

Supporting Inclusion & Diversity in projects
through supportive assessments
in Erasmus+ Youth and the European Solidarity Corps

Outline for an I&D training for assessors



FOR USE WITH:
LET ID BLOSSOM
I&D TOOL FOR
ASSESSORS

www.salto-youth.net/IDtoolAssessors

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WHY OH WHY?

The Erasmus+ Youth programme and the European Solidarity Corps both aim to be open for ALL young people. Projects and accreditations granted by these EU youth programmes are great ways to counter discrimination and exclusion and to challenge applicants to welcome 'young people with fewer opportunities' in their activities.

ASSESSORS HOLD THE KEY

As a National Agency, you depend on your assessors to scan Erasmus+ and Solidarity Corps applications for indications of inclusion and diversity – however small they might be – to discover (potential) Inclusion & Diversity stories of the applicant and its partner organisations.

It is through your assessors that you can reward Inclusion & Diversity by giving those applicants extra points in the assessment, taking into account the principles of proportionality and equity.

Your assessors can also help to broaden and deepen I&D stories, by asking questions and adding comments in their assessment reports to stimulate further reflection on Inclusion & Diversity.

A TRAINING SESSION FOR ASSESSORS

That's why SALTO Inclusion & Diversity developed an I&D tool for assessors 'Let ID blossom' (see www.salto-youth.net/IDtoolAssessors and the training session on Inclusion & Diversity for assessors (on the following pages).

We want to stimulate your assessors to have a supportive approach when assessing applications through an I&D lens. The aim is to reward indications of inclusion and diversity, but not to punish what is not there. You can of course adapt the ready-made trainer script to your needs.



OBJECTIVES OF THE TRAINING SESSION

- Inform assessors about the EU and national Inclusion and Diversity policy frames and how the Erasmus+ programme and Solidarity Corps activities connect with it.
- Support assessors to identify Inclusion & Diversity in project applications, with the help of the I&D tool for assessors: Let ID Blossom.
- Motivate assessors for their role in discovering, stimulating, valuing and reinforcing the I&D story of an applicant through supportive assessments.
- To share the impact that the Erasmus+ programme and Solidarity Corps has for young people with fewer opportunities.



DURATION

3h – or adapt to your time frame



METHODOLOGY

This training can be carried out either in person or online.

The training is composed of presentations, interactive activities, assessment of mock applications, breakout groups and motivational videos or project stories. It gives assessors the opportunity to exchange approaches, share opinions and give feedback.



TRAINER TEAM

The training session can be run by one trainer (if well prepared), but it is always nice to have different voices doing the inputs or running the different methods. A tandem of two trainers works well, so that one person can run a methods, while the other keeps an eye on the group process or takes notes.

NA colleagues can also take on the role of a trainer or resource person.



MATERIALS & TOOLS NEEDED

- PowerPoint on the Inclusion & Diversity context (provided online, add your national context)
- Rumour vs reality statements (provided in the training script)
- Mock application forms (provided online)
- I&D tool for assessors 'Let ID blossom': to use in preparation (provided online)
- Short interviews with inclusion projects or young people with fewer opportunities (to foresee yourself) / Movies about impact of past inclusion projects (list of videos online)

If delivering in person:

- Flipchart stand and paper
- Sticky (paper) tape to stick papers to the wall
- Thick markers (visible from far)
- Post-its in different colours
- Data-projector & screen (or big TV)
- Computer (with PowerPoint) with connection to projector/TV
- (optional) Mentimeter, Slido or similar for interaction

If delivering online:

- Zoom, Teams, Bluejeans, Google Meet or similar – with breakout rooms
- Mentimeter, Slido or similar for interaction
- Padlet or Jamboard for brainstorming



FLOW OF THE SESSION

0. Preparing

- Send the assessors the I&D tool for assessors 'Let ID Blossom'.
- Ask participants to assess one or more mock applications using the I&D tool.

1. Connecting

- Introduce the training session.
- Break the ice and get to know each other.
- Ground and connect participants to the topic.
- Gain a view of participants' knowledge on I&D in applications.

2. Setting the I&D scene

- Present the bigger I&D frameworks relevant for I&D projects in E+ and ESC.
- Gain a view of participants' knowledge on I&D in applications.

3. Developing I&D assessment skills

- Assess mock applications using the I&D tool for assessors.
- Share assessments and exchange about interpretations.
- Share recommendations and collectively answer questions.

4. Showing I&D impact

- Show assessors the positive impact of their work on young people with fewer opportunities.
- Highlight the importance of their work for I&D.

5. Rounding off & closing

- Close the session with positive energy.
- Motivate assessors to put I&D central in their assessments.
- Link to further resources for I&D.
- Send any insights about the I&D tool for assessors 'Let ID blossom' or this training to SALTO I&D.

TRAINING GRID

Feel free to adapt it to your needs and timing!



0. Preparing

- Create awareness among assessors for Inclusion & Diversity potential in applications.
- Get acquainted with the use of the I&D tool for assessors.

Assessing exercise

Send the assessors the I&D tool for assessors 'Let ID blossom' and one or two mock applications (download them from www.SALTO-YOUTH.net/IDtoolAssessors).

Invite the participants to assess the application(s), using the I&D Tool, as a preparation for the training.

Make sure that at least 3 assessors assess the same mock application, so that they can discuss their assessment approach and results during the training.



1. Connecting

- Ground and connect participants into the training session and the topic.
- Gain a view on participants knowledge on I&D in E+ and ESC-applications.

Welcome to the training - by the organiser/NA (5')

- Welcome participants.
- Explain why I&D is important for the organiser.
- Make the link to other I&D actions in your NA/national context.
- Give an overview of expected outcomes.

⚡ INSPIRATION FOR THE MESSAGE TO GET ACROSS

"Through this training (increased knowledge, awareness and understanding) we hope assessors feel inside themselves why Inclusion & Diversity are so important. We want to connect these feelings, beliefs and attitudes to their actions (assessments).

Nobody should doubt that Inclusion & Diversity is (one of) the priorities of the European youth programmes, that it is a serious matter and that extra attention for Inclusion & Diversity is needed. We need to practice what we preach, or, put the money where our mouth is.

The assessors hold the key to more and better inclusion & diversity in the projects. They should be enabled to be a champion for Inclusion and Diversity. With their positive attitude they can endorse the value of I&D for themselves and for others (solidarity) and advocate for it."

Get connected (10')

⚡ DO A ROUND OF PARTICIPANTS: ASK THEM TO SAY THEIR NAME + 1 WORD/ PHRASE THAT THEY ASSOCIATE WITH 'INCLUSION & DIVERSITY IN E+ AND ESC-APPLICATIONS'.

- Or ask them do draw and explain a symbol, if you want to be more creative.
- If you don't like rounds, you can ask the participants to name the next person or pass a ball.

⚡ WRITE DOWN KEY WORDS ON A JAMBOARD OR FLIPCHART.

- If too many participants: split into smaller groups/breakout rooms to do the exercises.
- If more time: add another group building or get-to-know game.

Find more get-to-know exercises at www.salto-youth.net/toolbox/



2. Setting the I&D scene

- Inform assessors about the Inclusion and Diversity Strategy and explore how the E+ and ESC programme activities connect with the EU Youth Strategy.
- Gain a view on participants knowledge on I&D in E+ and ESC-applications.

Presentation on the Inclusion and Diversity framework (20')

- Why is I&D important?
- How does it link to EU and national policies?

Use the PowerPoint (from www.SALTO-YOUTH.net/IDtoolAssessors) and add information from your national context.

During the presentation, make links to the words and phrases the participants expressed in the first round.

⚡ POSSIBLE HANDOUTS OR LINKS TO FURTHER READING

'Go Inclusive' leaflet and video about the Inclusion and Diversity Strategy for Erasmus+ and European Solidarity Corps - available from www.salto-youth.net/aboutIDstrategy/

Rumour vs Reality (15')

Present statements about Inclusion (taken from the Programme guides and the Inclusion & Diversity strategy) to participants.

The participants reflect (individually or in small groups) whether the statement is True/Reality or False/Rumour.

Invite the participants/groups to present their answer with a green (true) and red (false) card or post-it, by showing a thumb up (true) or down (false) or they can physically move in the space to a Reality or Rumour sign placed on opposite sides of the room.

Statements:

- ✓ In 2014-2017, the proportion of people with fewer opportunities accounted, on average, for 11.5% of the total number of participants across all programme sectors. (True)
- ✓ Youth projects involved up to 30% of young people with fewer opportunities. (True)
- ✓ The inclusion and Diversity Strategy spans from 2020-2027 and is the considered strategy for both Erasmus and the European Solidarity Corps. (True)
- ✓ Quality projects that actively address inclusion and diversity, that involve participants with fewer opportunities, newcomer and grass-root organisations can be given priority in the grant awarding process. (True)
- ✗ The Erasmus+ programme focusses solely on supporting young people with fewer opportunities. (False: the EU programmes should be open for all, so it is not allowed to exclude 'mainstream projects', however projects with young people with fewer opportunities or about Inclusion & Diversity get priority.)
- ✓ In particular when participants with fewer opportunities are involved in mobility activities, project organisers can carry out planning visits to the organisations hosting the activity in a different country, together with these participants if relevant. (True)
- ✓ Where physical mobility is difficult or impossible, the programme offers intercultural exchanges online as an additional and complementary option for the participant(s) with fewer opportunities. (True)

Take reactions from the group about what surprised them, what the participants knew already and what was new to them (if anything).



3. Developing I&D assessment skills

- Support assessors with the process of identifying the presence of Inclusion & Diversity in applications, by using the I&D tool for assessments.
- Create awareness among assessors concerning their role in discovering, stimulating, valuing and reinforcing the I&D story of an applicant with a supportive assessment.

Prior to the training, assessors were asked to carry out an assessment of a mock application, using the I&D tool for assessors 'Let ID blossom' (see 0. Preparing).

Groupwork (30')

Participants who have assessed the same application are put together in one group.

⚡ IF THE GROUP IS BIG OR MANY READ THE SAME MOCK APPLICATION: DIVIDE THE PARTICIPANTS IN SMALLER GROUPS (OF 3-4 PEOPLE) SO THAT THEY CAN DISCUSS MORE IN DETAIL.

⚡ IF YOU HAVE MORE TIME: YOU CAN ASK ASSESSORS TO ASSESS TWO MOCK APPLICATIONS AND THEN SHARE IN 2 ROUNDS WITH THE OTHER ASSESSORS WHO READ THE SAME APPLICATIONS.

Task to be done in the groups:

- Compare the result of your assessments. Is it similar? What is surprising for you?
- What did you discover about I&D when using the I&D lens for reading the application?
- How did you bring the proportionality principle into practice?
- Which comments/questions did you formulate to the applicant in order to stimulate I&D?

To note down from the group discussion:

- What recommendations for assessing and stimulating I&D from your group are useful to share with the other assessors?
- What (new) questions are bubbling up?

Groups write their recommendations/questions on Jamboard/flipchart.



BREAK

When the groupwork is finished, participants can take a break.

(In the break ,the trainers go through the 'new questions', to be able to work with them after the break. Group similar questions together.)



Peer learning

- Sharing and enriching the results of the group discussions with the bigger group.

Exchange findings from the different groups (30')

Round 1: recommendations

Each group presents its recommendations. After a group presented, ask other participants are asked what they would like to add to the recommendations to make them even stronger.

Round 2: remaining questions

Remaining questions: the grouped questions are presented by the trainers. The collective intelligence of the group (participants & trainers) is used to formulate answers on the remaining questions.



4. Showing I&D impact

- Share the impact that E+ and ESC programme has for inclusion-based projects.
- Highlight to assessors the important role they play in supporting opportunities to take place.

Share two different project examples (15')

This can be done with live inputs from project beneficiaries, through recorded interviews with visual aids (photo/ PowerPoint presentation) or select a project video from www.salto-youth.net/inclusionprojects/

⚡ AN SHORT ELEVATOR PITCH TYPE PRESENTATION IS RECOMMENDED, CLEARLY FOCUSING ON WHAT THE PROJECT MEANT FOR THE YOUNG PEOPLE AND ORGANISATION, WHAT DIFFERENCE THE PROJECT MADE.

Select a balanced set of examples (using different approaches) and consider national realities.

- Organisations working directly with the target group,
- Organisations with an 'open for all' ethos.
- Organisations working on the issue of inclusion.

⚡ IF MORE TIME: ORGANISE A PANEL DISCUSSION OR Q&A SESSION WITH INVITED PROJECTS AND YOUNG PEOPLE WITH FEWER OPPORTUNITIES.

Question for the participants – exchange (15')

What new insights do you get from those examples?

- About Inclusion & Diversity?
- For your role as an assessor?

⚡ IF ENOUGH TIME: ASK PARTICIPANTS FIRST TO DISCUSS THE EXAMPLES AND THE QUESTION IN BUZZ GROUPS (WITH ONE OR TWO NEIGHBOURS) BEFORE SHARING SOME CONCLUSIONS IN PLENARY.

(Make notes on a Jamboard/flipchart)



5. Rounding off and closing

- Give the final message to keep inclusion as a key part of the overall assessment process.

Using Mentimeter or a round in plenary (10')

Looking back to all that came up while preparing for and participating in this training session:

- What for you is one essential thing that you are looking for that has to be part of a good inclusion project?
- What is the most important personal learning outcome regarding assessing through the I&D lens that you will take with you?

⚡ GO CREATIVE: ASK PARTICIPANTS TO REPRESENT THEIR ANSWER WITH A SYMBOL, DRAWING, GESTURE, FACIAL EXPRESSION, SONG...

Discuss in plenary any interesting findings. Allow for last questions and explanations. (10')



Expressing gratitude and next steps

Inform participants on more I&D support and tools available for assessors (5')

- NA contact person e.g. ID officers
- National ID Strategy or workplan
- Link to ID assessment grids
- Links to SALTO resources www.salto-youth.net/inclusion
- ... Add yours ...

Thank you for participating and for future use of the I&D lens in the assessment process (5')

Mention any next steps or expectations from the NA's point of view.



Feedback

Follow up by the trainers or NA

A warm invitation to forward new insights that should be added to the I&D tool for assessors to the SALTO I&D Resource Centre:
inclusion@salto-youth.net

A series of horizontal dotted lines for writing feedback.

A big thank you
to all trainers, assessors and
SALTO/NA colleagues who
contributed to this training
outline!

