The young people with fewer opportunity doesn't need help from the young people without fewer opportunities to accomplish their tasks
- The selected content it is suitable for both categories of young people with and without fewer opportunities and correspond with their competences and abilities
- The methods and tools ensure full participation and doesn't require specific skill that the young people with fewer opportunities may not have because of their fewer opportunity
- The methodology develops mutual understanding and solidarity between the young people with fewer opportunity and young people without fewer opportunity
- Is appreciating each individual skills and strengths
- Promotes equality, cooperation and collaboration between both
- Build trust and raise the tolerance between the young people with and without fewer opportunities
- Is built in order to develop basic knowledge about discrimination and social exclusion
- How I will support the active involvement and learning of the young people with fewer opportunities during the activity?

Methodology	Used methods and instruments



Methodology	Used methods and instruments



9. Give a special attention to the selection process and the call visibility.

<p><input type="checkbox"/> What channel will you use in order to promote your open call? Are the young people with fewer opportunity using these channels? Will you reach your target group by using these channels?</p>	
<p><input type="checkbox"/> Will you need to inform just the young people with fewer opportunity? Or I need to inform their parents/ tutors?</p>	
<p><input type="checkbox"/> Do you need to involve other partners/ institutions to promote your activities? How are you going to involve?</p>	
<p><input type="checkbox"/> What are the selection criteria of the young people with fewer opportunities? They create barriers in participation?</p>	
<p><input type="checkbox"/> Is the call for selection non-discriminatory (promote equal opportunities)?</p>	
<p><input type="checkbox"/> The selection criteria ensure equal opportunities? How?</p>	





10. Organisational practices and planning.

<p><input type="checkbox"/> Can the participants with fewer opportunities come alone to the activity? Who is going to bring them in the activity? Can my organisation offer transportation?</p>	
<p><input type="checkbox"/> Do you need any support persons for the young people with fewer opportunities during the activity?</p>	
<p><input type="checkbox"/> Is the venue and location accessible for the young people with fewer opportunities?</p>	
<p><input type="checkbox"/> At what hour is better to do the activity?</p>	
<p><input type="checkbox"/> Is the length of the activity feasible for the active participation of the young people with fewer opportunities?</p>	
<p><input type="checkbox"/> Is the participation of young people with fewer opportunity depending on their parents/tutors? Is this an obstacle? How you overcome it?</p>	



Sprijin
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Association



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**SPRIJIN SI DEZVOLTARE ASSOCIATION ROMANIA – Project Coordinator and
Applicant**

Sorina Carmen Vacariu – Project manager

Gabriela Adam – Intellectual output expert

sprijinsidezvoltare@yahoo.com

<https://sprijinsidezvoltare.wordpress.com/>

<https://www.facebook.com/SprijinSiDezvoltare/>

Inercia Digital – Project Partner

<http://inerciadigital.com/>

<https://www.facebook.com/inerciadigital/>

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