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ADDITIONAL MATERIAL



Abstract

The additional material provided in this document can assist in selecting target groups, assessing the strengths and weaknesses of individuals within these target groups, and implementing exercises that can further support awareness and reflection. The displayed Materials are meant to be printed or copied in a worksheet.

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Table of Contents

I Contextual significance in selection of target groups.....	1
Blueprint: The significance of context	1
Blueprint: Location-specific target group mapping	2
II Self-assessments.....	3
III Exercises	5
Blueprint: Location-specific Framework Conditions.....	9

I Contextual significance in selection of target groups

Blueprint: The significance of context

TABLE #2: REFLECTIONS ON THE SIGNIFICANCE OF CONTEXT IN SOCIAL SPACE AND LIFEWORLD ORIENTED CONCEPT DEVELOPMENT

Socio-geographic context	Social context	Cultural context	Cultural policies and action plans	Historical context	Spatial context	Creative context	Personal context

TARGET GROUP MAPPING

Group or youth culture, age, gender, ethnicity	Behaviors, activities, outfit, music, worldview, language	Meeting points, Places	Problems, needs, interest, communicative links	Demands, challenges, contacts, possible ways to address

II Self-assessments

SELF-ASSESSMENT #1: CORE-ACTIVITY - LIFEWORLD ANALYSIS AS PART OF A SOCIAL SPACE ORIENTED CONCEPT DEVELOPMENT

Description	In order to be able to organize open child and youth work in line with the needs of young people, it is necessary for employees to explore the region and social spaces on an ongoing basis. In doing so they orientate towards the living environment of children and young people.
Target Group	Employees, honorary staff and volunteers
Goals	The work with children, adolescents and young adults is geared towards their individual living conditions. The staff knows the needs of the children, adolescents, and young adults. The concept is based on a qualified lifeworld analysis
Quality criteria	The employees have knowledge of the population structure, the employment and housing situation of their target group, their meeting places and the region's infrastructure; They have recognized the theoretical and practical importance of qualified lifeworld exploration; They have developed goals for open child and youth work They communicate openly and purposefully with children and young people and with relevant key persons and institutions in the region; They stand up for the interests of children and young people in the region They work to ensure that children and young people of different social and cultural orientation can move around their region confidently and without fear;
Indicators on the way to the goal	<p>The team is familiar with the conceptual foundations of social space oriented lifeworld analyses.</p> <p><input type="checkbox"/> no <input type="checkbox"/> vaguely <input type="checkbox"/> yes</p> <p>Both boys and girls actively participate in the exploration processes.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>The interests and needs of the young people in the commuting area are known to the staff.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>The team evaluates the results of the explorations regularly and documents them.</p> <p><input type="checkbox"/> no <input type="checkbox"/> rarely <input type="checkbox"/> mostly <input type="checkbox"/> always</p> <p>It derives achievable goals for child and youth work from the results of the lifeworld explorations.</p> <p><input type="checkbox"/> no <input type="checkbox"/> rarely <input type="checkbox"/> mostly <input type="checkbox"/> often</p> <p>The team exchanges information about the results of their analysis and annually discusses an activity report with the responsible district authority.</p> <p><input type="checkbox"/> never <input type="checkbox"/> less frequent <input type="checkbox"/> yes</p> <p>Issues relating to the safety of LGBTIQ children and young people in the social space are discussed.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>Further training on methods for lifeworld analysis takes place as required.</p> <p><input type="checkbox"/> no <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> yes</p>
Applied methods	Structured neighbourhood explorations (with and without youth) Committee work, round tables, strategic team meetings Peer Group (and Stakeholder) Mapping Institutional networking / Youth surveys
Available resources	Quality Management handbook of the Berlin Senate and signed quality agreement Kiezatlas https://www.kiezatlas.berlin/website/sozialraumdaten EMail distribution list with all youth actors and institutions of the district Regular evaluation and strategy sessions with project lead and team colleagues

SELF-ASSESSMENT #2: CORE-ACTIVITY - NETWORKING

Description	The children, adolescents and young adults who visit youth leisure facilities are influenced by the stimuli and pressures of their living environment and their specific life situation. This gives rise to needs. To be able to identify these needs and develop appropriate offers, the employees initiate support networks and attend targeted network meetings.
Target Group	Employees of the youth leisure facility and actors from clubs, associations, institutions and other organizations
Goals	<p>The employees: work continuously in networks of the region and the districts as well as in specialist working groups; use the collaboration to activate the resources of those involved;</p> <p>Those involved in the networks: find out about the situation of young people in the region from the employees of the institution;</p>
Quality criteria	<p>The employees: use the information they have gained in the networking sessions and specialist working groups for their conceptual work and the design of their services; advocate for the interests of children and young people in the networking sessions; maintain reliable contacts with cooperation partners; know regional, national and international specialist organizations;</p>
Indicators on the way to the goal	<p>The employees regularly take part in important networking rounds and specialist working groups.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>They know the institutions and services, clubs and associations that are important for their work, as well as their expectations and resources.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>They can use examples to show how they have activated regional resources for children and young people.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>They have networked with other actors.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>They have coordinated their offers with their cooperation partners.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>They efficiently use the information they have gained in the networking sessions in their organization.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>They can name the results and coordination processes of the networking rounds.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>They are recognized as experts in the living situations, interests and needs of children and young people.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p> <p>Children, adolescents and young adults are invited to the networking sessions as experts on their situation.</p> <p><input type="checkbox"/> does not apply <input type="checkbox"/> applies rather not <input type="checkbox"/> applies mostly <input type="checkbox"/> applies</p>
Committee work	<p>AG78 - monthly working group / events / protests with all youth actors and institutions of the district</p> <p>AG Alt-Mitte-Parks with the Berlin Mitte district authority, Gangway e.V. local police</p> <p>AG Heinrich-Heine – quarterly working group / neighborhood walks with local youth actors and institutions.</p> <p>Outreach-network meetings and collegial support (fx. for surveys, events, m.m)</p> <p>Jungen*aktionstag annual gender-specific event / planning group with multiple youth actors and institutions of the district</p> <p>Kiezspaziergang - neighborhood walk and networking with representatives of institutions of the Heinrich-Heine district (schools, youth centers, etc)</p> <p>LAG POP - regional working group on popular music education in youth work</p> <p>BMC - regional music business network w focus on youth empowerment</p> <p>COMMUNITY MUSIC - regional symposium of the <i>Landesmusikakademie Berlin</i></p>

III Exercises

EXERCISE 1: POWER AND AUTHORITY RELATIONS

Title:	Warm-up - terminology & key concepts	
Duration:	25 min	
Description	Time	Description
Step #1	15 min	<p>The facilitator writes each category one by one onto flip charts and asks the group to brainstorm and collect terms and ideas for each category. The facilitator can provide examples for each category in order to support the participants to understand the categories and encourage them to participate.</p> <ol style="list-style-type: none"> 1. Mechanism of structural discrimination 2. Characteristics of structural discrimination 3. Forms of structural discrimination 4. Categories of diversity 5. Strategies of actions and change
Step #2	10 min	<p>In the second step the group looks at the infographic to see what other terms and concepts they missed. Possible questions for a group discussion:</p> <ol style="list-style-type: none"> 1. What was surprising about this exercise? 2. Did the participants feel that there were a lot of concepts they knew or did not know? 3. Why do they think it is important to have clear definitions and terms for these categories?

EXERCISE 2: "CROSSING THE LINE"- STRENGTHENING DIVERSITY AWARENESS AND SELF-REFLECTION

Title:	Crossing the Line	
Duration:	1 H 30 min	
Session objectives:	Facilitate the process of strengthening diversity awareness among the participants	
Description	Time	Description
Explanation of the activity and the rules	15 min	<p>The participants are told the following:</p> <p>"Crossing the line helps you learn about yourself by reflecting upon your own cultural identity, and inviting you to appreciate the diversity of the group by fostering empathy. This activity requires thorough facilitation, and should not be conducted carelessly or lightly. You need plenty of open space and make sure the group will not be disturbed for the duration of the activity. You will be sharing experiences and vulnerabilities with one another, so it is important everyone contributes to creating a safe space by showing respect and listening to others."</p> <p>After participants have formed a horizontal line on one side of the room, the facilitator starts calling out a series of categories and labels and invites those who fit each description to walk to the other side of the room and turn around, facing the rest of the group. After a few seconds the facilitator asks to return to the group.</p>
Questions part #1	10 min	<ol style="list-style-type: none"> 1. Cross to the other side of the room if you are not from ... 2. Cross to the other side of the room if you feel your home is ... <p><u>Remind people about greyness. It does not matter what the legal meaning of "home" is, but rather what each participant understands as "home".</u></p> <ol style="list-style-type: none"> 3. Cross to the other side of the room if you are male. 4. Cross to the other side of the room if you are female. <p><u>Reminder: no talking...</u></p> <ol style="list-style-type: none"> 5. Cross to the other side of the room if you feel that you have not formed a close relationship in your organization. 6. You are Catholic. 7. You are Protestant. 8. You are Muslim. 9. You are Jewish. 10. You are another religion other than those mentioned a moment ago. 11. You are an atheist or agnostic. 12. You are a person of color. 13. You know little about your cultural heritage. 14. You wish you had more money. 15. You consider your family as working class. 16. You consider your family as middle class. 17. You consider your family as upper class. 18. You have felt embarrassed about the economic class your family is in.

Questions part #2	15 min	<p><u>Reminder: Walk across the room only when you feel comfortable identifying yourself in this way.</u></p> <ol style="list-style-type: none"> 19. You come from a family of four or more children. 20. You are an only child. 21. You live independently of your parents. 22. You have taken primary responsibility either for raising another member of your family or caring for an elderly member of your family. 23. You have low self-esteem. 24. You feel lonely. 25. You have been to university or plan to go to university. 26. You have not graduated from high school. 27. You consider yourself a Democrat/Republican/Socialist. 28. You consider yourself a feminist. 29. Your parents have either divorced, separated, or never married. 30. At least one of your parents has died. 31. You feel estranged or unconnected.
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		<p>32. There have been times when you have seriously felt that, if you could choose, you would not choose.</p> <p>33. You have a medical problem.</p> <p>34. You have a learning disability.</p> <p>35. You have a physical disability.</p> <p>36. You have questioned your sexual orientation.</p> <p>37. You have experienced the effects of alcoholism in your family.</p> <p>38. You have experienced the effects of drug addiction in your family.</p> <p>39. You have had a sexual experience that you regretted.</p> <p>40. You have experienced suicidal thoughts at some point in your life.</p> <p>41. You have cried at least once this year.</p> <p>42. You have cried at least once this year for someone or something other than yourself.</p> <p>43. Cross the room if you could use a hug right now</p>
Reflection/ debrief	40 min	<p>After giving a few minutes for people to realise what just happened, remind them of the guidelines that will also be essential in the reflection. Then invite people to share their answers to these two main questions:</p> <ol style="list-style-type: none"> 1. How are you feeling right now? 2. Is there anything you want to say to the others in the group about why you crossed the room on a particular question? <p><u>A couple of warnings:</u></p> <ul style="list-style-type: none"> • If people start making comments about the merits of the workshop, kindly thank them for their contribution and refocus the conversation around people's feelings and stories. • If people start making comments about others, gently steer the conversation about talking from an "I" perspective, rather than "You".
Closing	10 min	<p>The activity is closed by thanking everyone for participating and sharing. Most importantly, the participants are thanked for showing up for who they are.</p>

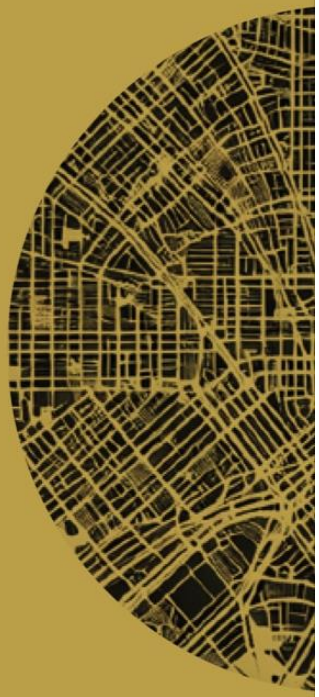
EXERCISE 3: GLOSSARY - DIMENSIONS OF DIVERSITY

Title:	Glossary - Dimensions of diversity	
Duration:	1 hr	
Session objectives:	Introducing participants to all necessary concepts related to diversity, equity and inclusion. Deepening the knowledge about the field of diversity and terminology	
Description	Time	Description
Step #1: Group work	15min	<ol style="list-style-type: none"> 1. Participants are divided into different groups. 2. Each group is asked to reflect on their understanding of 2 of the below example terms: <ul style="list-style-type: none"> • Ageism and Adultism • Discrimination • Diversity • Identity • Inclusion and Integration • Participation • Perception • Power • Prejudice • Representation • Stereotype • Tokenism
Step #2: Discussion	25min	After the teams are ready with their group work, we start the presentations and discussion. Each team presents their terms to the other groups.
Step #3: Closing discussion	20min	Following the group presentations the facilitator presents the "wheel of power" infographic. Participants are then asked to give some examples of their own diversity dimensions

Blueprint: Location-specific Framework Conditions

SETTING: WHAT ARE THE FRAMEWORK CONDITIONS?

	Your Scenario:
Space	
Setting	
Target Audience	
Concept of education	
Participation	
Motivation	
Objectives	
Regular Staff	
External partners	
Challenges / benefits / prerequisites	



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