

All Together

Making inclusion happen



IFM • SEI

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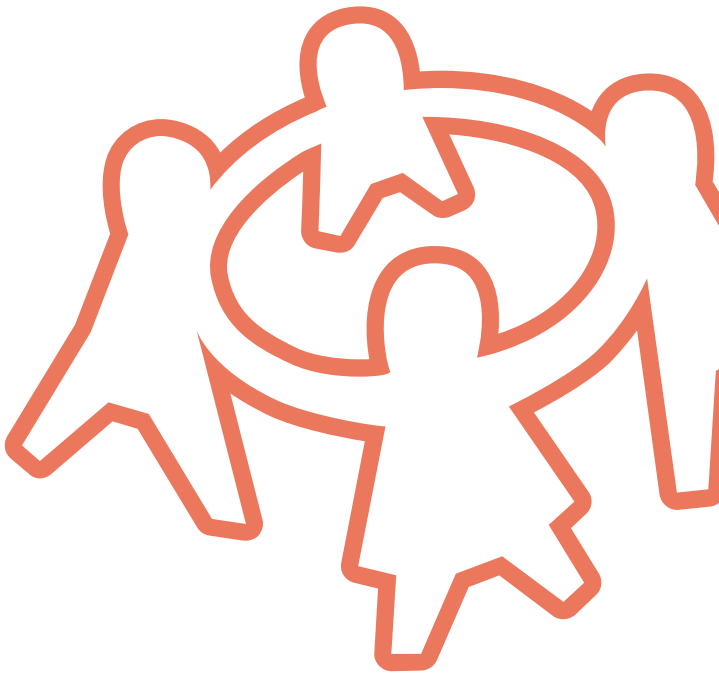
Introduction



IFM-SEI

Tamsin Pearce

Who are we?

The International Falcon Movement – Socialist Educational International is an international educational movement working to empower children and young people to take an active role in society and fight for their rights. We are an umbrella organisation for child and youth-led movements all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship. Through our member organisations and our international activities, we aim to ensure that children and young people are well informed about their rights and are empowered to ensure they are respected. To reach this goal, we organise a variety of activities including seminars, training courses, international camps and conferences.

By children and young people, for children and young people

Children and young people are involved in all levels of decision-making in our movement, from their local groups to the world congress. It is our firm belief that children are competent to make decisions and have strong opinions on global issues as well as matters directly affecting them. They need only the empowerment to feel that their voices will be heard in society.

Child rights-based approach

The United Nations Convention on the Rights of the Child is a key document in all our work. Through peer education, we aim to educate children and young people about their rights and support them to ensure they are respected.

International solidarity

IFM-SEI is a global movement bringing together children and young people from Latin America, Asia,

Africa, Europe and the Middle East. We are an umbrella organisation for 60 national organisations world-wide, promoting internationalism, solidarity and friendship, and advocating for children's rights all over the world.

Equality and social inclusion: All Together

In IFM-SEI we strive to be inclusive of all children and young people. Towards this aim we have developed a long-term strategy, **All Together**, to increase the inclusion of children and young people with fewer opportunities in our activities and structures.

Following a needs-analysis by the European Falcon Network it became clear that all European organisations face the same difficulty in including in their activities and democratic structures young people with fewer opportunities. Although many children joined our groups through their own initiative, these tended to be predominantly white, middle-class and able-bodied children. Reaching other groups of young people was identified as a challenge, particularly those facing multiple-discrimination. It was decided to develop a pro-active long-term strategy to make our organisations more diverse.

All Together aim

The aim of All Together is to develop clear strategies to ensure European Falcon organisations are inclusive towards young people with fewer opportunities. We aim to critically

evaluate our work, including identifying barriers to participation.

Objectives

- To increase awareness of inclusion issues within our organisations.
- To research European Falcon organisations and critically evaluate how inclusive they are including identifying barriers to participation.
- To increase the participation of young people with fewer opportunities in our activities.
- To involve more leaders from different backgrounds in our work.
- To share best-practice approaches towards better inclusion.
- To develop new approaches based on research and joint expertise.
- To produce a handbook and website for use by youth organisations including an analysis of the current situation, best-practice examples, advice and information for those wishing to set up inclusion projects and tested methodology.

Achieving our aims

Steering Group

A steering group has been established to coordinate the strategy. The steering group is made up of inclusion experts and young people with fewer opportunities and meets three times a year to ensure the strategy is reaching its objectives. As the strategy develops the core group expands to include as many perspectives as possible.

First Pillar: Sharing experiences

In Falcon organisations, we found that there were plenty of pockets of good practice; local groups and national organisations were doing excellent and successful inclusion work, the challenge lay in sharing this practice effectively. The first pillar of the All Together strategy is therefore focused on spending time evaluating our practice and sharing experiences to inspire others.

Second Pillar: Training

Reaching the local group leaders was vital if we wanted to have a real impact on the levels of inclusion in our organisations. We found that many group leaders were motivated to be more inclusive but had no idea where to start so the second pillar aimed to support leaders with training and the development of a network of inclusion workers.

We started by running training courses for local group leaders on setting up inclusion and intercultural dialogue projects. From these training courses, many new pieces of inclusion work have been developed and a commitment from member organisations to be more inclusive has been established.

Third Pillar: Resources

The third pillar of our work is the development of inclusion resources. This handbook aims to give group leaders advice, tips and inspiration for their inclusion work at local level. Accompanying the book is a user-led website full of ideas, experiences and tips for inclusion work. We hope that the website will expand with contributions from inclusion workers all over Europe, becoming a dynamic space for the inclusion network to work together.

www.all-together.eu

What is inclusion?

Tamsin Pearce

We're open to anyone who wants to take part in our activities. Anyone can join and there are no restrictions on membership, so we're inclusive, right? It's very easy to assume that not being actively exclusive results automatically in inclusion. It's comfortable and makes us all feel politically correct to be 'doing the right thing', but is it really reaching out and promoting diversity?

In my opinion, no. Although for many years this has been the standard way of operating, more and more organisations are beginning to realise that the very ways in which we structure our work can exclude many young people and a pro-active approach is needed to address this issue effectively.

To really tackle the issue of inclusion we need to challenge ourselves and our ways of working. This is no easy task: we love our organisations, we like the way they work and feel comfortable with their familiar structures. Human beings are creatures of habit and altering patterns can be very unsettling but we need to ask ourselves a simple question: Do we want to stay cosy and comfortable or do we want to make a real impact in our communities?

If the answer is the latter then we have some work to do, critically assessing all aspects of our organisations, identifying barriers to participation and systematically addressing them. The places we choose for meetings may seem irrelevant but being far from home for a weekend or sleeping in a mixed dormitory can immediately exclude some. Even the very act of joining an organisation and committing on a regular basis can be alien.

Inclusion in IFM-SEI

Beginning the task of looking critically at ourselves and investigating what is already being done internally in the field of inclusion was a surprisingly energising experience. Although we have a long road ahead of us, there are pockets of excellent practice at local and national level and by sharing those methods we're one step closer to including more young

people in the movement. For an organisation with nearly 100 years of history, challenging the basic premise that non-formal education must be done in groups on a weekly basis was not easy but it was a hurdle we had to overcome to move forward. To be really inclusive we concluded that the emphasis should be on making adjustments to the organisation, not expecting young people to adapt in order to participate.

Reaching out has been interpreted quite literally in some regions: we have taken the organisation to the physical locations of the young people we wish to reach and run activities with them on their terms, giving them the opportunity to take part in our educational work without commitment. This project, spread over several countries, has seen good results but is only the tip of the iceberg; to have a real impact a comprehensive approach is needed. It's a long-term process and the problem can't be solved by sexy one-off projects or high level discussions limiting diversity to a theoretical concept. Instead, we need to go out there and meet people, extend the good work that's being done and not be afraid to embrace the challenges and changes ahead.

Who is excluded? How do we exclude them?

Throughout the handbook we tend to use the term 'young people with fewer opportunities'. This is an intentionally broad term, covering all young people facing some form of disadvantage. Below is a non-exhaustive list:

- Young people from black or minority ethnic backgrounds
- Muslim young people
- Speakers of different languages
- Foreigners / migrants
- Roma / traveller communities
- Refugees and children of refugees
- National minorities (eg Hungarian children in Slovakia)
- Children in alternative care
- Overweight young people
- Young people with disabilities
- Young people with post-traumatic stress
- Young people with behavioural difficulties

- Young people with learning disabilities
- Economically disadvantaged young people
- Young people who need to work in their free-time
- Young people from low-income families
- Young carers (young people who care for disabled or ill family members or younger siblings)
- Young people facing social or educational disadvantage
- Young people with lower levels of education
- Young people with strict family backgrounds
- Teenage parents
- Young people with gay parents
- Lesbian, gay, bisexual, trans and queer (LGBTQ) young people
- Single parents
- Children of drug addicts
- Young people in prisons or rehabilitation
- Gang members
- Young people with fewer friends
- Rural youth
- Anyone who is 'different'

Across Europe, Falcons work in very different communities. Consequently, the target groups vary between organisations. The decision was made however, that while different groups of young people have different needs, sharing experience and ideas remains a useful and supportive method to increase inclusion in all European countries.

Do we really exclude people?

Exclusion is usually unintentional and unconscious which makes it more difficult to tackle. Falcon groups are open to all young people interested in joining, and our aims and principles have equality and social inclusion at their core. However, our ways of working can be unintentionally exclusive. Falcon organisations have many traditions, some of which can seem very alien to potential members. To name just a few, weekly group meetings, camping in group tents, singing songs and discussing global issues can overwhelm new members. This is not to say that these activities are necessarily exclusive but we may need to be more sensitive to how others view them and adapt our approach to include more young people.

Why do inclusion?

Volunteers in youth organisations can be reluctant to take on the challenge of inclusion. It is seen as something that puts already overloaded volunteers under unnecessary strain. Of course it is important not to underestimate the commitment it takes to do inclusion properly. Inclusion demands more from our volunteers in terms of time, energy and creativity, it demands us to be self-critical and to change our comfortable ways of working and it can feel as if it is disruptive to the existing group. However, these factors pale into insignificance when one begins to look at the positive outcomes of inclusion strategies.

Aims and principles

As an organisation with equality firmly at the core of its aims and principles, IFM-SEI sees inclusion as an obvious means to fulfil its mission. Educational work in isolation can go only so far to raise the awareness of our young members in the fields of gender equality, anti-racism, disability awareness and social inclusion. To achieve real equality, our groups need to reflect the societies we live in, bringing together young people from different backgrounds to work together for social change.

Enriching the experience of our members

Working with a diverse group of young people from different backgrounds provides an enriching experience for all our members. Learning from each other and with each other is a key principle of peer education and the added dimension of a heterogeneous group enhances learning immensely.

Fun

It may sound clichéd but inclusion work is fun. As volunteers, we need to enjoy what we do to remain motivated in our work, and inclusion work certainly ticks that box.

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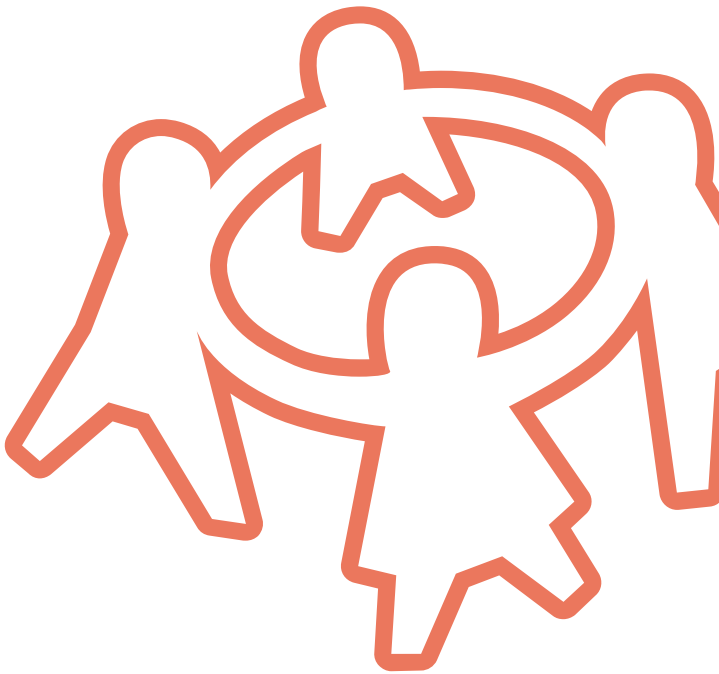
How inclusive are you?



Reflecting on your organisation

A quick test:

Read the questions below and answer them honestly from the perspective of your group or organisation. There is no system of grading your answers; the intention is simply to assist you in systematically reflecting on inclusion in your organisation.

1. **Are your activities completely free without any hidden costs?**

   No participation fees, no equipment needed to be bought, no transportation costs from young people's homes to the venue, no refreshment costs or obligations on the individuals to provide food / equipment.

   Families on low incomes may not be able to contribute to activities in cash or 'in-kind'.

2. **Are parents/ families/ guardians required to contribute time or resources to activities?**

   Assisting with transport, looking after equipment, attending group nights as an additional adult.

   Carers who work unusual hours, who have large families or who are single parents, may not be able to contribute time to the organisation and if assistance is a requirement or expectation you may exclude children unintentionally.

3. Have you considered the timing of your activities with regard to inclusion?

Some young people cannot participate in activities late in the evening, others may have religious, family or work commitments at weekends.

Of course it may not be possible to fit around the individual timetables of every young person but it is worth reflecting on this issue to ensure you are not excluding a group of young people that may be interested in joining.

4. Are your activity venues accessible?

Can young people get to the venue themselves or do they need to rely on lifts from parents/ guardians/ friends? If there is no public transport, do you arrange shared lifts or a minibus for all young people?

Location can be a hidden barrier to participation. Public transport can be expensive and some parents are unwilling to allow children to travel alone and are unable to accompany them. If you meet in an area far from where children live, this can lead to their exclusion.

5. Is your regular meeting place in a religious or other type of venue that may exclude some young people?

For example a church hall or a pub.

Even though your activities are non-religious, meeting in a religious venue like a church hall can exclude young people from non-religious families as well as those who follow other religions. Meeting in a pub can exclude those who do not drink alcohol and may be a barrier to participation for young alcoholics or those with alcoholic parents. Try to arrange activities in neutral venues.

6. **Are all of your activity venues fully accessible to young people with disabilities?**

   Meeting venues, camp sites / residential locations?

   Consider this question with regard to various disabilities; do not fall into the trap of thinking all disabled people are wheelchair users. Consider physical access, induction (hearing) loops, bathroom and kitchen facilities, for example.

7. **Are your activities adapted or easily adaptable so that young people with disabilities can participate?**

   This may include:
   - *Adaptations to games to include partially sighted young people and those with physical disabilities equally.*
   - *Ensuring young people with hearing difficulties can participate during discussions by seating the group in a circle to aid lip-reading and providing signers where needed.*
   - *Being aware that some young people have difficulties reading and writing, adapting games and exercises to avoid the requirement for everyone to be able to read and write (this can usually be done in small groups).*

   Adapting activities can be fun. Involve the young people in your group in considering ways to include everyone in their favourite games rather than stopping playing them when a disabled child joins.

8. **Do your activity themes encourage discussion or raise awareness on inclusion issues within your group?**

   For example celebrating festivals such as black history month, learning sign language or raising discussions on poverty or LGBTQ issues.

   Highlighting inclusion themes can make young people from different backgrounds feel more welcome.

9. Do you have leaders from different backgrounds in your group?

Black and minority ethnic, lesbian, gay, bisexual, trans, queer leaders, those from economically disadvantaged backgrounds, those with disabilities etc.

Role models from different backgrounds are vital for full inclusion. (See pages 109-122 for practical approaches to involving role models from different backgrounds)

10. Does the membership of your group reflect the main ethnic groups in your community?

Consider the ethnic mix of the schools in your area. Does your group have a similar composition? If not, what groups are missing? How might you include them in your work?

11. Are there children in your groups living in alternative care? What adaptations do you make to meet their needs / conform to the strict legislation surrounding children living in alternative care?

Child protection requirements as well as supervision levels for children living in alternative care may be statutorily defined at a much higher than for those living with families. The children may also have quite different emotional needs that may impact on your group and leaders. It is vital to spend time discussing the needs of individual children with their care workers, as well as ensuring you are clear about the legal requirements you need to adhere to.

12. Have you made adaptations to your group to encourage participation by unrepresented groups?

Timing, location, types of activities?

Inclusion is not the same as integration. In order to be inclusive, we must reflect on our own organisations and be prepared to make changes, we cannot simply expect people to adapt to our ways of working. Achieving inclusion requires a willingness to compromise both from your organisation and from the groups you want to tempt to join you, but there should be no compromise of your basic principles: gender equality, democratic decision-making, tolerance of difference etc. Compromise should always be possible in order to adapt the physical aspects of where you meet and how members get there, the timing of meetings, whether you charge for participation and so on.

This set of questions was developed to assist you in identifying areas for improvement in your groups. Our aim is not to overwhelm you with the challenge ahead but to give you an idea of the scope of inclusion. Many of the obstacles mentioned above need only relatively simple adaptations or approaches to overcome – you will find many suggestions on how to do this later on in the handbook.

3

Identifying & understanding barriers to inclusion

Barriers to inclusion

Tamsin Pearce

Many factors (not all of them immediately obvious) contribute to the exclusion of young people from our activities. These can be roughly divided into three groups:

1. Understanding each other
2. Identifying apparent barriers
3. Overcoming attitudes

1. Understanding each other

Language

Language is a huge barrier to the participation of young people who are not native speakers of the dominant language in an area. The barrier can manifest itself in several ways:

1. Young people may feel overwhelmed by the idea of joining a group where other young people are speaking very quickly or using slang.
2. If there are no leaders speaking the first language of the young person, this feeling of exclusion can be heightened because there may not be anyone specifically checking if they are included. This may result in the young person coming once and feeling so 'different' that they never come again.

3. If parents do not speak the dominant language, they may be uncomfortable with their children participating and being in the care of people who don't speak a common language with them.

Cultural norms

In this context, culture should be seen in a much wider sense than obvious national cultures.

Organisational cultures

Organisational cultures can be extremely strong and may exclude people who are not used to them (for example singing, playing some types of games, traditional ceremonies etc) This doesn't mean you have to change the way you do everything, but you should be aware of the culture of your organisation to make the assessment if anything about your organisation is exclusive.

Local communities

Local communities may also have

strong traditions that can have a big impact on your inclusion work. You should be aware of culture and sensitive to its impact before reaching out to excluded groups.

The key issue of culture is awareness. Often we are unaware of our own culture; it is so natural that we may not notice that it is quite alien to others.

Fear of the unknown

Many people are committed to the idea of inclusion but are afraid to step outside their comfort zone and work with people from other communities for fear of making mistakes or insulting people. Lack of information about groups living within our communities and the tendency to view them as 'exotic' can present a huge barrier to inclusion. Bridging the gap between belief in the principle of inclusion and taking the step to initiate inclusion work can be a challenge.

Presenting attractive activities

We are often not very good at presenting our activities and organisations in an attractive way. We assume that those who want to find out more will take the time to join and get to know us before making up their minds about committing long-term but this may result in excluding some people. If we do not immediately appeal to young people, we may exclude those who form their first impression more quickly (those who don't know anyone in the group, or those whose parents do not pressure them to stay). We should consider how our organi-

sation and activities appear to the young people we are reaching out to.

Finding the organisation

Even if children would be keen to join an organisation such as ours, it can be a challenge to find information about activities if they do not already know many people participating.

A huge barrier to participation is that organisations are not well known in some communities.

2. Identifying apparent barriers

Money

Money can be a barrier to participation even if at first glance your activities are free. Young people and their families may need to work in the evenings or at weekends so may be unable to commit regularly. Activities may also have hidden costs: transport, food, equipment, clothing and so on.

Time

Time constraints can be a barrier to inclusion: many young people and potential volunteers have part-time jobs, or act as carers for parents or younger siblings which can make it impossible to join activities regularly.

Skills

Many potential volunteers feel that they have nothing to offer an organisation, that those volunteering must have special skills and are put off contacting organisations for fear of rejection. Ensuring people know exactly what volunteering entails and that we can use the individual skills of everyone will go some way to ensuring this isn't a huge barrier.

Physical barriers for those with disabilities

Young people with disabilities often face both physical and perceived barriers to participation. Few activity venues are fully adapted to ensure the active participation of all young people with a wide variety of disabilities. Although more and more venues are beginning to have adaptations made, this is a slow process and levels of accessibility vary wildly. As many young people with disabilities will have experienced access problems in the past, they are often also reluctant to join new organisations, fearing the

stigma and awkwardness of not being able to access the activity.

In addition to the physical access to activity venues, the activities themselves can sometimes present barriers for those with disabilities. Young people will often feel very uncomfortable and unhappy if they are unable to participate in games or activities in an organisation. This barrier can cause young people to leave an organisation soon after joining.

Being 'different' or singled out in a group

A significant barrier to inclusion can be the feeling of being different in a homogeneous group. This is a problem often faced by organisations undertaking inclusion work. For example, an organisation works with a local community and manages to interest one or two black / disabled / Muslim young people to attend. They are understandably pleased with this success and feel very frustrated when the young people leave after a few weeks. This is often because the young people feel different or targeted and not part of the group. Positive discrimination (page 40) can be one way to counteract this trend.

3. Overcoming attitudes

Challenging and changing attitudes is vital to successful inclusion. Whether overtly expressed or underlying, attitudes within a group or within a local community can present a barrier to inclusion.

Prejudice and stereotypes

Prejudice does not often present itself openly within our organisation, but can be an equally big challenge when it is hidden beneath the surface. Stereotypes are unavoidable and if dealt

with openly and honestly can be positive. However, stereotypes can quickly slip into prejudice which can be an immense barrier to inclusion. Even well-meaning stereotypes: 'All Muslims need to pray five times a day so we'll put prayer as a fixed part of the programme' or 'Disabled people can't play active games so we won't include any in the programme' can result in barriers to effective inclusion. Undertaking positive educational work within a group on prejudice and stereotypes can easily overcome this barrier.

Lack of personal experience

A lack of personal experience with young people from different backgrounds can be a key factor in the emergence of prejudice. Stereotypes are likely to be enhanced as the only information groups or leaders have about a certain group of young people. Pro-actively organising activities in co-operation with community groups can overcome this.

Leaders' time / energy to devote to inclusion

Almost all Falcon leaders are volunteers, running activities in their spare time. For this reason, inclusion is often an area of work that slips off the agenda as non-essential. Successful inclusion requires commitment, time and energy and without people to lead the work, it will not happen.

Feeling comfortable with the organisation

We love our organisations, they are places where we feel comfortable, relaxed and included. We are happy with the way we do things and have many happy memories of Falcon activities. For this reason, some groups are reluctant to undertake work that requires looking at our organisations critically and changing some of the aspects we love. This reluctance is a huge barrier to the inclusiveness of our organisations and needs to be tackled head-on; we need to decide if we want a small cosy organisation or if we want to build an inclusive movement for social change.

Tips for overcoming barriers

In addition to the specific detailed approaches described later in this handbook, participants at a sharing seminar in Oslo came up with the following tips for overcoming barriers:

- Raise money for participation so that all activities are completely free for everyone
- Use positive discrimination (if there is a waiting list to join a group, prioritise the admission of under-represented groups)
- Change the entry systems into groups to actively seek out young people from different backgrounds
- Find a partner organisation / friend / person who can really challenge your understanding of the target group you have identified
- Gain personal experience by working with different community groups or organising joint activities
- Organise recruitment campaigns in specific areas or within specific target communities
- Ensure all activity venues are accessible and do not present barriers to inclusion
- Initiate joint projects in the community
- Undertake pro-active networking and partnership with community organisations: seek partnership, don't force integration into your

organisation
- Accept differences and find common points
- Mentor young people from different backgrounds to take on leadership roles

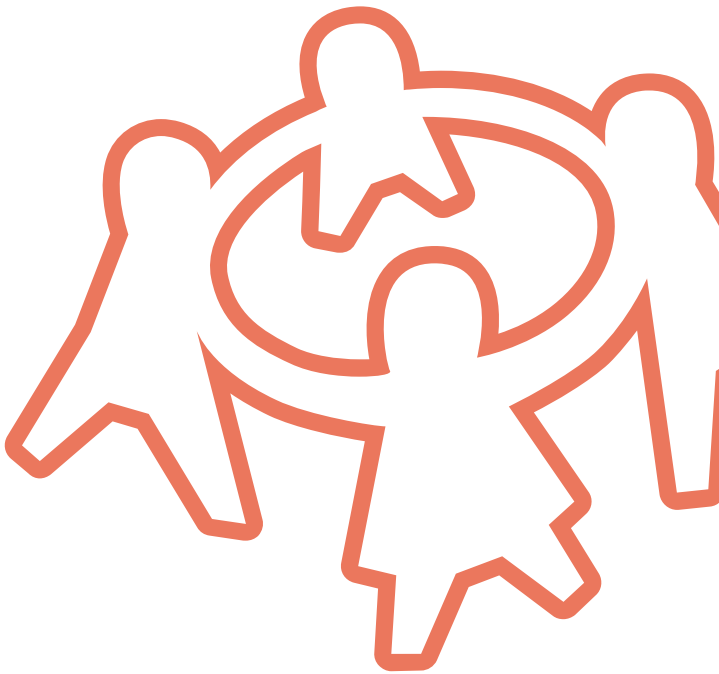
Getting your organisation on board: A few tips

Once others in your organisation are motivated to do inclusion work, the battle is almost won. Here are a few tips for getting your organisation on board:

- Enthuse other leaders and emphasise the benefits of inclusion
- Do not underestimate the challenges – be realistic with people about the amount of work involved
- Progress slowly – start by encouraging them to do easy, low-cost inclusion work and move on to bigger projects
- Offer on-going support (in the form of contact, resources, a network of other inclusion workers)
- Start a discussion on the aims of your organisation – ensure people know that inclusion may involve big changes to the organisation but it doesn't need to mean your organisation becomes unrecognisable
- Reassure them that the core aims and principles will remain the same
- Educate your movement about inclusion (training ideas on page 28)

4

IFM-SEI inclusion training ideas



IFM-SEI inclusion training for leaders

Roxanne Matthews

This training session is designed to

- Promote inclusion as a culture of change
- Provoke thoughtful consideration of practice
- Engage with the concept of social exclusion
- Move forward towards practical methods of inclusion in a local context, with support.

Ultimately it is also meant to break down the barriers to inclusion work itself, to alleviate the fear of 'inclusion' and to convince leaders that they already have the skills to move forward.

The programme

Introduction and the principles of ínclusion (10 mins)

Trainer-led introduction to inclusion as an attitudinal matter, a culture of change. Most importantly, inclusion is an attitude not an action. The principles of inclusion should be understood and shared by the group implementing them and can therefore differ from group to group and time to time.

Here are some important principles and starting blocks:

1. Inclusion is built on a foundation of respect, fairness, justice and equality.
2. Inclusion means we actively promote a group which represents our community.
3. Inclusion embraces differences as a source of strength.
4. Inclusion enhances our individual and collective competence to collaborate across cultures and groups.
5. Inclusive practice helps to build processes that support and sustain inclusion.

6. Inclusion depends on co-operation
7. Inclusion is ongoing, growing and changing.

Shoe exclusion game (15 mins)

1. The participants stand in a circle and are asked to arrange themselves in groups depending on their type of shoe (ie trainers, sandals). Observe the group as they do this, noticing how they do it. Usually they make comments like 'No, no, yours aren't the same... you go over there.'
2. Debrief this as a mirror for what happens in society, particularly with children, as people who are alike group together by colour, race, creed, ability, disability. Normally there will be one group bigger than the others; identify this as the 'normal' category. Sometimes people are left on their own.
3. Ask the group again to divide themselves, this time depending on the colour of their shoes. The same sort of thing happens.
4. Tell those in the smaller groups that they can't be involved in the session any longer. Then ask them how that feels. Ask the 'normal' (big) group if they would be prepared to incorporate them and what ideas they have to make the colour of their shoes fit in. They might say things like 'paint their shoes black' (if black is the norm). Let this continue for a while. Ask them then if what they are doing is 'inclusive'. They may come up with it themselves, offering suggestions to include them whatever their colour, without making any changes.

5. Debrief: whether they came up with suggestions like the former or the latter, facilitate a discussion about the difference between 'integration'

and 'inclusion'. The former integrates while the latter includes. Explain that the issue of inclusion is not about 'integration' (ie painting shoes black) but about inclusion (making adaptations ourselves to include others).

6. Suggest that the issues that exclude people are of course more serious than shoe colour but that the principle is always the same. Ask them to remember that they wanted to include the girl with blue / gold / multi-coloured shoes and this is always the thing to hold on to.

Post-it excluded groups activity (15 mins)

Ask the group to write on post-it notes what sort of people are excluded from society. Ask them to share their post-its and put them up on the wall. Discuss.

Materials: Post-it notes

Sharing issues discussion (20 mins)

Who is left out in your group and why? Have you had any issues with inclusion and how have you overcome them? The trainer should share their knowledge of inclusion projects here too.

Break (10 mins)

The tree of inclusion (30 mins)

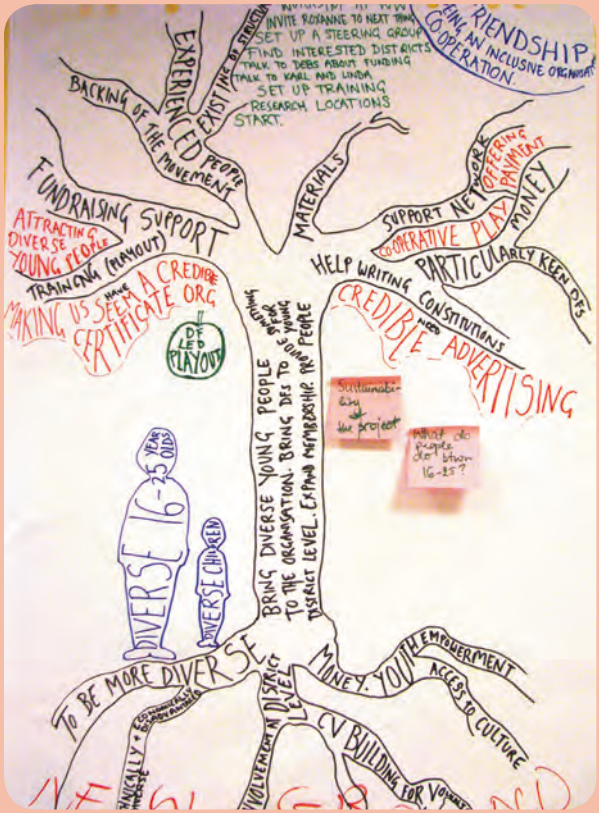
1. The trainer draws a tree on a flip chart. They draw a person underneath. Explain that this person represents the group of people you feel get left out / excluded in your community / local IFM group.
2. With this group in mind explain that participants must pick some / all / one aim and principle of their organisation they would like to share with this group.
3. This is written in the trunk of the tree. The branches represent activities to communicate the aim(s) / principle(s) to this target group. The leaves represent what you would need to make those activities happen and the apple represents the fruit of all that: the project that results from the

trunk, the branches and the leaves.

This 'project / activity apple' is represented as about to fall on the target. Explain that the group should use the discussion before the break as a spring-board for ideas to overcome inclusion.

Divide the group into their own local groups or into groups in geographical proximity if possible. Ask them to make their own trees.

Materials: Large sheets of paper and felt tip pens



Feedback and close (20 mins)

Groups should take a couple of minutes to feed this back to the rest with questions. It is sometimes good to pretend that the rest of the group are a funding body and the group delivering their ideas must convince them that it is viable. The board can ask questions in this role. Trainer reflects on the process with the group and then closes the session.

Identity and perception

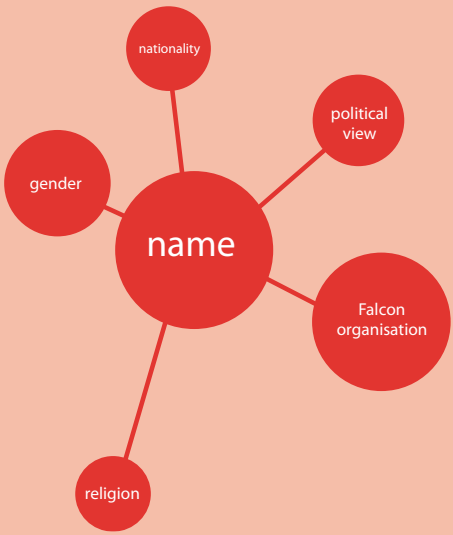
Birute Sabatauskaite

One obstacle to inclusion can be the perceptions we have of other people. You can pro-actively challenge your own perceptions and those of your group, starting with analysing your own identity and your group's identity and then carrying out perception exercises to see how differently we see things that look obvious at first sight. We are all multi-layered creatures, as Shrek in the famous cartoon says. We all look different on the surface and are much more complicated on the inside.

Here are some examples to work on your own identity

Identity molecule

1. Draw a diagram like the one on the right. Write your name on the central circle, and on the outer circles write words that identify you, making them bigger or smaller according to the importance that you attach to each descriptor. For example, you might feel that your nationality is more important than your gender. Or your political views less important than your job title.



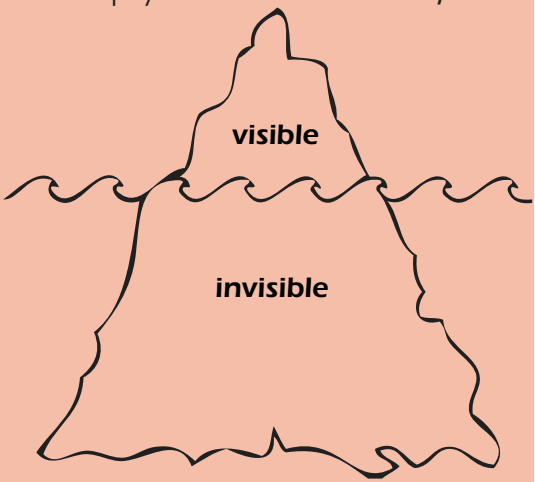
2. Invite everyone in your group to make their own molecule, writing down all the things that are important to them, using as many social descriptors as they like (dancing, singing, dreaming, youth club etc). Ask them to share their molecules in small groups.
3. Afterwards, moderate a discussion in the whole group, asking which of their descriptors is the source of privileges or of obstacles in their society? What is the link between identity and privilege?

Next, use the identity iceberg below to make an input to the group, raising awareness of the visibility and invisibility of identities, and the links between what we see and what we think.

The iceberg model of identity

The iceberg graphically demonstrates the idea of having both a visible and an invisible identity. The fate of the Titanic, whose crew failed to appreciate the true size of the unseen part of the iceberg, gives another kind of example to illustrate to your group what can happen when the unseen part is ignored.

The iceberg has a **visible tip**. These are the areas of culture or identity that we can see manifest themselves in the physical sense. In addition, more often than not these are the elements that we come into contact with first when experiencing a new country or culture or first seeing another person or group of persons. Such 'visible' elements include things like music, dress, dance, architecture, language, food, gestures, greetings, behaviour, devotional practices, art and more.



It can also relate to behaviour such as ignoring red traffic lights, spitting on the ground, smoking in public or queuing for a bus. All, depending on your own culture, may come across as weird, strange, rude, ignorant or simply silly.

None of the visible elements can ever make real sense without understanding the drivers behind them, and these are hidden on the invisible, submerged side of the iceberg. It is these invisible elements that are the underlying causes of what is manifested on the visible side. So, when thinking about culture, the under-side of the iceberg will include things such as

religious beliefs, worldviews, rules of relationships, approach to the family, motivations, tolerance to change, attitudes to rules, communication styles, modes of thinking, comfort with risk, the difference between public and private, gender differences, history etc.

For example, why do British people queue for everything? This relates to their approach to fairness, justice, order and rights. The rationale behind the queue is that those who get there first have the right to be served first or get on the bus first. Many other cultures simply do not queue in this manner as it is not part of their cultural programming.

Thus the iceberg perfectly demonstrates the idea of an unseen world manifesting in many different ways. The example can be used to analyse the complexity of a person as well, because when we try to describe something that is made up of lots of things and is multifaceted there is always the part we cannot see at the beginning.

A variation is to take a body silhouette or image and write around its rim the visual parts of identity, such as 'friendly', 'kind', 'quiet'. On the inside list the aspects of a person that you can't see, such as 'likes to dance a lot,' 'plays the guitar.' With groups of smaller children you can ask them to draw things that are important in their life. And make the iceberg, which is introduced later, much more colourful, using some pictures.

Perception exercises

There are many exercises that you can use to highlight perception. These are fun and can show you how differently we all perceive things. We use our perceptions later in communication and in the formation of our attitudes. Sometimes, if we challenge our primary perceptions and the way we react to things, it can lead us to a significantly more positive outcome. Awareness of differing perception is vital for successful inclusion. Working on perception can be the first step to understanding each other better.
None of these examples takes more than an hour. You can use them as the activity for one of your club meetings, and they are good fun.

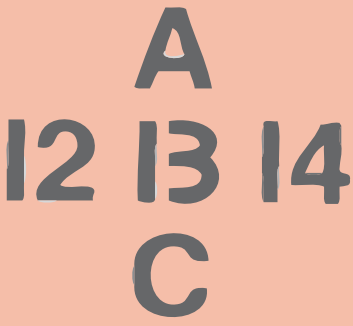
'The boring figure'

Show this picture to the group. Ask them What do you see?

A young girl: She is facing away from you, looking to the right.
An old woman: She is looking towards you facing right.
This shows how one thing can be perceived in more than one way.
This picture, 'The Boring Figure', was drawn by W E Hill and first published in 1915

Numbers and letters

1. Ask half the group to close their eyes and show only the vertical line – ABC (cover 12 & 14). Ask those who have their eyes open to observe for a few seconds what they see on the paper without commenting aloud on it. Then hide the paper.
2. Ask the second half of the group to close their eyes and show the horizontal line to them – 12 13 14 (cover A & C). After a few seconds hide the paper.
3. Ask everyone to open their eyes and show only the middle figure (cover 12, A, 14 & C). Ask everyone to write down what they see.



4. Debriefing: ask the group to share what they saw to demonstrate that people might have seen different things and pose these questions:
   - Why do you think different groups that had their eyes open at different moments saw different figures?
   - Do similar situations happen in real life? If yes, can you remember some examples? Can we draw any conclusions from this?

Numbers and words

Show this logical sequence to your group. Ask them to try to find the logic behind this sequence and add one more row following the logic.

1

11

21

1211

111221

Solution: Read what you see loud. What do you have in the first row? One (1) number one (1) = 11. And now, what do you have in the second row? Two (2) number ones (1) = 21. And now the third row? One (1) number two (2) and one (1) number (1) = 1211, and so on... This means that the logical solution for the last row is 312211 = three (3) number ones (1), two (2) number twos (2) and one (1) number ones (1).

Explanation: You might have been struggling to find the answer in the activity, since you might be making use of arithmetical logic (counting, calculating, adding, substracting... all the systems you were once taught whenever dealing with numbers). But when you try to see the exercise with 'verbal lenses', reading the numbers out-loud then the solution is easy.

Case Studies

The next chapters present many practical examples – case studies – of ways to achieve inclusion in your own organisation. The contributions have come from across Europe and have been written by the young leaders who have tested and carried them out in a diverse range of children's and young people's groups. They combine narrative accounts with straightforward how-to advice alongside alerts to the difficulties that may be encountered on the way to a successful outcome.

5

Back to basics:
Inclusion in Falcon groups

Case Studies I

Positive discrimination

Linda Osborn

Target group

Children from ethnic minority and economically disadvantaged groups

Aims & objectives

- To ensure groups are more representative of the community
- To recruit children from ethnic minorities and economically disadvantaged backgrounds to our group

Summary

In an area of south London challenged by considerable social and ethnic diversity, and aware of a fast turnover in members from disadvantaged communities there, the Woodcraft Folk introduced a controversial policy of positive discrimination – setting aside places in the group for members of the disadvantaged community and actively seeking them out. Facing down opposition to what was seen by some as a breach of equal opportunity, Woodcraft successfully recruited new members at no cost, and adopted the power of persuasion to pull critics round.

Background / context

South London is very socially and ethnically mixed. The Woodcraft groups in the area had problems keeping children from non-white and economically disadvantaged backgrounds in the groups so decided to find out the reasons for this and transform the situation. It seemed that the main problem was one of feeling isolated in the group.

A child would join a group but stay for only a few weeks because they felt isolated and different, so our challenge was to build a more balanced and mixed group. Approximately 10 years ago, prompted by a very dedicated group of parents at a parents' meeting, it was decided to work in a more pro-active way to get more children from under-represented families to join the group.

Step-by-step

1. We began with a policy of setting aside up to six new-member places for children from under-represented groups. The thinking behind the strategy was to allow for at least six children from ethnic minority groups to become members and not feel isolated.
2. We decided to have a written admissions policy to assist in our recruitment, to enable us to be more inclusive. This came about after several months of discussion with the leaders in the district who at first thought that first-come-first-served was a fair way of recruiting.
3. The policy on admissions did not have to continue at this level after the first phase because we built up a reputation in the community. However, when we find we have a lack of members from a particular group we discuss this and use the following approaches to rectify the situation:
   - Special offers on camps or trips for target groups
   - Working with local schools and people in the community to identify possible new members
   - Running a group with fewer members to ensure there is space for the new ones to come along as soon as we find them.

Challenges and overcoming them

The policy resulted in some hostility from parents with children who wanted to join the group but who fell outside the definition of the target group. In addition, some people do not like positive discrimination in general and feel it is against the principle of equal opportunity.

Starting with a committed group of volunteers was essential to overcome this resistance; we believed it was the only way to change the group and make it more inclusive, so we remained committed, continued to explain our reasons to the parents and other members, and were able to show how successful the policy could be.

Results / outcomes:

The group successfully recruited new members from the target groups who stayed (some for years afterwards). The policy did not have to continue as the group had built up a reputation within the community, which continues to sustain it to this day.

Practical information

No money is needed for this inclusion approach, simply dedicated volunteers

More information

Woodcraft Folk, Linda Osborn (linda.osborn@ntlworld.com)

Engaging positive role models

Linda Osborn

Target group

Adult leaders from disadvantaged groups

Aims & objectives

- To ensure groups are more representative of the community
- To recruit leaders from under-represented groups to ensure children from those backgrounds feel more comfortable and stay in the groups

Summary

A key element of the positive discrimination policy to bring in children from disadvantaged groups was to seek out leaders from the different communities, both social and ethnic, with whom they would identify, and offer them support through training, mentoring, transport and childcare, and involving them in planning group activities. A crucial element was initially to pay them a fee to commit to being a Woodcraft leader, a controversial development since an important principle of the Woodcraft Folk is that all leaders are unpaid volunteers. The payment policy could be discontinued after a short period when the new leaders wanted to be on the same voluntary footing as everyone else.

Background / context

As part of the process of recruiting more children and young people from ethnic minority and economically disadvantaged backgrounds, we realised that finding leaders from those backgrounds would be essential to the sustainability of our work.

Step-by-step

1. It was agreed to recruit a black leader to assist with the process of recruiting black children to the group. We approached someone we knew in the community but who was new to Woodcraft Folk.
2. We decided to pay them a small amount per session to help run the group for six months (they were not aware at this time that existing leaders were all unpaid volunteers). In fact, one person found another one to help them and at their suggestion they shared the

money.

3. They were part of the planning of activities for the six months and joined in alongside all other helpers and leaders. After several months they learned that we were a voluntary organisation and chose to continue the work without payment.
4. Years later when a new group was started it was decided to recruit adult members first and we actively sought out people from the local community by various means:
   - Targeting parents at the school gates with information directed at them
   - Going to various meetings for volunteers in the local borough
   - Using Woodcraft's Playout Project to give information to underrepresented parents and adults in the community.
5. We then supported these adults by offering them some training; a form of Woodcraft identity (jumper, badge, T-shirt); assistance with transport to group meetings; refreshments after the group meeting and, in some cases, assistance with childcare. We held

meetings in a family home, where children could be present and play in another room; we tried to arrange these at times fitting in with their other commitments.

Supporting volunteers is essential for a sustainable impact: if volunteers do not feel supported, they are likely to leave. We have a volunteer policy to support leaders through weekly gatherings after group meetings and through a system of mentoring by those with more experience.

The policy states that no volunteer should pay anything or lose any money to participate in any activity, including camps and weekend trips. We raise funds to make sure this applies to everyone whether they need it or not, and then ask for donations from those who wish to make them,

either of time, or of money. By doing this we try not to discriminate against those needing the help as the volunteer policy applies to everyone. This is contrary to some other groups and activities where the accepted practice is that help has to be asked for by those who need it. Experience shows that adults often vote with their feet and leave rather than say they need help.

Challenges

The biggest challenge we faced was in introducing the idea of paying people to do something done traditionally by volunteers. There was a lot of resistance to this idea but it was eventually accepted when it was explained that it was a temporary measure.

Results

The leaders stayed on, with one still a leader 10 years later (and now a trained teacher). The policy on positive discrimination of leaders did not have to continue after this first step.

Practical information

Resources: A small amount of money to pay the leaders for the first six months

More information

Woodcraft Folk, Linda Osborn (linda.osborn@ntlworld.com)

Including young people with disabilities

Sarah Susman and Ros Epson

Target group

The Woodcraft Folk's groups Elfins (for ages 6 – 9), Pioneers (ages 10 – 12) and Venturers (ages 13 – 15)

Aims & objectives

To successfully include any child and young person with a disability who wants to be part of a Woodcraft group

Summary

Children and young people with a wide range of disabilities can become full members of a group and take part in the activities, after minor adjustments to make it a safe and satisfying experience for them without depriving the other members of their own enjoyment.

Background / context

Sarah, a Brighton Woodcraft Folk group leader explains: I began to be asked about including young people with disabilities / special needs when I was working as a special needs co-ordinator in an infant school and running an Elfin group. Parents would talk to me about their children being included in the group as well as being included at school, and we all realised what a great idea it would be, not only for the child with the disability but also for the other members of the group, and we have never looked back from that moment. It has taken a while for other leaders to feel really confident about including children

with quite major difficulties, but as they have seen the children camping and taking part in wider activities, their confidence has grown. We always try to remember that a child with a disability is first and foremost a child like any other, who just happens to have a disability.

Step-by-step

1. We keep a central waiting list but positively discriminate in favour of any child with a disability, who is allowed to come straight into the group: we feel that children with disabilities have probably faced much discrimination in their lives already, so this is a small advantage that we are justified in giving them.
2. If a Woodcraft group is following the aims and principles of Woodcraft they will naturally welcome any new member to the group whether they have a disability or not.
3. We try to make sure that group leaders and helpers are fully aware of the young person's difficulties before they join the group.
4. The group are also told about the young person's difficulties, so that they can ask questions. Children will take their lead from the adults and young people running the group.
5. One such new member is William (see photos), who has cerebral palsy which affects all four of his limbs, and he cannot speak. William attends mainstream school and so already knew and felt comfortable with a few children before he entered the group.
6. Children who come into the group will often ask about William's difficulties and we are always ready to explain that his limbs do not work properly which has also affected his ability to speak and eat, but it has not affected his intelligence. We find it is much more likely to be adults who patronise William, rather than children who accept him as he is.
7. Our meeting place is accessible, although we work as a team to get William up and down a steep

grassy bank when we are playing on the school field.

8. Planning the group night carefully is crucial, and this can take a lot of extra time at first, but soon it becomes second nature. Gradually, if we are planning something as a group such as a game, the group may not even need a reminder that it must be accessible for William. We had a lot of fun adapting some of the games in the Woodcraft Folk's handbook, written in the 1920s.
9. When the Pioneer group wanted to do an obstacle course we set up a course in the hall, divided the group into two teams and challenged William's team to get him round using a blanket while the other team nominated one of their members to be carried on another blanket. Luckily William is fearless, and his team had to stop only occasionally as they and William were laughing so much.
10. We love to play parachute games, and usually manage to fit in throwing William up on the parachute. The group really has to co-operate to be sure that he is safe, and they never complain about not having a turn themselves as everyone gets so much pleasure from William's enjoyment of this rare thrill.
11. A young person with visual impairment can also easily be included in a group's activities. As Ros explains Anna is registered blind but has some limited vision. We make sure that she has warning of any activity involving reading so that she can bring her reading glass. We avoid games that need small items to be thrown quickly as she is not able to see them. Some games we modify, eg an imaginary throwing/catching game can be played as a 'name game': "I'm throwing Tamsin a raw egg... a bowling ball." We have also used a highly coloured beach ball for other games as it moves slowly and can be seen. There are plenty of games so we just avoid the ones that would exclude Anna. Most activities she participates in fully: camps, trips, high ropes (that has rather alarmed the instructor,

though). As a very articulate teenager she gives us our cues, and it helped to know that her parents are keen that she has scope to do as she wishes. Sadly she is now away at a residential school so misses group meetings, but she returns for camps.

12. It is also easy to adapt games and activities - with thoughtful forward planning - for children with disorders such as mild autism.

Challenges

Mainly these have come from outside the Woodcraft Folk. We once had an adventure day booked with a local organisation, 'Adventure Unlimited', who had been informed in advance about William's difficulties, but when checking before the event that all was well we discovered that, in fact, William couldn't take part in two of the sessions and would just have to watch. I decided that we would have to pull out, but was pleased the group all agreed that although they were disappointed, it would not be fair to take part without William. We went to a smart swimming pool instead, a bonus.

Behaviour is usually a big talking point among leaders, and in my experience William will make a noise along with the rest of the children if the discussion goes on too long. At the same time even the most difficult child will calm down and be really responsible if asked to push William, for example if we are out tracking and trailing.

Tips

Don't be nervous. You are not expected to be an expert, but it is useful to learn more about the child's disability and the best people to give you that information are parents/carers. They will also be pleased if you then take a little time to read about their child's condition.

Parents of a child with a disability may want to stay longer at sessions until they feel reassured that their child will be well looked after, but in time they may enjoy a break during their child's time at a Falcon group.

More information

Sarah Susman, Woodcraft Folk (sarah_susman@hotmail.com)
Ros Epson, Woodcraft Folk (family@epsonbrooks.co.uk)

6

Opening our doors

Case Studies II

Open Pionýr Clubs

Jiri Let

Target group

Children and young people from different backgrounds

Aims & objectives

To increase membership and break down barriers to joining an organisation

Summary

Clubs are by definition for, and made up of, their members but there is a danger that they can appear to be 'exclusive', and present an unwelcoming face to potential new members. Here are ways to open up a club and attract newcomers.

Background / context

We started our open clubs to diversify the membership of our organisations and to break down some of the barriers facing newcomers. The practice of open clubs for non-members was possible because our local groups already have a base for their activities, such as a clubroom, school classroom or local community centre.

For a lot of potential newcomers, especially socially disadvantaged children and young people, the biggest barrier to overcome is the first entrance. They have a lot of natural fears, such as fear of different people or fear of the unfamiliar, unknown activities going on in the club. There are different ways to get past these barriers and fears, and one of them is the club for non-members.

Step-by-step

1. Open a club, where everybody can join at any time. The club should be close to the place where children and young people meet anyway (preferably organised in a school or in a community centre)
2. Organise open activities typical for your local groups such as excursions so that new members can see what you do
3. Prepare leaders of the club for a different style of working with various groups
4. Organise a start-up activity, where newcomers to the club can meet the children who are already members
5. Encourage children from the local group to help to run the activities or bring visitors to the club.

An open club should be organised at a place that is easily accessible for children and young people during their daily programme. An ideal place is the premises where they meet in the afternoon anyway, such as their school. The club should be organised in such a way that children can come whenever they want, with a group of friends they like, and leave whenever they choose. In the club, they can do all the different types of activity that they regularly enjoy, with one specific activity highlighted, such as a sport or handicraft. Through visiting an open club like this, children easily gain confidence through communication with the leaders, meeting new friends and joining in group activities. The participants in clubs for non-members can then more

easily be invited to your regular groups. Disadvantaged children and young people can also take part more easily because, especially in the case of children of migrants, different nationalities etc, the very first contact with the group is important. For this, club leaders should be prepared to run activities with a really different composition of child participants. But with good leadership and sufficient openness, the club can bring in a lot of new members, and for those who will not join in later on, you have at least provided some high quality leisure time.

Challenges

- To find good premises
- To prepare leaders for a different type of work (for a different target group)
- To promote the club

Practical information

Premises to run the club and the necessary equipment need to be found first. Club meetings need to be held regularly, so that potential participants get to know of it and can approach it as a regular event

More information

Czech Pionýr, Jiri Let (jiri@ifm-sei.org)

Open Falken clubs

Kai Mausbach

Target group
Children and young people from different cultural and ethnic backgrounds

Aims & objectives
- To improve relations between diverse young people
- To overcome barriers of non-communication and obstructive prejudice

Summary
Children and young people can be afraid of other cultures when they do not know anything about them – fearful of people who look or behave differently or have unfamiliar accents. Such fear needs to be overcome before an honest dialogue between people from different cultures can get underway. The idea of open clubs for non-members stems from the desire to make progress towards this aim.

Background / context

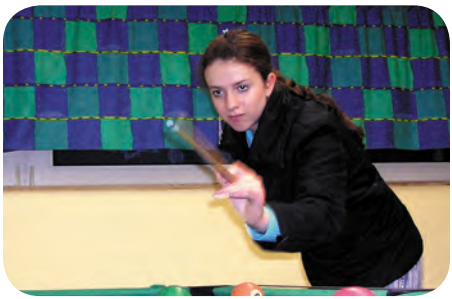
The problem of non-communication among different and diverse cultures who may suffer from social injustice, is very evident in Germany, especially in cities. The lack of communication between different cultural groups within an urban society leads to the isolation of each group and is increasingly the reason for increased prejudice, and even racism.

SJD – Die Falken has always been interested in dialogue between all cultures, nations and traditions around the world. As a result, many local organisations run open clubs for non-members in several city districts where there are many people from different cultural backgrounds. Many clubs adjust their activities to suit different age groups, from very young children to much older people, and offer a regular place in which people can communicate with each other. In particular, young children spend their free time with children of other cultures while they are growing up, a multicultural environment that helps

uproot prejudices that start to flourish in childhood. At the same time these meeting places fulfill the need for a better understanding among adults who harbour old, time-honoured perceptions of other cultures. An honest and open exchange between people of all ages is the key to living together in harmony and encouraging multiculturalism and diversity.

Step-by-step

1. Open a club, where everybody can join at any time.
2. Ideally, the club needs to be close to a place where children and young people of different backgrounds meet anyway, such as in a school or other cheaply available premises in the centre of a district which is well-known for its many cultures. It should be easily accessible for children and young people during their daily routine.
3. It should be made clear that attendance at the club is entirely voluntary, so that visitors know they can come and go whenever they wish. That does not mean, however, that it is a club with no rules at all.
4. Organise club activities that especially target young people who have shown bias against other groups, so they can play and learn from each other in a natural way. For older people, there should also be opportunities to meet and engage in discussion with each other. Children easily gain confidence through communication with different cultures, finding and meeting new friends who are different from them and joining together in group activities.



5. Club leaders must be prepared: they should have a thorough knowledge of their own culture and equally of those they work with. This is really important, especially when it comes to conversations about various cultures and the leader must be in effect a role

model who already knows a lot.

6. Organise more educational activities with intercultural content or run workshops featuring different music, dance or acting styles.
7. Always be aware that the groups you work with are mixed in terms of coming from different cultures. The club by itself and the leaders should be role models for a multicultural and social co-existence.

Challenges

- To find good and cheap premises in the area where you want to implement multicultural work
- To prepare leaders for the different and diverse cultures they have to handle
- To promote your club over a wide area
- To build confidence among the people living in that area

Practical information

Special activities for open clubs are suggested on www.all-together.eu

More information

SJD – Die Falken, Kai Mausbach (kai.mausbach@falken-gelsenkirchen.de)

Early birds clubs

Linda Osborn

Target group

Children from ethnic minority or socially disadvantaged families

Aim & objectives

- To reach out to groups of children not well-represented in Woodcraft groups
- To run after-school clubs with Woodcraft Folk values

Summary

Recognising that one of the disadvantages facing some children is the impossibility of attending group activities in the evening – due to parental inability to take them there – but that such children often make use of after-school clubs, the Woodcraft Folk hatched a plan to run groups alongside the after-school clubs, often in the same premises. Some of the group leaders were after-school club personnel, who were given training in Woodcraft ways, others were Woodcraft volunteers. The outcome after the first year was that several children were able to join regular evening groups and new helpers were recruited from this disadvantaged community.

Background / context

We noticed that children joining our group were usually introduced by their parents who liked the ideals of Woodcraft Folk and wanted their children to join a group. These children were not usually the hard-to-reach children however, and although we needed some of these families to provide the support and volunteers necessary to run the group, we also recognised that they alone would not ensure the achievement of our movement's aims for equality and diversitiy.

Step-by-step

1. It was recognised that poorer families in the community (often with single parents) had to work and were using after-school clubs for their children.
2. Parents were usually too tired or unable to take their children out to evening groups so we decided to start a number of groups in the immediate after-school time, working in the school or very close to it (so that pupils could safely attend).
3. The groups sometimes used leaders from the after-school clubs themselves, for whom we offered training and prepared an hour-long programme to meet their needs.
4. The initial 'Early Birds' group was made up of volunteers from Woodcraft; it was free at that time of day and immediately changed the nature of our work. The group itself consisted of at least 60% black and low-income families and after the first year several of these children became familiar with the organisation and joined the regular group in the evening.
5. The district recruited more adults as helpers from this community and were able to adjust the programme and ways of working with ideas from these groups.

Challenges: Volunteerism

The 'Early Birds' idea conflicted with the constitutional rule in Woodcraft Folk that all leaders should be voluntary. The leaders who were recruited from the after-school clubs were being paid per hour for running the group. Some Woodcraft members were unhappy with this and felt it was not the right approach for

the movement. We had to convince them of our methods over a number of years, showing them the results we achieved. If we were to develop the project again, we would call the leaders 'development workers' from the beginning to differentiate them from volunteer leaders in the rest of the movement. The roles were quite different from those of most volunteers and had we been clear about this from the beginning it is unlikely that we would have faced so much opposition.

Challenges: Management

The 'Early Birds' programme was managed initially by a dedicated team of volunteers. They oversaw the programme as well as the play workers working directly with the children. After some time, it became clear that the tasks of finding sustainable funding and monitoring the programmes needed more time than we could dedicate as volunteers. For this reason, we developed the roles of the play workers to include the recruitment of volunteers and finding funding. It was clear that this kind of project required a lot of energy and resources.

Results / benefits

We opened five new Woodcraft groups in the area and offered the Woodcraft programme to many children who would otherwise never have the opportunity to benefit from our ideals. We also managed to recruit several volunteer adults from the hard-to-reach groups and gave them an

opportunity to understand a different way of working, and in some cases supported them in dealing with issues that they faced with their families. The Woodcraft Folk groups benefited from the staff that the programme provided and had a training programme for everyone, as well as funds to support group work including materials, camping subsidies, camping equipment etc. The ideas the young people brought to the organisation changed the way many people worked and led some to get involved on a national and international scale, thus benefiting others in the movement.

Practical information

The project required quite a lot of resources, both human and financial; these should not be underestimated but should not be an insurmountable barrier either. This idea can be adapted to fit most situations

More information

Woodcraft Folk, Linda Osborn (linda.osborn@ntlworld.com)

Playout

Roxanne Matthews

Target group

Children aged 5 to 13

Aims & objectives

To offer the activities of an organisation to the public, targeting the black community. The main aim is to encourage children in south east London to come and play co-operatively in their local green spaces in order to:

- Reach children in this disadvantaged and ethnically diverse community who would not usually be included in the movement
- Recruit for local groups
- Share co-operative principles with a greater number of people
- Give local children space to play safely
- Encourage children to believe that they are important, that they have the right to play safely in their local green spaces and the ability to do new things for which they don't need money
- Listen and respond to children's needs and aspirations in relation to co-operative play and encourage debate and involvement in planning
- Encourage the development of young people from Woodcraft as staff and volunteers in running, planning and delivering local services in co-operative and free access play.

Summary

Playout is a large project requiring much planning and funding. It uses local open spaces to attract children within the community who are not members of the organisation but who would enjoy and benefit from taking part in co-operative play. Their involvement may also stimulate an interest in joining a local group of the organisation.

Background / context

This project came out of an initiative with ideas springing from two countries, Austria and England. Austrian Kinderfreunde organised a project in local parks called Parkbetreuung. In England the active Woodcraft leaders and helpers from the London borough of Lambeth were being asked to provide activities on a Saturday in a local park which consisted of co-op-

erative games and working with local parents. Woodcraft experimented by running a day in a local park after school. It was so well supported that it attracted new helpers to the movement, an interest from the black community in co-operative games and a feel-good factor for the volunteers in the district.

Step-by-step

1. First you need a clear idea of what your project is and how it will work.
2. You need a management committee or steering group. Call a meeting and decide what strengths you have in the group
3. Talk about what co-operative play is and ask Playout if you need help with this
4. Establish whom your organisation leaves out in your community; this defines your target group
5. Where are your target group? This defines parks that you will visit
6. Who is in charge of these parks and do you need permission to be there?
7. You need a co-ordinator who can run the project
8. You need a constitution; its type will differ from country to country
9. You need a set of policies about equal opportunities etc: this will also differ from country to country
10. You need some keen young people in your organisation to be play workers. It is important that these people reflect the community you plan to work in so you might need to look outside your organisation
11. You need to look into what you must do to employ and pay people in your country. In the UK we

need all employees to fill in tax forms etc.

12. You need to write a project budget so you can apply for some funding; you need money for:
    - Wages
    - Play equipment
    - Arts and crafts equipment
    - A tent
    - A bus if required and transport costs (decide if you want to start the project on foot or with your own vehicle)
    - A base (home?) or office where a computer, printer and equipment can be stored
    - Volunteer expenses
    - Office expenses
13. Now you need to locate some funding. This varies from country to country. There are often websites to look on. There will be local organisations with expertise or perhaps you have someone in your organisation who already has some knowledge.

Challenges - Getting your organisation on board

Woodcraft was receptive to the scheme initially. A lot of our founding members already worked closely with head office so we were lucky. Getting someone on board who is influential in the organisation is a good move.

As the project has developed it has sometimes become difficult. We have come across opposition from people who don't think we need to be more inclusive or believe that our work should remain confined to group

nights and camps. Others have been concerned about paying staff on the project, preferring to remain a voluntary organisation. When we come up against this sort of opposition we are very open and make ourselves available to discuss the project. We explain that we work in a community that is under-represented in the organisation ethnically and economically. Every circumstance is different.

If you are faced with opposition and you are not sure what to do ask your fellow IFM members for advice or the team in London, via Woodcraft. Arrange a meeting with people on both sides of the divide. Provide statistics about the make-up of your community in comparison with that of your organisation and highlight the differences. Have faith in your project and confidence in your convictions.

Practical information
Playout handbook – www.all-together.eu

More information
Woodcraft Folk, Roxanne Matthews (roxannemat@hotmail.com)

Parkbetreuung

Martin Mensing-Braun

Target group

Children and young people, aged from 6 to 15 years

Aims & objectives

- Support participation in free recreational activities
- Increase self-confidence by encouraging strengths
- Increase creativity
- Gender equality
- Co-operation without prejudice or stereotypes
- Conflict resolution and increased co-operation
- Ecological awareness
- Create more space for children
- Improve the standard of living of young people
- Improve the social climate

Summary

The Viennese Kinderfreunde organisation runs activity programmes for the children and young people who tend to congregate in public parks. They devise numerous free activities that encourage the inclusion of children from different cultural and ethnic backgrounds, and support them in learning about and defending their rights. They involve the young people in planning for themselves the activities they want to pursue. To be able to use a variety of materials, Kinderfreunde teams look for funding from various sources.

Background / context

One of the biggest aims of Kinderfreunde is to represent families and their interests in public and support them in standing up for their rights. This takes place in different ways and places; for recreational activities it's Parkbetreuung.

In 1991 the Kinderfreunde Vienna observed that young people were spending their free time in parks near where they lived, so they started to take care of the parks and supported the children in a social and professional way.

The Parkbetreuung is a professionally-provided activity for young peo-

ple's free time orientated towards the community. The political aspects of Kinderfeunde's work is evident only in the background. It is much more important to be there as a contact person in all circumstances and to give young people a feeling of trust and support.

The best results of the project are visible in the parks where the infrastructure has been renewed. Participation and gender diversity have been important parts of fulfilling this task. Thanks to the leaders, the gender mix of the children and young people coming from different cultural and ethnic backgrounds, the broad range of attractions and the refurbishment of the parks by city authorities, the parks are now used by lots of different groups.

To achieve this successful outcome, Kinderfreunde set some fundamental guidelines:

The principle of voluntary, free participation

Children are invited to participate actively whenever they want for free, they don't have to be members. Keeping the programme free ensures it is inclusive and that every child can take part. The participating children are mostly from families with less education and income, so it is important that Parkbetreuung is based on a programme where they can learn informally, enabling the children to benefit from these activities.

The principle of participation

Participation is one of Kinderfreunde's fundamentals: the children are able to decide with the leaders what they want to do, very often getting involved in the preparation process. Participation is not a question of how old you are, it's more a matter of motivation.

Diversity and gender

Work on gender issues is concentrated on the female side, trying to encourage young women to use

public spaces more confidently and independently. To advance that aim, Kinderfreunde initiated some gender-specific projects and then prolonged or modified them. The aim is to question gender stereotypes and prejudices from both men and women and to develop different action alternatives.

Methods & activities

The methods and activities run by the staff vary:

Projects with content

Parkbetreuung tries to run several projects with the children on different topics, such as children's rights, music, theatre, the economy, gender-specific and gender-connecting projects. Some of these run for only a few days, others for a month or longer

Sport tournaments

They also organise tournaments with teams of different age groups, from different parks, for different sports.

Parties

Depending on the season, they plan activities and parties such as a spring celebration, summer parties, inter generational and intercultural festivals. All these activities are planned, organised and realised in co-operation with other associations, initiatives and youth centres.

Trips

Different trips and study visits are organised to other projects, youth facilities and festivals in the district.

Practical arrangements

In Parkbetreuung the employees work on an hourly contract basis. Most of them are expected to have some experience in extra-curricular, academic or voluntary children- and youth-work.

A team of leaders should number two to four people and be gender mixed with nobody older than 21. Team members from different ethnic and cultural backgrounds are encouraged to support children in learning the local language and help to increase the sharing of activities in the park. Everyone working in parks wears a Kinderfreunde T-shirt, identifying them as the Parkbetreuung team.

For new staff members Kinderfreunde provides training in topics such as teaching methods, first aid, creative working with children and information about the structure of the city,

the sponsors and the district. There is also further training in children's rights, intercultural affairs and the prevention of addiction.

The people working in the parks or indoor centres are not legally responsible for the children: it is open access provision. If adults come and ask if they can leave their children, they are told that it is not a kindergarten or a childcare provision: the people working might change their plans and leave at any time, with the result that in indoor centres when staff leave, the children stay outside on the street.

Kinderfreunde have developed different methods to handle the materials used by different teams in different parks. Usually the materials are handled in three different ways:

Playbus and storage

The team is able to use a bus from the organisation to get themselves and their material to the parks, normally

loading the bus once a week with everything they need. At the end of the day the material is taken away and nothing stays in the park.

Hay trailer and storage

The team uses a small trailer to get their materials to the park, so they can bring new materials each day.

Play box

A Play box, prepared in a Kinderfreunde centre near the park, that the team takes with them, normally containing:

- A Kinderfreunde Parkbetreuung banner (sometimes made together with the children in the park as a project)
- Football, basketball
- Blankets
- Rope

Other items are chosen according to the interests of the children in the park, and they can vary from park to park.

The staff are also encouraged to develop networking between the project and other local associations.

Things to remember

- Analyse the needs of the communities in different areas of the city to ensure that the activities needed in specific districts are not duplicated.
- Try to work in partnership with other organisations to obtain more funds.
- Try to get funding from local authorities.
- Set in place staff, materials and authorisation for accessing public parks.
- Work out a programme with the staff and children.
- Try to promote the availability of activities to attract a steady stream of children who want to be involved.
- Finally - run your programme.

More information

Kinderfreunde Österreich, Martin Mensing-Braun (martin.mensing-braun@sbg.kinderfreunde.at)

7

Targeting specific groups

Case Studies III

The tip of the glacier

Jakub Trncak

Target group

The Roma community and children living in alternative care

Aims & objectives

- To involve young Roma people and those living in alternative care in an international project
- To build sustainable relationships with children's homes and local communities

Summary

Reaching out to members of different cultures to interest and engage them in an inclusive project takes courage and ingenuity, yet leads to lasting benefits for everyone.

Background / context

There are many points in inclusion projects that are not inclusive, because in conditions of absolute social inclusion you don't need an inclusion project. But today the word continues to be applied to a large range of activities and educational processes leading to the tip of the inclusion glacier. It's up to you how long this journey will be.

This section describes the preparations for an international project entitled 'Got-it? Verstehst? Chapes?' The project was realised within the framework of a Youth in Action programme in August 2008. The theme was mainly understanding different cultures but also understanding people who come from minority groups.

The project required groups

of six participants, two of them from a migrant background. Group leader Jakub Trncak explains that he wanted to involve people from the Roma community but people from that culture often have little confidence in other Czech people.

Step-by-step

1. My first attempt to attract a member to the project was difficult. I met a boy called Shimon on the street and had to convey a lot of information – about the NGO I work for, the Youth in Action programme, the plans for minorities – in 20 minutes. It was hurried because the project was due to start only seven days after this initial conversation. Shimon had to discuss it with his family – and five minutes later I found myself repeating all the information to his seven-member family, again in the street. I could guess what they might be thinking: "Some unfamiliar white boy wants one of our sons to join some strange project in Austria..." But within another 20 minutes they decided that they would agree to it for their son's benefit. A busy and happy week ensued.

2. No less interesting was the way a second participant from a migrant background was coaxed into the project. Miky was in alternative care – a children's home in the Czech Republic. He had spent some time with us before, on our summer camp project 'Partaci' (see also next case study). At first his teacher was doubtful that Miky's behaviour record made him a suitable participant. After telephone conversations with her, I got her to agree that it would be good for Miky to be somewhere without his companions from the children's home who reinforce his patterns of behaviour. But Miky also needed

his mother's permission. She lived 25 kilometres from the children's home and agreed to come there to sign the agreement for him to participate. With only 24 hours to go for this consent to be in place, his mother promised to come in half an hour. I waited and waited, and after four hours of no-show, Miky's teacher gave him special permission to travel to her home... where she quickly signed the papers and confessed she had forgotten all about the appointment...

3. These problems solved, there followed an unbelievable week in upper Austria. As well as numerous workshops, we tried free-time activities such as archery, canoeing and mono-biking, and these two boys, Shimon and Miky, behaved perfectly, joining in everything. Even though they spoke no English they stood out among the group. Perhaps their enthusiasm was due to the chance to try out activities for the first time in their lives.

4. When we returned home, Shimon's whole family was at the station to greet him. Miky, with tears in his eyes, said it was the best holiday he'd ever had. He was quiet on the journey back to the children's home. After a few months he started to study English more seriously and also improved his behaviour. He had discovered that there's a big world beyond the gates of an institution and there are many great things to be seen.

No one can fully understand the power of this moment without experiencing it. It is really useful experiences like this that you can have on your way to the tip of Inclusion's glacier.

Tips for approaching different communities

When attempting to reach different cultural communities as a leader of a children's group, you have to prepare yourself properly. Here are some important points to remember:

- Consider the level of information the community has on the work of NGOs in your country
- Prepare the information pack in simple language so that it will be easily understood by the community
- Prepare clear answers for questions such as "why should I join your activities?" and "what are the benefits of the activities?" Well prepared answers are essential for children in the community to develop the confidence to join your group (and of course also their parents)

Challenges

- To find enough courage to ask somebody directly on the street
- To find a way to communicate with a group of people from a different cultural background.

More information
Czech Pionýr, Jakub Trncak (orangebud@centrum.cz)

Project Partaci

Jiri Let and Jakub Trncak

Target group

Children living in alternative care

Aims & objectives

- To achieve real integration into Pionýr summer camps of two groups of children, one living in alternative care, the other living with families
- To support the integration of children into the local community through participation at Pionýr camps

Summary

Project Partaci (Playfellows) was run in the summer of 2008 and 2009 in the Czech Republic by the Pionýr organisation. The project began as part of the long-term evaluation of inclusion projects that Pionýr is organising for children living in institutional care (eg children's homes and refugee children's homes).

Background / context

In the Czech Republic, as in many other countries, especially in Eastern Europe, there are dedicated institutions for children without parents or for children from families with social problems, called children's homes. Thousands of children live in these homes in the Czech Republic today.

For several years Pionýr has been running summer camps to integrate these children with other groups of children coming from family backgrounds. The make-up of the summer camps has been 50:50, meaning that half the children come from family backgrounds and the other half from institutional care. The experience

of these camps has been quite positive in terms of the attitude, happiness and educational progress of the children. However, there has been a problem in that while the children had a good time at camp, at the end they had to return to their children's

home and the level of integration was very low.

Project Partaci was initiated as a strategy to increase inclusion, to help children to find new friends from other backgrounds and for these friendships to be long-lasting. The main aim is to prepare and provide an inclusive environment and foster a voluntary wish from children in alternative care to join children from family backgrounds. The methodology chosen came from the integration process employed at the summer camps.

As with previous projects, there were problems when children came to the camp in the ratio 50:50 because although they were technically all together, they tended to establish separate informal groups that do not communicate well with each other. For this reason, in the new project the strategy was changed so that two to four children were invited to each camp from the children's home (two to the camp with up to 40 participants and four to the camp with more than 40 participants). Children living in alternative care joined a higher number of camps in much smaller groups.

Step-by-step

1. First the idea had to be communicated to the staff of the children's homes to get their feedback.
2. The next task was to begin the challenge of networking and communicating with a much larger number of Pionýr groups and children's homes. We tried to ensure that we linked them with children's homes nearby so that after the camp there could be a sustainable relationship.

At the end of this phase, every local group (with their camp) was

connected to a children's home.
3. It was important that each group spent time communicating with the children and the children's homes to discuss the camp, the facilities and the programme to ensure each child was happy, willing and well-prepared to participate.
4. Alongside the networking it was essential to organise training for the leaders from the Pionýr groups involved. This was carried out by both the organisation's experts and external experts (psychologists, people from children's homes). It was important that our leaders understood that children from alternative care have different backgrounds and may behave in ways different from other groups. The focus was mainly on improving the leaders' knowledge of child psychology and their understanding of the differences in their education.

Challenges

The biggest problem was that we often didn't get enough information from the children's homes on particular children. Institutions need to be encouraged to give as much information as they can. Our leaders, even

though they are volunteers, are more than capable of handling various situations, but they need to be prepared. Here's one example:

A seven year old boy from a children's home went on the summer camp. He was completely fine: smiling and playing all the time. After about four days his leader decided that he was dirty enough and should have a shower. The boy was standing in the queue with other children when he suddenly collapsed. The doctor pronounced him physically completely well, so it might be something psychological. Later, after several phone conversations with the staff from children's home, the leaders discovered that the boy was living in care because his mother was torturing him by spraying water at him. The situation was easily solved by introducing another way for him to wash, but this lack of basic information from the children's home at the beginning had caused a serious problem.

Time schedule

Autumn: Communication with children's homes

Winter: Communication with local groups, linking children's homes and local groups

Spring: Leader training

Summer: Camps

End of summer: Evaluation, feedback, start of regular activities of local groups (hopefully including new members)

Practical information

You need

1. One or two coordinators (preferably paid, but in the Partaci project the whole coordination was carried out by volunteers)
2. Camps / groups willing to participate in the project

More information

Czech Pionýr, Jakub Trncak (orangebud@gmail.com)

Building children's republics together

Birute Sabatanskaite

Target group

Children from alternative care institutions

Aims & objectives:

- To give children an opportunity to exercise their right to creative leisure time
- To involve them in Falcon activities

Summary

For many years the Lithuanian Falcon movement has been working with children living in children's homes to include them in activities with their peers from family backgrounds, concentrating on summer camps. These work best where children in care are not in a large concentrated group, and it is vital to maintain long-term liaison with these young people beyond the shared summer activities.

Background / context

The Lithuanian Young Falcon Union (LYFU) is a children's and youth organisation. From the beginning of its existence it has tried to involve children from alternative care, to encourage them to spend time with other children outside the environment where they grew up and away from those they grew up with.

Step-by-step

1. Co-operation with several children's homes started in 1992.
2. The homes were chosen in the cities or regions where LYFU had established branches.
3. During the first few years, the children participated only in LYFU camps: the organisation did not try to involve them in their daily activities because of the barrier that the children always needed to be picked up by an adult, or a staff

member from the home would have to bring them. As each staff member in the children's home has around 15 children to take care of, it would be impossible for them to bring the children to LYFU weekly meetings and involve them in other activities. LYFU started discussing ways to involve children more, ensuring their better integration into Falcon groups but no perfect way to do this has yet been found. LYFU organises special activities and visits them in the children's home, but then they feel uncomfortable because everyone sees where they live.

4. After a few years of involving children from children's homes in camps, we thought we should bring more of them and started having around 10 children from the same home. However, gradually we realised that when they are in a big group from the same home, they tend to stick together like one family instead of communicating with other children. This led us to place a limit of not more than three or four children from one home in each summer camp.
5. Children living in alternative care participated with the other groups and were involved in our children's rights educational programme.
6. We are thinking of continuing the project, or even expanding it. Why? Because, for example, sometimes children from children's homes do not really know what food is made from, because they always get food that is pre-prepared in their canteen. Some think that the crop is bought in the form in which it's given to them. We are also considering running a smaller camp, where all the usual daily activities would be done by children with the group leaders with, of course, some kind of educational programme at the same time.

Challenges and considerations when starting such a project

Camp rules

Consider whether the camp rules are inclusive enough, eg we had a smoking ban in the camp. All the children were introduced to the rules at the beginning of the camp, as well as being briefed beforehand. They were reminded that if anyone was caught smoking, their parents would be contacted. Of course, we forgot that we had children from a children's home so this rule - or its sanction - did not make any sense, since most children living in care do not have parents or they were left by their parents a long time ago. So they made fun of the rule. We had to reconsider that rule and also review all the others to ensure that each could be applied equally to everyone.

Flexibility

Another story involved a young man of 14 who would switch on loud music in the evenings when everyone had gone to bed. After a few warnings he made it quieter, but did not turn it off and it still disturbed other children. After we had tried to talk nicely with him for two evenings he told us that he had been taken away from his mother, whom he had not seen for a long time, because of her careless behaviour. He said that if he went to bed without any music, he would always have nightmares about his mother. We agreed to give him headphones and in the end everyone was happy: he could continue listening to the music before falling asleep and the whole group had his loudspeakers in the mornings to listen to some cheerful music while waking up or preparing for the day.

Sustainable participation

The barrier we still face is ensuring their further participation in activities. We are trying to find a way to establish co-operation and involve them at least in some of the activities through-

out the year, to which they can be brought by their group leaders.

Commitment

It is important to bear in mind that children, especially those under about 12 years of age, tend to get attached to group leaders very quickly (not all, but most of them), since they live without their parents and there is usually one teacher/group leader at the home who must take care of 15 children at the same time - so they do not get as much attention as children in families. Consider whether you are ready for long lasting involvement, because children are hurt if you do not meet them after some time, when they have become attached to people in the group.

Practical information

Resources: Funds are needed to cover their camp fee and transport

Time schedule: Long-term liaison is needed to ensure children's continuous participation in the group

More information

LYFU, Birute Sabatauskaite (birute@ifm-sei.org)

Open and inclusive summer camps

Linda Osborn

Target group

Young people in the community who would not usually have a summer holiday

Aims & objectives

- To offer a Woodcraft Folk programme to young people who would not normally have the opportunity to participate
- To build links with the local community and council
- To reach out to target groups often under-represented in our groups

Summary

Many young people, disadvantaged by poverty, miss out on a summer holiday, but some local authorities have a budget to fund summer camps. To ensure they work successfully, it is vital to make sure that the culture and expectations of the organisers and those of the authority's staff are a good match and not likely to cause tension; detailed induction training may be required in advance.

Background / context

Many young people in London live in poverty. Their families cannot afford to take them on holiday and are often working long hours. Local councils in London may provide opportunities for these children to go on holiday in co-operation with community organisations. One Woodcraft Folk district explains how it used such public funding.

Step-by-step:

1. The local council had funding to support a camping scheme for children living in the local community and invited organisations to bid for the work.
2. We tendered for the job and rent-

ed the campsite we own some 50 miles from London, along with all its facilities, to the local council for young people to participate in a camp in the countryside. The council knew our work well and was supportive of our way of working. The camps were to be run by council employees using Woodcraft facilities.

3. However, it became clear very quickly that having people running activities on our camp site alongside our members would be difficult as they had very different ways of running things. For this reason we decided to offer to run the camps ourselves, providing the following:
   - Facilities (site, kitchens, toilets/ showers, swimming pool, activity areas etc)
   - The main people to coordinate the camp (someone to coordinate the logistics, another to coordinate the food/ kitchen, someone else to coordinate the programme)
   - Training and an information pack for the leaders coming with the young people to ensure they understood what would be expected of them.
4. The camps allow us to reach many young people with fewer opportunities and introduce them to our aims and principles. In this scheme disadvantaged young people participate in a Woodcraft Folk camp without having to join the organisation first.

Challenges

The biggest challenge with this project has been the leaders from outside the Woodcraft organisation. They were used to a very different way of working and were sometimes unwilling to adjust to a different approach. We realised that devoting time to planning and training was essential to avoid this clash of expectations. By providing very detailed information and training to the youth workers before they agreed to participate, we were able to reduce the tensions.

Practical information

Research local authority schemes for funding sources aimed at helping disadvantaged young people, and obtain the required application forms

More information

Woodcraft Folk, Linda Osborn (linda.osborn@ntlworld.com)

8

Reaching out
& working with the local community
Case Studies IV

Intercultural week

Kai Mausbach

Target group

The participants in the week's activities were young people aged between 11 and 17 from different cultural backgrounds, especially the native German, mostly Christian culture, and also the Arabic and Muslim cultures; Polish, Russian and other cultures were also involved

Aims & objectives

To try to implement a dialogue between different cultures, especially to raise awareness and understanding between them. Communication and exchange was the focus of the whole week, where everybody was to feel comfortable and not be distracted by religion, tradition, nation or language. It aimed to be more a reflection of living together, encouraging the individual to feel included, instead of simply trying to integrate. The importance and validity of diversity was stressed, and the reasons behind prejudices were explored

Summary

The Intercultural Week was a response to the need to bring together young people from different cultural backgrounds who live and work side by side but often don't communicate freely and easily, or respect each other's differences. To promote the opportunity to get to know other cultures away from the everyday pressures that keep prejudices alive, a whole week's events were devised, using a mix of light-hearted, hands-on activities and serious, careful discussions, conducted in a safe environment in which everyone could feel included, and their views be given equal weight.

Background / context

SJD - Die Falken in Nordrhein-Westfalen, especially in the Ruhr area, faced the big challenge not of changing but extending their target groups. The drive for young workers' rights and socialism has become more and

more multicultural because of the ever-increasing number of foreign workers and their families. Because of serious mistakes in the field of integration on the part of the government, many social injustices have occurred in that area. Many different organisations have recognised that and are working on the issue at a highly-skilled level, both professionally and voluntarily.

Some Falcon groups from Duisburg and Gelsenkirchen wanted to set up a seminar for young people with different backgrounds, where they could meet each other under neutral conditions, without the pressures of family, school and peer groups, to ensure an influence-free exchange of views. One of the best results of recent years has been to empower young people of different backgrounds to become role models; role models are one of the best instruments for inclusion and building a connection to ethnic minorities or groups that are usually excluded.

Step-by-step

1. At first we realised that there was a large number of visitors with migration backgrounds in our open clubs who were not members of our organisation and did not participate in our activities or any of our political work. Yet we also realised that there was a need to have people of different backgrounds in our organisation who are interested in doing political work and being role models.
2. We decided to create a concept for a week of fun-focused seminar activities, workshops and parties for young people of different cultures. The workshops and activities were specially designed for an exchange between the different cultures. The attitudes and aims of our organisation needed to be explained in an interesting way to achieve a clearer understanding on every side (see examples on the website www.all-together.eu)
3. Once we had developed a concept we needed to find an appealing time period and an attractive place to run this first event. The time period needed to be when young

people would be able to stay away from home for some days (eg school holidays), and the location had to be appealing but also con-

ducive to doing educational work efficiently (eg education centre, youth club, camp site).

4. After fixing all these important framework conditions we decided to look for some funds to engage some professional advisers for the workshops as a good support for the aims we wanted to pursue:
   - To promote our open clubs and our organisation
   - To talk to the participants after each day to make sure they felt comfortable. They had never been in a community of different and diverse cultures before. They gained a lot of new impressions of the other participants that needed to be digested. But from these important conversations they found common interests and similarities for the first time, and learned that the organisation had points of view that they could identify with.

Challenges

- The lack of leaders' knowledge about the different cultures participating in the seminar was a problem. It is important to train your leaders first
- Misunderstandings among the different cultures can be a challenge and should be resolved quickly
- The latest or current political issues around the world concerning the cultures participating in the seminar can have a big impact and should be treated in a sensitive way and need to be professionally mediated when necessary
- The values of each culture have to be treated with respect and the pedagogic concept must never be contrary to them

The programme

Arrival and introduction

Light-hearted introduction to the other participants, leaders and the education centre, and ice-breakers.

My culture, your culture

- Reflecting on your own culture
- What are its likes and dislikes?
- What are the values and the cultural imperatives?
- What makes it different from other cultures?
- Introducing your own culture to others

Reflections on different cultures

- What makes us feel, act and think in a certain way?
- Do we have an effect on the culture or does the culture have an effect on us?

Prejudices

- Why do they exist?
- Do we need them?
- Could they be helpful in some cases to classify experiences and statements?
- Why do we need to scrutinise them?

Public survey in the city

On a trip to a city, the participants confronted members of the public with their new perceptions by conducting interviews, using self-made lists of questions as well as cameras and recording equipment.
While carrying out the interviews they had to handle the statements and challenges of the public, but there was also be an exciting exchange between the participants and the public about experiences and different points of view.

Workshops

The whole group divided into different workshops investigating the same themes in different creative ways. These thematic priorities were the new perceptions gained from the

interviews and the theoretical output participants made about the different cultures in the former theoretical part of the week.

The workshops can be:

- Rap Workshop
  Writing a text in rhymes about the topic mixed with new perceptions and experiences and recording them to rap-beat followed by a music video shoot
- Hip Hop Dance Workshop
  Trying to find out about the different dancing styles of each culture participating in the week, mixing them together and creating a huge choreography to a multicultural beat
- TV /Movie Workshop
  Writing a short story about daily issues and situations in families, freetime or schools concerning cultural aspects and creating a soap, movie or a TV show. Afterwards the story is made into a film
- Trick-Boxx Workshop
  Writing a short story about an intercultural event or situation and creating an animated Trick - Movie by recording different figures (eg Lego) moving around and having conversations

Big final presentation

The last evening is used for the big presentation of all the results of each workshop with everyone present at a big gathering. The presentation is not only for the participants and leaders of the Intercultural Week: Falcons in the local area and other groups attending other seminars at the education centre are also invited. The presentation is followed by a huge final party.

Reflection and saying goodbye

- Final reflection on the whole week
- Exchange of contact details
- Final games

Practical information

Resources: See the website www.all-together.eu

More information

SJD - Die Falken, Kai Mausbach (kai.mausbach@falken-gelsenkirchen.de) and Bassel Abbas (Bassel_Abbas@gmx.de)

Getting in contact with the wider community

Linda Osborn

Target group

Community organisations and the wider local community

Aims & Objectives

- To raise awareness of Woodcraft Folk among young people we don't normally reach
- To target partnerships with local community organisations

Summary

By getting out and about locally to talk to other groups and make presentations to schools, it is possible to set up joint activities with children and young people within the community which can lead to regular working together.

Background / context

Getting in contact with the wider community is always a challenge for a small voluntary organisation. The Woodcraft Folk wanted to raise awareness of our organisation among people that we don't normally reach, so we needed to find new approaches in addition to our traditional ways of communicating. We have tried a number of strategies to get in contact with the wider community and develop joint projects.

Step-by-step

1. The first hurdle to overcome was to get in contact with other organisations, young people and potential volunteers. We tried the following methods:
   - Making contact with school governors and teachers to get them to go into schools and speak to children and other teachers

   - Asking schools, the local authorities and other children to identify participants for our activities

- Meeting other groups using the community centres we use and establishing good relationships with them by discussing who we are and what we do
- Meeting and learning about other community groups through youth networks, community networks and play schemes
- Advertising through fliers, posters etc.

2. Once we had made contact with other organisations, we discussed working together on small projects or activities. One example was a Somali community group who were interested in our activities and wanted to work more with us.
3. We discussed our activities and work with the Somali group and together decided to organise a joint hike.
4. We sent detailed information to the group to ensure there were no misunderstandings. The information included what to wear for a hike, where to meet, what to bring and what to expect. The information worked very well, many of the young people had never been hiking before so clear information was essential. It was important that the activity would be completely free.
5. The hike and picnic were successful. The Woodcraft Folk group and the Somali community group learned about each other in a very informal setting, enjoying a joint activity together. The joint activity led to deeper co-operation between the two organisations in the following years, including joint camps.

Practical information

No money is needed for this inclusion approach, simply dedicated volunteers

More information

Woodcraft Folk, Linda Osborn (linda.osborn@ntlworld.com)

Co-operating with other organisations

Liv Johansen

Target group

Young people aged 14 - 18

Aims & objectives

- To increase the diversity in the organisation
- To increase the organisation's visibility in the local community
- To organise activities together and through co-operation develop the inclusiveness of Framfylkingen and make it more active and open

Summary

Framfylkingen, a Norwegian children's and youth organisation with roots in the labour movement, wanted to revitalise itself by forging links with a much younger organisation focusing on activities for ethnic minorities. The catalyst was the annual Mela Festival in Oslo (Melas are south Asian events which have spread around the world from the south Asian subcontinent. Mela means 'gathering' and can describe a festival, market, trade event, religious gathering and other celebrations). The process involved self-reflection and adaptation, but the outcome was lots of positive experiences for both organisations.

Background / context

Framfylkingen in Oslo (FFiO) is a small but old (75 years) organisation with the majority of their members from the traditional labour movement. There are not many ethnic minorities in FFiO. After a year with little activity, work started in 2008 to try to create a 'new' start and revitalise FFiO.

Ungdomsfabrikken (Youth Factory = YF) is a small, young organisation (two years old) basing themselves on activities for ethnic minority youth in Oslo. They organise workshops in rap, dance, photography, writing and other activities.

YF have been involved in the Mela Festival, Norway's biggest multicultural festival with over 400,000 visitors, located in Oslo.

Step-by-step

1. First we analysed and clarified FFiO's strengths, weaknesses, opportunities and threats (SWOT) in and surrounding the organisation.
2. Through this SWOT analysis we identified the need to build relationships with other organisations in order to be more visible.
3. We contacted YF and quickly found out we could create a win-win situation for both parties by coordinating common activities, the biggest one being the Mela Festival.
4. We were conscious of promoting both organisations and making sure both had ownership of the different projects.
5. The result of the co-operation at the Mela Festival was a large tent with quizzes, a sale of art from Kenya, a photo exhibition, flag painting and more. Over 10,000 visitors came in three days and lots of positive experiences for both organisations resulted. The Mela festival project took two months of planning, with a total of more than 30 volunteers.

Challenges

- Make sure that the two parties are equally committed to the co-operation project
- Remember to respect each other's methods of working
- Use each other's strengths and weaknesses. YF lacked adults to take some responsibility and they lacked funding, but they had lots of eager young people and the link to the Mela Festival. FFiO lacked the link to Mela and younger members and a more diverse member base. FFiO helped with funding and adults to help with logistics etc.

Practical information

Resources: To network with other complementary organisations, you mainly need time and volunteers. However to be involved in such a big event, you will also need funding

Time schedule: co-operation is an ongoing project but the different sub-projects may have schedules lasting from one week to one year

More information

Framfylkingen, Liv Johansen (www.frittfram.no, www.ungdomsfabrikken.no, livjoha@gmail.com)

9

Education & raising awareness

Case Studies V

A positive approach to disability

Karina Chupina

Target group

Young people across Europe with and without disabilities (34 participants from 11 countries)

Aims & objectives

To explore and find ways of making sports more accessible for people with disabilities, as well as ways of using sports to increase inclusion of people with disabilities in society

Summary

Although this case study describes an international event to promote inclusion, many of the methods and approaches could easily be adapted for use in local groups. The belief that young people with disabilities can take part in all kinds of sport, both competitive and recreational, has gained widespread acceptance, both exclusively for those with disability and as a joint activity by disabled people and their non-disabled peers; sport for disabled people is now recognised in the Paralympic Games that parallel the Olympic Games every four years.

Background / context

During the European Youth Campaign 'All different – All equal' in September 1995, an application for European Human Bridges (EHB) as an integrated project by non-disabled and disabled young people was submitted to the European Youth Foundation of the Council of Europe, in Strasbourg. The project was granted. Since then, EHB thematic projects have taken place almost every year in different environments in Europe, involving hundreds of people and following the social model of disability where disability barriers are constructed by society.

Step-by-step

The training seminar was partly organised as a competition between teams and included:

Safety and dangers in sport

Is sport always competitive? Can anyone do sports?

International sports evening

Testing sport games from different countries by young people with and without disabilities

Adapting sports

Making the 'regular' sport activities (polo, swimming, hockey etc) accessible for people with disabilities: how and by what means? (workshops, brainstorming, testing)

Designing accessible sport exercises for all (all types of disabilities)

Various exercises were designed and experienced by participants in teams, and later tested by the whole group

Exploration of the town's accessibility

In groups and coping with obstacles

Wheelchair ballroom dancing

Training conducted by a Russian trainer and participants for both non-disabled and disabled peers from the group. The idea behind these workshops was that participants would be able to use these skills afterwards not only in their disability organisations / events but also in mainstream activities.

Challenges

- Finding an accessible hotel and environment to practise outdoor sports in Romania
- Finding experts on sport and disability.
- Bringing together lots of young people with different disabilities and accordingly very different needs.

More information

International consultant, Karina Chupina (karina.chupina@gmail.com)

Adapting activities to celebrate other cultures

Linda Osborn

Target group

Woodcraft Folk groups and the wider community

Aims & objectives

To adapt our programme to raise awareness of our diverse society and motivate our groups to be more inclusive

Summary

In a London borough characterised by many different cultural communities living in close proximity, it was decided that a possible perception that the Woodcraft Folk represented only one culture needed to be eliminated: such a perception could both limit the experience of existing members and alienate potential new members. It was decided to run a programme in which the festivals of many different cultures were celebrated. These included events associated with different cultures' approaches to history, race and religion, as well as the different customs and priorities of people living in a rural rather than urban environment. No extra funds were needed to expand the range of activities and by working with people who had detailed knowledge of the festivals the programme brought the added benefit of raising Woodcraft's profile throughout the local area.

Background / context

For a number of years, the Woodcraft Folk has been critically assessing the content of our educational materials and activities to better reflect the multicultural and diverse society we live in. Re-considering our activities, approaches and methods is a vital part of addressing inclusion, giving us the space to learn about the wider

communities among whom we live. Celebrating festivals and other people's cultures has been a part of our international work for many years at camps and other events, but more recently we have also tried to engage with local groups working in the local community.

Step-by-step

1. We expanded our programme of activities to include learning about and participating in the following events:
   - Black history month (a festival of remembrance of important people and events in the history of the African diaspora)
   - Divali festival (the Hindu festival of lights)
   - Anti-racist events in the local community
   - Lambeth Country Show (a fun event bringing the countryside to inner-city London)
2. Participating in such events ensured our members had the opportunity to experience different festivals and learn about different aspects of culture, while also raising the profile of our organisation among different communities.

3. In addition to participating in external events, we also developed a programme of activities for our members on culture and what culture means to different people. It was important to us that the young people in our groups didn't reduce their view of culture to the obvious national or religious differences, introducing instead a much wider world view.
4. One year we decided to do this in the form of a programme over eight weeks in which we gave four small groups a different colour and asked them to develop a culture for that colour, culminating in a Festival of Colour. For example,

the green colour group decided that they would be green gorillas, and shaped a culture dedicated to green (environmental) issues. They made special costumes to reflect their colour, devised songs and dances based on it, produced special (organic) food for the festival, made celebration cards to send to each other and then made up a ritual for the group based on their theme. The other colours were black, red and blue with each group deciding on a culture and presenting this at the traditional English festival time of Christmas, which celebrates the Christian festival. This activity was able to demonstrate the common threads we share and the variety that we can all enjoy if we are open to it.

Challenges

We didn't come across any major challenges with this area of work. It was fun, opened the eyes of our members to different communities, and didn't require too much extra work or money. As we became more confident, we began to offer activities for others during the festivals which of course required more work but also served to increase the profile of our organisation among different community groups.

Practical information

No money is needed for this inclusion approach, simply dedicated volunteer leaders

More Information

Woodcraft Folk, Linda Osborn (linda.osborn@ntlworld.com)

Wheelchair dancing

Karina Chupina

Target group

Hard-of-hearing young people and wheelchair users

Aims & objectives

To raise awareness of disability needs and improve the inclusion of people with disabilities in society

Summary

First developed and introduced worldwide from the UK in the 1970s, wheelchair dancing was adopted in Russia 12 years ago as a way of including children and young people with disabilities in the rewarding community activity of dancing. It has been so successful that wheelchair dancing is now accepted officially as a paralympic form of sport. The successful St Petersburg programme has ensured that people both without and with disabilities can take part together in social and competitive dancing events that have earned new respect, attracted the interest of professional dancers, and led to participation in tournaments and arts festivals in the wider community.

Background / context

Wheelchair ballroom dancing is a dance sport in which anyone can be involved (relatives, friends of the person in a wheelchair or simply temporary dance partners at a social event, regardless of sex and age). Wheelchair dancing today is recognised as a paralympic form of sport; it is also a leisure activity and a good way of pleasant rehabilitation. Wheelchair dancing is in this way referred to as a means of 'complex mutual rehabilitation and integration' in which anyone can be involved.

The Wheelchair Ballroom Dancing programme was first introduced in Russia in St Petersburg in 1997 by the Fund for Assistance to Disabled Children and Youth. Wheelchair dancing emerged in the UK in the 1970s mainly as a leisure activity, and then gradually spread all over Europe and the world through competitions and tournaments. The practice of involving disabled young people through dance at mainstream events can be a tremendously effective way to foster the integration of people with disabilities into society.

Step-by-step

1. Not only was it a new programme in Russia, the novelty was that the wheelchair dancing programme in St Petersburg combined different kinds of disabilities and a variety of dance forms – Latin (samba, rumba, tango, jive, etc) and standard – to the individual abilities of both hard-of-hearing young people and wheelchair users.
2. Hard-of-hearing girls (aged 19-25) practised wheelchair ballroom dancing with their partners in wheelchairs. It was the first time ever (no precedent known anywhere in the world) when hard-of-hearing and deaf dancers joined in wheelchair ballroom dancing that previously involved mostly able-bodied and people with mobility impairments.

3. Following training, the dancers performed in professional European and all-Russian wheelchair dance cups, in hospitals, at various art festivals for the wider public, and youth projects.
4. Through their public dance performances, the artists with hearing and mobility disabilities showed others the techniques of wheelchair dancing, so that people could experience dancing with a partner in a wheelchair. Furthermore, they started conducting master-classes for people with and without disabilities. The enthusiasm was so high that non-disabled professional dancers joined the club and are now winning top prizes at international wheelchair ballroom dancing tournaments.

Challenges

- At first it seemed unrealistic to teach hard-of-hearing and deaf girls to dance skilfully to music that they do not hear. But hard-of-hearing participants gradually learned to follow the music and rhythm through feeling the vibrations emanating from the music player mounted on the floor. They were guided by the professional dance expert and watched educational films showing wheelchair dance techniques.
- One of the biggest challenges was society's attitude and winning public respect, rather than pity. In the beginning, it was unclear to many: this programme not only provides an outlet for self-expression and builds self-confidence in young people with disabilities, but also eases their integration into society and promotes a barrier-free environment for all, thus contributing to inclusion.

Result

Apart from the social aspect, there is a health/medical effect as well: one wheelchair dancer gradually started walking with crutches after intensive wheelchair dance training. In the USA and in some European countries the wheelchair dance couples come to dance at mainstream dance clubs and events and organise special gala evenings in order to raise awareness of inclusion through the arts and a barrier-free environment.

Practical information

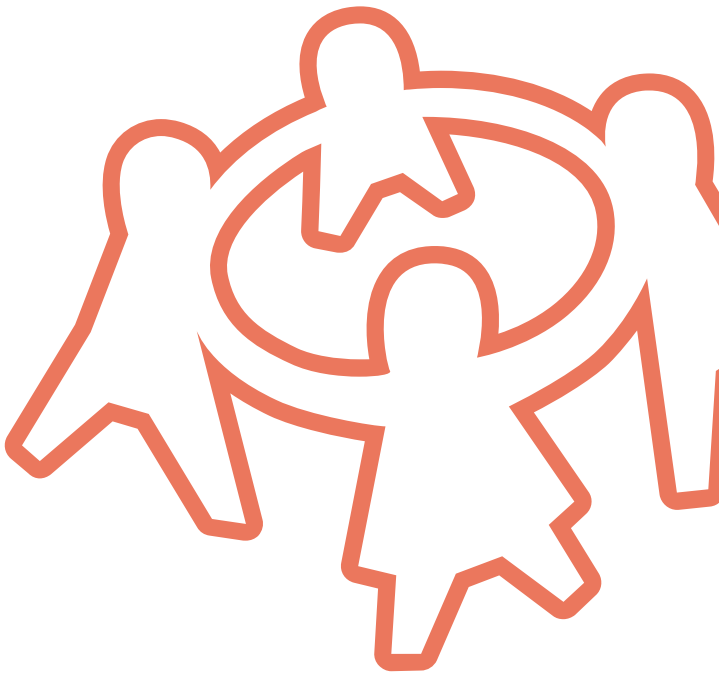
Financial resources are necessary to start a wheelchair dancing programme. However, the necessary equipment and venues can be donated in kind or borrowed initially. In our project we had support from local disability schools, to use their premises, and young people sewed their costumes themselves

More information

International consultant, Karina Chupina (karina.chupina@gmail.com)

10

Mentoring & role models



Mentoring

Kai Mausbach and Britta Duckwitz

Target group

Girls and women who don't have much experience or knowledge of the work of the organisation but want to get involved

Aims & objectives

- To motivate girls and women to engage in committee work in order to facilitate their democratic participation in every part of our organisation
- To facilitate an exchange of experience and knowledge from those with experience to make the organisation more diverse and efficient

Summary

It was clear that girls and women had always played active and vital roles in the practical work of the organisation, such as camps and education programmes, but they were conspicuous by their absence from the democratic process through which the aims and purposes of that work are defined. It was decided that the best way to get more women into democratic decision-making roles was to pair them with other women already committed to contributing at that level. Thus a mentor and mentee programme was set up, in which the inexperienced were gradually introduced by their experienced colleagues to taking on a more defining role, and learned how they could play their part.

Background / context

In our organisation, girls and women are active members in every section and level. They organise themselves in groups and run educational projects and camps. They are involved and contribute their ideas to the movement. However, in relation to the democratic structures and boards of the organisation, they are less interested or perhaps simply less confident in putting themselves forward. The work of these different bodies

and committees is an elementary aspect of our democratic approach; these elected bodies are the scaffolding of our organisation. Without the equal participation of women in these bodies, our democracy will suffer, so we set up a mentoring project.

Step-by-step

1. Our first idea was to find girls and women who had little experience or knowledge of the democratic work of the different bodies of the organisation but wanted to get involved.
2. The second step was to get feedback and confirmation from the national congress. This was really important to implement the project officially in the whole organisation and take our gender work to the next level.
3. After that a project plan was written to guide our work. We took the idea of mentoring from the labour movement tradition, knowing it to be an effective method. The concept of mentoring is based on an experienced person, the 'mentor', and a newcomer, the 'mentee'. These mentoring relationships between the mentor and the mentee cause a high level of learning by sharing experiences and knowledge while working together on projects or other activities.
4. Next we tried to find experienced women interested in being mentors in the project. They are a vital component of the project, building confidence with the mentees.

5. We started the project with a seminar to get to know each other, to give theoretical input about the project, to build the relationships between mentors and mentees, to set the common aims that they wanted to reach and to start the team-building process.
6. After this seminar the content-related work could begin. From now on each pair had the opportunity to create a way of working together by themselves. They had to find a way to communicate and to organise themselves. Additionally the whole project group had a

list of the email addresses of each mentor and mentee to facilitate quick information exchanges.

7. During the life of the project we organised several seminars and meetings at the local and national level with all participants to keep it efficient and motivating. After 12 months we ended the project with a concluding seminar, including a broad reflection about the work of each pair; they evaluated the results against the aims. Of course there was also another exchange of the new experiences they obtained through the project.

8. With this project we opened the doors for girls and women to several bodies in our organisation at regional and national level to carry out some important work in the organisation.

Challenges

A big challenge that we faced during the project was to find and persuade experienced girls or women to be the mentors. Although there were many women in the organisation who were suitable for this role, involvement meant a considerable commitment and we had to spend time encouraging them to work with us on the project. We created an advertisement for young potential mentees and mentors to try to spread awareness and reach more women.

Other challenges were to arrange meetings at a place and time suitable for all, to constantly keep the network going among the mentors and mentees and to keep up the motivation of the mentees, although there were setbacks. Personal sustained contact was vital to overcome all these challenges; by staying in contact with all mentors and mentees we were able to keep the momentum going.

More information

SJD - Die Falken, Kai Mausbach (kai.mausbach@falken-gelsenkirchen.de),
SJD - Die Falken, Britta Duckwitz (britta.duckwitz@falkennrw.de)

Role Model interview - Bassel Abbas

Who are you?

My name is Bassel Abbas and I am 19 years old. I was born in Duisburg, Germany and I am still living there. My parents are from the city of Haifa, Palestine and they came to Germany on 15 June 1978.

How long have you been in this organisation and how did that come about?

Through the regular meetings of the Falcons since my childhood, I grew up with the organisation and began very early to take on small roles in local events and later major events in our district.

How did you become a group leader?

At the annual Christmas party I was asked by the chair of our district if I would like to take over some other parts in the organisation. She suggested I should go with them to the 2005 summer camp in Hungary as a young assistant. There I led my first group, accompanied by Haasper Volker, head of the youth centre from my local association.

Which activities or people encouraged you to become a leader?

The youth centre has focused on the 1 May celebration in Hochfeld, and as a regular participant in this celebration I committed myself as a leader. Later I worked on other activities such as World Children's Day and the Intercultural Week. The chair of our district and the head of the open doors project have encouraged me to take on more responsibilities and to become a member of the association.

Of what activities are you a group leader?

I take care of groups at our summer camps every year for three weeks. I'm doing educational work. There is a wide range of subjects to approach. And of course I'm one of the leaders of the Intercultural Week.

Do you think your migration background has an effect on the children and young people you work with?

Yes of course. I think that my migration background has the effect of killing the distance to the young people of any migration background because they feel that I understand their problems and the behaviour resulting from these problems - and of course I do understand them. Through the years I can say that there are a lot of good and bad experiences that I can share with them. And this is a big reason for the trust they have in me. Consequently my work is much easier with these young people.

Do you think this kind of work is important? If so, why?

Yes, of course. It's very important because you can connect with young people from the street and give them the opportunity to become a participant. This is a chance for them to participate in different activities and to escape from everyday life. Furthermore they can improve their soft or social skills.

What outcomes would you like to see from your work?

I would like to see them picking up some ideas and suggestions to implement in their everyday life, and that they begin to realise that they can be more than just a person living in this society, they can be a positive example of diversity to other young people. They too can become role models.

How important is international collaboration in your work?

International collaboration is incredibly important. Organisations like the IFM or IUSY (International Union of Socialist Youth) are a perfect platform for an exchange of experiences and knowledge. It is possible to develop new perceptions and gain more skills. This is very interesting especially for young leaders like me. I really enjoy this international teamwork and of course the friendship.

What are your expectations and hopes for the future?

My wish is that the international co-operation of the different Falcon movements will become more organised and more professional. I think it would be great to have an international network that enables children and young people to participate in a wide range of activities; hopefully it arouses their interest.

Angela Brown

Who are you?

My name is Angela Brown, I am 31 and a member of the Woodcraft Folk. I live in London in a local community housing area. I am second generation black British with a Jamaican father. I have adoptive parents who are white British.

How long have you been in this organisation and how did that come about?

Since my childhood. I grew up with the organisation and started to run my own Pioneer group when I was 20. I have been on many camps and also went to Jamaica where I helped start some youth groups similar to Woodcraft groups for young people.

And how did it happen that you became a group leader?

It seemed like the next thing to do having grown up in the organisation and having some good experiences. I wanted the local children from the estate to also have some opportunities. I felt with my experiences and background I had a good knowledge of some of the problems they were facing and could identify with them and their parents.

What activities or measures do you guide as a group leader?

I am not a group leader now. I did have some problems integrating with the district at one time, and I don't think I was trusted fully. Anyway I became a parent early on and had to work to keep my head above water. I have three children now and keep in touch and my oldest girl is a Pioneer. I have been helping in the new district to deliver some sessions, and to offer my thoughts

on various issues relating to culture, race and the need for Woodcraft to adapt and move with the times.

Do you think your migration background has an affect on the kids and young people you work with?

Of course it has. Many of the young people I worked with in Woodcraft remember the old times and speak with me about them. We laugh together and look forward to the times when more children like us can be involved.

Do you think this kind of work is important? If you do, why so think that?

Yes, of course. It´s very important because you can educate and help young people and show them another way. This is a chance for them to participate in different activities and to be part of something great.

Role Model interview - Louise Medus-Mansell

Who are you?

My name is Louise Medus-Mansell and I'm 47. I live in Cheltenham in the UK and I am a thalidomide-impaired (no arms or legs) wheelchair user.

How long have you been a member of the Woodcraft Folk and how did that come about?

I first became aware of the Woodcraft Folk when my six year old daughter was invited to join a local group of Elfins 15 years ago.

How did you become a group leader?

My involvement started with taking on the role of the Elfin group treasurer for six months, after which I was asked to help with Althing, the local Woodcraft Folk parliament. I then gradually became involved in different groups for all the various age ranges, from the youngest, Elfins (aged 6 to 9), through Pioneers (10 - 12) and Venturers (13 - 15), up to the oldest, District Fellows (DFs, 16 - 20).

Which activities or people encouraged you to become a leader?

Not only was my daughter a member but my son joined as well. I loved the fact that they had freedom and at the same time were part of a group. In particular I found the Woodcraft way of doing things refreshing and loved the absence of hierarchies. I enjoyed watching the children having fun and growing in their awareness of everything around them.

In which activities do you play a leadership role?

Locally, I'm now a leader and supporter of Elfin, Pioneer and DF groups. I'm also active both regionally, as chair of the Oxford, Swindon and Gloucester

area network, and at the national level, where I'm a vice-chair of Woodcraft's General Council and chair of the staffing committee.

Do you think your disability has an effect on the children and young people you work with?

Yes it does, because it knocks down prejudice against someone with a disability, but the effect is now well-entrenched: increasingly people with disabilities are seen out and about within the community, and children go to 'normal' schools. So finding me as a leader is not strange to them; it shows that just because someone uses a wheelchair doesn't mean they can't play an active role in community activities. Elfins, aged 6 to 9, take me as I am: they never ask questions. They see I might need help and simply give it, I'm just Louise. It's normal. My being there makes them more aware of people with disabilities and that sometimes people do need help.

Do you think this kind of work is important? If so, why?

Yes, but it's equally important that someone like myself using a wheelchair is generally accepted and regarded as an intrinsic part of the whole group ethos. It's important for children in that there is no barrier: when they go out into the wider community they accept people the way they are. And it's important for other adults because there's more prejudice among grown-ups than in children. My work makes them more aware of the need to be open to what people can do.

What outcomes would you like to see from your work?

Overall, I want to see general accessibility: I want it to be standard that every single group is accessible, whether someone just has a broken leg

or something more inhibiting to mobility. The whole of the Woodcraft experience must be open to everyone.

How important is international collaboration in your work?

I liaise regularly with the IFM secretary general, Tamsin Pearce, particularly when aspects of my work in the UK have a more universal application. For instance, the accessibility project I'm working on should produce a package that will go out to other organisations, both nationally and internationally, starting with the IFM.

What are your expectations and hopes for the future?

I'm currently working on a project exploring all Woodcraft groups to see which are open and which have barriers to membership for children with a disability. There's nothing worse than children wanting to join a group that their friends enjoy, only to find it's inaccessible. Then there are other barriers, for example there may be groups where there is no awareness of the need to include children with hearing impairment. I should like to see Woodcraft and the IFM among the pioneering bodies in making community groups like ours accessible to everyone. I also hope to encourage more people to become leaders and to see that they can be just as good in the role as anyone else.

Nailah Campbell

Who are you?

My name is Nahalia Campbell, I am 21 and a member of Woodcraft Folk. I live in Brixton, south London. I am black British, which means I was born in England but my father was from Jamaica and my mother from Guyana in South America. I have five brothers and one sister.

How long have you been in this organisation and how did that come about?

I joined when I was 12 in the Pioneer group (aged 10 – 12) run by Angela. I went on to Venturers (aged 13-15) and to camps in England but never abroad. I was in a group that hosted a group from Jamaica, which I really enjoyed. I didn't go to the DFs (16-20) as I had to move to the Midlands and only recently moved back to London and caught up with my old friends who are involved in a new district.

And how did it happen that you became a group leader?

I am going to help the Venturer group because they wanted me and asked me and I want to do it.

What activities do you guide as a group leader?

I help with a Venturer group each week. I want to give something back and to share some of my experiences. I think I am able to relate to some of the issues they are facing and can support them.

Do you think your migration background has an affect on the kids and young people you work with?

Not really because we are all human beings and my colour shouldn't matter. Hopefully I will inspire them to enjoy the Woodcraft Folk the way I have.

What would you like to see in the young people you work with?

Woodcraft Folk gives them information, somewhere to spend their time, opportunities they might not have, and a different outlook on life. Young people gain confidence and a belief in themselves. I would like to think that they have taken in the Woodcraft message.

How important is the collaboration on the international level in this subject?

The international is important. I would like to travel to Europe and other places with the children I work with to gain different experiences and an understanding of different approaches.

What are your expectations and wishes for the future?

That more people get involved. Rich and poor, there are good things for everyone. I like the fact that Woodcraft Folk doesn't focus on the prejudices but looks to one race - the human race.

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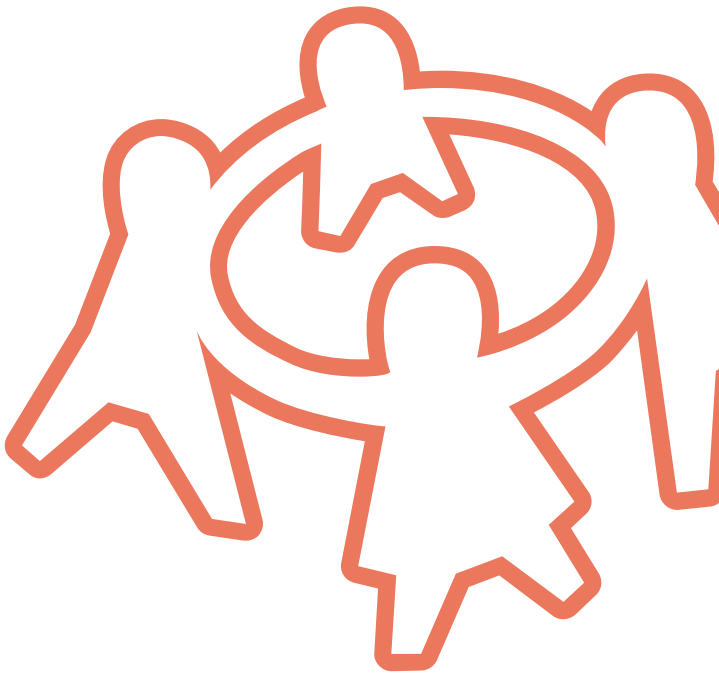
All Together website guide



All Together website guide

It would be impossible to fit all information, experience and best-practice into a single-volume handbook: the field of inclusion work is so wide with so many aspects that need to be taken into consideration, and many organisations have different experiences and approaches. All Together should not end with the creation of this handbook. That is why an opportunity for everybody to contribute their ideas and share their own local and national projects has been created in the community website www.all-together.eu. This is an open knowledge base, where everybody can add their experience, share proven tools and activities or just search for inspiration in the field of inclusion work. We hope that a community of contributors will emerge around the website and will make All Together continue.

Functions

The website can be divided into two parts:
The first describes the All Together project, where visitors can read more about the project and IFM-SEI, download this handbook or view the gallery of pictures and videos from the project.
The second part is the knowledge base itself.

Knowledge base

All information in the knowledge base is structured into 'projects'. Each project has a description, where visitors can see who the target group is, in which country the project was started and background information such as funding required, the context, the step-by-step story, challenges faced in practice, and much more. It is important to read this information even when using only one tool from the project, because it explains the context in which the tool was used and what it is designed for.

Projects

Projects contain tools, notes, events, photos and videos.

Tools

Tools are the most practical part of the knowledge base. They can be sorted by theme, target, age group (remember – general target group is in the project description) and contain all the information needed to use the tool in your activities. Each tool has a step-by-step guide, materials, physical setting and debriefing / evaluation tips in its description.

Notes

Notes are like blank papers that can be used for anything – publishing articles, writing more background information, sharing experience and tips for running projects, describing funding and a lot more. They serve as general spaces for adding content.

Events

If you want to tell others about an interesting open event you plan to organise, you can use events.

Photos and Videos

Photos and videos are good for visual information about the project, its setting and how the project was organised.

Search

The website has a sophisticated search form, where the user can directly access projects or tools relevant to them. It is possible to search for keywords (like 'migrant outdoor' for information about outdoor activities / tools / project for people with a migrant background), or a category (age group, eg 10-15). The search box can be found on the homepage.

Homepage

On the homepage users can start searching for particular information, or just browse new or recently updated projects. In the central area there is a search form and underneath recently updated projects. On the 'projects' tab all projects are listed in alphabetical order. The right side of the page shows recently-started projects and random tools, on the left side there is the menu.

Help

Most pages have a 'help' button, after clicking on it a pop-up window opens with information on how to use the current page.

Starting a project in four steps

When a new user wants to start a project, the easiest way is:

1. Click the 'Start new project' button on the left side of the homepage.
2. Fill in the registration information and your login and password.
3. Fill in the project background information (some fields are required).
4. Click the 'create new' icon and you can start adding information to your project.

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