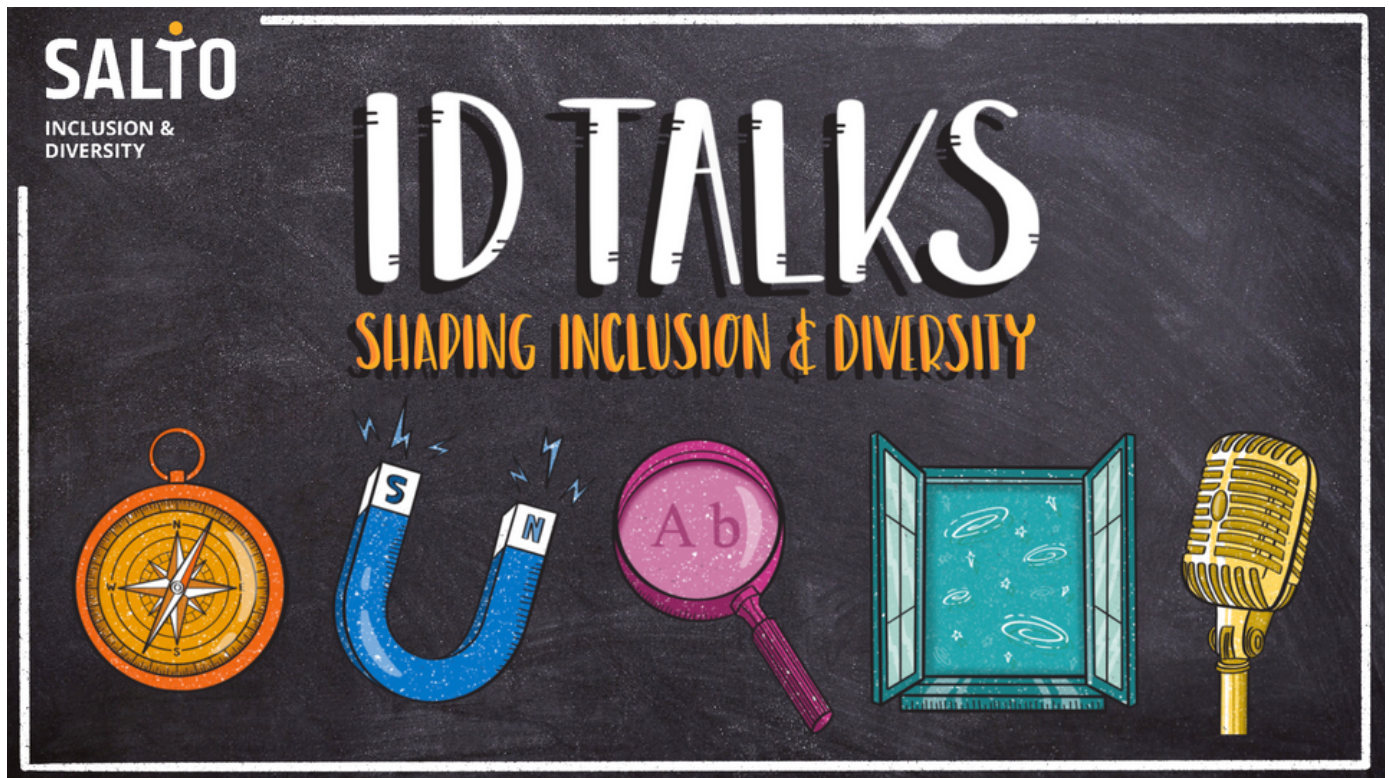


ID TALKS!

A series of 5 online workshops on 5 major topics in the promotion of "Shaping Inclusion and Diversity" - how to implement youth projects that are more inclusive, diverse, and reflect the ID Strategy?



ID Talks:

STRATEGY
OUTREACH
LANGUAGE
LOCAL
VISIBILITY

Download this and other SALTO Inclusion & Diversity booklets for free at www.SALTO-YOUTH.net/Inclusion/. This document does not necessarily reflect the official views of the European Commission, the SALTO Inclusion & Diversity Resource Centre or the organisation co-operating with them.

ABOUT SALTO

...‘Support and **A**dvanced **L**earning and **T**raining **O**pportunities within the Erasmus+: Youth in Action and European Solidarity Corps programmes’. The European Commission has created a network of seven SALTO-YOUTH Resource Centres to enhance the implementation of the EU Erasmus+: Youth in Action and European Solidarity Corps programmes, which provide young people with valuable non-formal learning experiences.

SALTO’s aim is to support the implementation of the European Erasmus+: Youth in Action and European Solidarity Corps Programmes with regard to priorities such as Social Inclusion, Diversity, Participation, and Solidarity. SALTO also supports co-operation with regions such as EuroMed, South-East Europe, or Eastern Europe and The Caucasus and coordinates all training and co-operation activities, as well as information tools for National Agencies.

In these European priority areas, SALTO-YOUTH provides resources, information, and training for National Agencies and European youth workers. Most of these resources are offered and disseminated at www.SALTO-YOUTH.net. Find online the [European Training Calendar](#), the [Toolbox for Training and Youth Work](#), the database of youth field trainers active at the European level ([Trainers Online for Youth or TOY](#)), links to online resources, and much more.

SALTO-YOUTH actively co-operates with other actors in the European youth field, among them the National Agencies of the Erasmus+ and European Solidarity Corps programmes, the Council of Europe, the European Youth Forum, European youth workers and trainers, and training organisers.

THE SALTO-YOUTH INCLUSION AND DIVERSITY RESOURCE CENTRE WWW.SALTO-YOUTH.NET/INCLUSION/

The SALTO-YOUTH Inclusion and Diversity Resource Centre (based in Belgium Flanders) works together with the European Commission to support the inclusion of young people with fewer opportunities in the Erasmus+: Youth in Action and European Solidarity Corps programmes. Through that, it works to contribute to social cohesion in society at large. SALTO Inclusion and Diversity also supports the National Agencies and youth workers in their inclusion work by providing training, developing youth work methods, disseminating information via the newsletter, etc. By offering opportunities for training, exchange, and reflection on inclusion practice and diversity management, SALTO Inclusion & Diversity works towards the visibility, accessibility, and transparency of its inclusion & diversity work and resources, and towards making ‘inclusion of young people with fewer opportunities’ and ‘positive diversity management’ a widely supported priority.

For more information and resources, have a look at the Inclusion & Diversity pages at www.SALTO-YOUTH.net/Inclusion/



DISCLAIMER

This magazine contains pictures as a result of the Graphic Recording which is an integral part of all the ID Talks events. There are four types of styles throughout the whole magazine.

- **General Cover Picture.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events. It is displayed as a cover picture of each ID Talks version.
- **Portrait of Speaker.** It depicts each speaker and a few graphic recording elements such as written parts of their "speech" and/or any other graphics according to the style of each ID Talks version. It is displayed on top of the speaker's description page.
- **Main Graphic Recording Card.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events, including the specific name of the event, the portrait of the speaker, written quotes of their "speech" and/or any other graphics. It is displayed on top of the first page of each article.
- **Graphic Recording Elements.** Throughout each article, the graphic recording elements complement the text with essential parts of each speaker's "talk".

ID Talks "Embracing Diversity"

What is it all about?

A short description

ID Talks is a series of 5 stand-alone online events (workshops) of up to 90 minutes each, with inspiring guest speakers, thought-provoking insights, discussion in small groups, and Q&A sessions.

How can differences become a source of learning rather than conflict or prejudice?

This is a key question "ID Talks" want to help individuals and organisations to reflect upon and try to answer. After the successful first edition in the autumn of 2020 and the second edition in Spring 2021, we are continuing the "Embracing Diversity" series by organizing the Autumn edition and bringing to your attention new topics and new speakers.

For whom?

Youth workers, youth leaders, professionals, and volunteers involved in ID in the EU youth programmes, as well as all those interested in youth work and Inclusion & Diversity topics.

Main objectives:

- To provide food for thought and learn from inspirational ID stories;
- To provide an opportunity to learn about ID topics from the youth work sector and beyond;
- To get information, inspiration, methods to help the youth sector address ID;
- To inform about and contribute to quality (international) youth work;
- To identify and learn how to tackle existing and future challenges within ID;



Event Dates:

- 23 February 2022 (1 PM CET) > **ID Talks Strategy:** Following on from the European Commission's 'Inclusion and Diversity Strategy', the new 'I&D Road Map' details the road we need to travel together to make inclusion & diversity easier and better in the Erasmus+ programme and the European Solidarity Corps. Which milestones can you reach? What tools help you get there? And how to develop an Inclusion and Diversity strategy for your organisation? Guest speaker: **Susie Nicodemi, UK & Tony Geudens, SALTO ID**
- 09 March 2022 (1 PM CET) > **ID Talks Outreach:** Even projects that "tick the inclusion boxes" often fail to reach to most vulnerable young people. What keeps young people with fewer opportunities from participating in European projects? Who is already on board then? And who is left behind? Why and how can you reach out to organisations doing inclusive work locally and connect them to the EU level? What are the obstacles and what is the way forward? Guest speaker: **Andreas Rosellen, Germany**
- 23 March 2022 (1 PM CET) > **ID Talks Language:** The main function of language is to make communication simpler. But is the language we use (in international youth work, in the related programme documents and application forms) reducing or increasing barriers for participation? Is it inviting or discouraging? How do we communicate about our work at local and international level to appeal and attract diverse groups of young people? Guest speakers: **Petra Plicka & Heidi Mackowitz, Austria & Barbara Eglitis, European Solidarity Corps RC**
- 06 April 2022 (1 PM CET) > **ID Talks Local:** One size does not fit all. What new, open, easy and inclusive projects and initiatives could be more suitable for young people with fewer opportunities? Why is it important to propose EU-funded local project formats and how do they compare with international mobility projects for young people? Guest speakers: **Ieva Kaupaiteė & Karolina Lipnickienė, Lithuania**
- 20 April 2022 (1 PM CET) > **ID Talks Visibility:** Communicating about our work becomes increasingly important. How not to "fake" it for the sake of giving a better ID impression? What are the ethical dilemmas? Why and how to disseminate and exploit project results (DEOR), both to convey the relevant messages and to remain useful and appealing to the larger public? Guest speaker: **Pavel Vassiljev, Estonia**

ID Talks: Language

How do we communicate about our work at local and international level to appeal and attract diverse groups of young people?

PETRA PLICKA

HEIDI MACKOWITZ

BARBARA EGLITIS



GUEST SPEAKERS: PETRA PLICKA & HEIDI MACKOWITZ & BARBARA EGLITIS

Petra Plicka, born in Vienna, raised in Ankara – Turkey, and returned to Austria by the age of 10. I studied hotel and restaurant management at Washington State University and worked a couple of years in the tourism field, before deciding to be self-employed. Ever since then – for some 20 years – I worked with and for different groups of people, always with the aim to facilitate understanding amongst them. This is how I became a facilitator for easy language, supporting first and foremost people with learning difficulties and thus learned to overcome various types of language barriers.

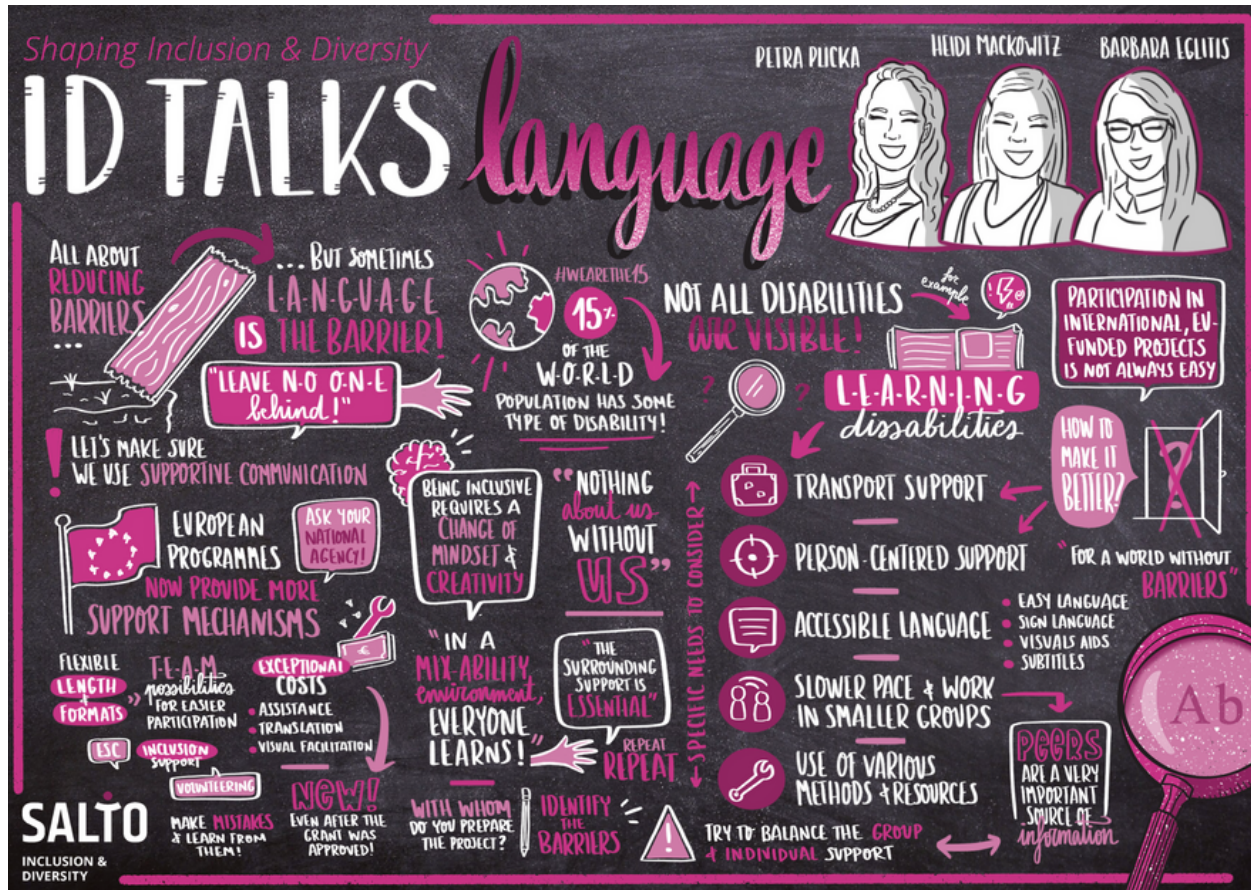
My name is **Heidi Mackowitz**, I am 42 years old. I work at Mensch First Vorarlberg as a self-advocate. I fight for the rights of people with learning disabilities.

Barbara Eglitis is working in the European Solidarity Corps Resource Centre with many years of experience in supporting and mentoring volunteers with and without disabilities in their volunteering activities in Europe, Africa, Asia, and America.



Article

Petra Plicka & Heidi Mackowitz & Barbara Eglitis



What keeps young people with fewer opportunities from participating in European projects? Who is already on board then? And who is left behind?

Did you ever stumble upon the following quote: “Said is not heard, heard is not understood, understood is not agreed, agreed is not retained, retained is not applied (...)”? This quote is presumed to originate from Konrad Lorenz (1903-1989), a famous Austrian zoologist, linguistic research rather dates it to publications about communication in the 1980ies. Whoever came up with this quote is not as important as it is true: how many times in your life have you been speaking without being understood? How many times did you listen without understanding?

The basic function of language would be, to make communication possible. But we speak English in our projects. Is this increasing barriers to participation? For how many people is it rather intimidating to speak English? Aside from maybe Malta, there is no EU country with English as their official language, right?

Let's have a quick – non-scientific – look at European language skills in general and English skills in particular: A 2012 study showed that, within 22 out of 28 EU countries 90% of pupils learn English as their first foreign language in school. So far so good, one might think. But on the other hand, a 2016 study points out, that only within 8 out of 28 EU countries 90% of adults speak a foreign language, notably English. Our quick search generated a table showing in 24 out of 54 European countries the general population seems to speak excellent or good English, which would be less than 50% of Europeans. And I am positive, that none of the conducted studies have thought of people with disabilities who are about 25% of the European population.

Looking at the SALTO ID Road Map, we have seen that “Reducing Barriers” is one of the drivers for inclusion and diversity in the EU Programmes for Youth. So it is only fitting to look at language from the perspective of participation for a broader group of young Europeans.

Before we get into practical tips and tricks on removing language barriers, let's take a side step on disability. Whom are we talking about? UNICEF describes the target group as follows: Children and young people with disabilities are a highly diverse population group. They include children who were born with a genetic condition that affects their physical, mental, or social development; those who sustained a serious injury, nutritional deficiency, or infection that resulted in long-term functional consequences; or those exposed to environmental toxins that resulted in developmental delays or learning disabilities. Children with disabilities also include those who developed anxiety or depression as a result of stressful life events (<https://data.unicef.org/topic/child-disability/overview/>).



According to statistics that derive from substantial scientific research and estimates, in Europe, 15% of the population is dealing with dyslexia or some sort of learning disorder.

Over 1 billion people around the globe are estimated to live with some form of disability. This corresponds to about 15% of the world's population. Eurostat even reports an average of 25% of the EU population reporting a long-standing disability in 2016. Disabilities include learning, mobility, or psychiatric disabilities, as well as traumatic brain injuries, visual impairments, deaf or hard of hearing, or autism spectrum disorders.

Find a list of 21 disabilities here: <https://wecapable.com/types-of-disabilities-list/>



Now let us move to a more practical approach. Therefore, Heidi Mackowitz, and Petra Plicka conducted an interview on Heidi's experience within the SALTO Programme. This is a summary of the Interview:

Within the last 5 years, Heidi participated in 2 SALTO projects, one being "Without Borders". This was a 3-week theater camp located in Vienna, Austria, hosting 30 young people from different European countries.

The programme itself was great. They learned all kinds of techniques on how to perform on stage. From what Heidi has told us, there was a lot of learning and development involved.

On the other hand, Heidi pointed out that people with learning difficulties are even more disadvantaged when it comes to English skills. As a matter of fact, most of the children with disabilities have little access to regular education. In many countries – Austria being one of them – inclusive schools are rather the exception; exclusive schools are the norm. Thus: language skills are not as well developed as among the general population. Without access to your mother tongue, you face more challenges when learning a foreign language. Only a very small amount of people with learning disabilities speaks a foreign language and if so, their skills are rarely well developed.

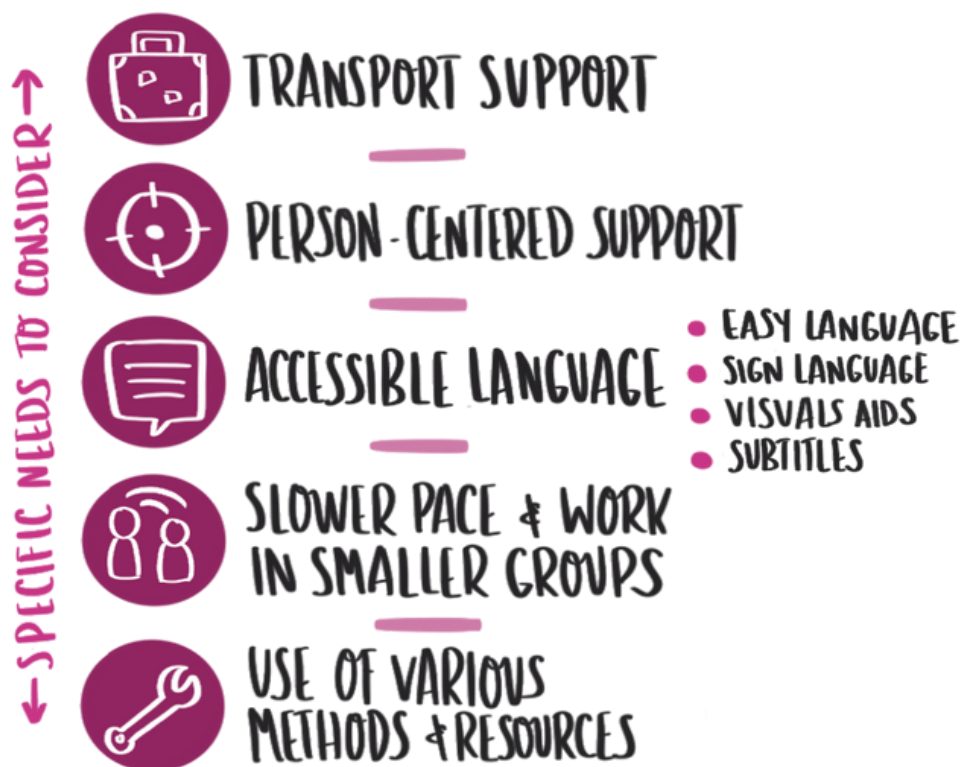
What did we learn about the use of language from Heidi's presentation?

She found it particularly difficult to understand the instructions due to the facts mentioned above. As a former participant, she is not quite sure if she would recommend the programme to other people with learning difficulties. There are too many barriers for this target group: complicated (foreign) language, time pressure, too many people leading to a lack of individual support.



How do we overcome barriers?

- Instructors should use **simple and easy language** and **speak slowly**. Training material and handouts should be provided in easy language, and **breaks** are important. Every 45 to 50 minutes are suggested by the community (<https://www.inclusion-europe.eu/easy-to-read-standards-guidelines/>).
- **Provide assistance**. Wherever possible, find a person who can – in-between – summarize what has been said. This could be done by an assistant on an individual basis, or it could be an “easy-language” summary given by a facilitator. For more tips: look for Visual Facilitation Cookbook on www.salto-youth.net.
- Make use of **participative group settings**. Instead of large groups, rather work with frequent breakout sessions. Herein, instructors can watch out for individual support needs and other members of the group can facilitate. This is a very supportive method for disabled participants and will increase social cohesion among the group. Some tips on youth participation can be found here: <https://www.salto-youth.net/tools/toolbox/tool/handbook-of-youth-participation-and-youth-inclusion-in-the-eap-countries.2863/>
- On top of that, you could provide assistants. Depending on the disability of your participant this could range from a **personal assistant** who helps with mobility up to a person capable of sign language. A short explanation of the concept can be found here: <https://www.volkshilfe-ooe.at/en/adults/health-care/personal-assistance/>
- If you want to learn about important skills of PAs, look here: <https://www.skillsforcare.org.uk/Employing-your-own-care-and-support/Working-as-a-personal-assistant/Working-as-a-personal-assistant.aspx>



Our tips to decrease barriers for young people with disabilities can be summarized as follows:

- Speak slowly and in easy language, summarize what was said.
- Allocate enough time for communication, don't rush.
- Provide assistance to people with disabilities.
- Prepare non-disabled participants to support their peers wherever possible.

To top it up, Barbara has given us an insight, into how ERASMUS+ and ESC programme provides support possibilities for your project.

For creating a diverse and inclusive atmosphere, ask your future participants if they have any need for assistance such as easy language facilitation, mobility, sign language interpretation, or personal assistants. When planning your project, look for the following aspects:

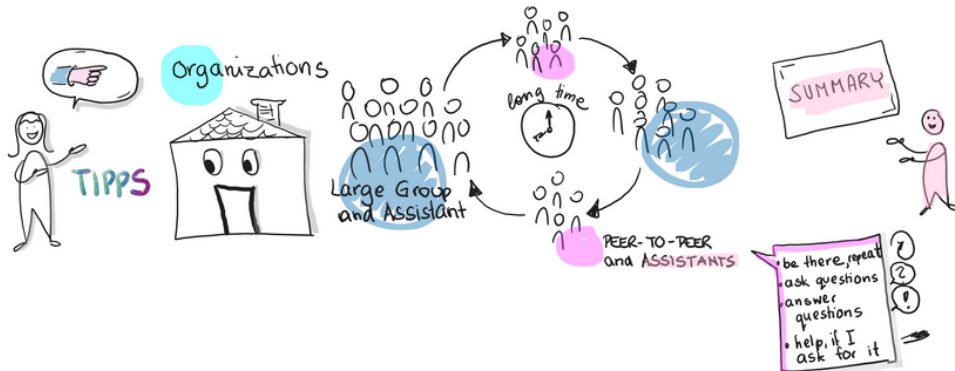
- Length and design of the activity: make use of shorter/longer possibilities.
- Team possibilities (e.g. Youth exchange, volunteering team).
- Financial support (exceptional costs) for personal assistance, translation (also easy-language!).
- Preparatory visits.
- Novelty in volunteering activities: This costs can be requested even after the grant was approved.
- Inclusion support - lump sum.

You might not always know in advance if a participant will need particular assistance. You can always put in a request for special costs during the project. For any further questions, Barbara Eglitis recommends consulting your National agency or regional SALTO for details.

Let us all strive for more diversity and inclusion by reducing barriers to communication and providing accessible programmes for children and young adults with and without disabilities.



Summary by Heidi Mackowitz



Shaping Inclusion & Diversity

ID TALKS language

PIETRA PLECKA HEIDI MACKOWITZ BARBARA LECHIS



EDITORIAL INFORMATION

Published in April 2022 by SALTO-YOUTH Inclusion and Diversity Resource Centre (Support & Advanced Learning and Training Opportunities within The Erasmus+: Youth in Action and European Solidarity Corps programmes)

Official Website: www.SALTO-YOUTH.net/inclusion/

SALTO-Jint, Grétrystraat26, 1000 Brussel, Belgium

Tel: +32 (0)2 209 07 20 Fax: +32 (0)2 209 07 49

inclusion@salto-youth.net

Legal info: JINT vzw, 0441.254.285, RPR Nederlandstalige Ondernemingsrechtbank Brussel

Coordination: Henrique Gonçalves and Marija Kljajic (inclusion@salto-youth.net)

Facilitator: Anna Yeghoyan (ayeghoyan@yahoo.com)

Digital Co-Facilitator: Maria Kousoula (marakikousoula@gmail.com)

Graphic Facilitator: Olalla González (olalla@shokkin.org)

General Editor of the Publication: Maria Kousoula (marakikousoula@gmail.com)

Reproduction and use for non-commercial purposes are permitted provided the source www.SALTO-YOUTH.net/Inclusion/ is mentioned and inclusion@salto-youth.net is notified.

On behalf of the SALTO Inclusion & Diversity!

