



INCLUSIVE
ORGANISATIONS



A-B-C on young people at risk of poverty and/or social exclusion

(VERSION A)





MAIN GOAL

Raise awareness on challenges and obstacles that young people at risk of poverty and/or social exclusion face daily

OBJECTIVES OF THE SESSION

- Empatize with youngsters at risk of poverty and exclusion;
- Reflect on how to overturn the obstacle in the access of primary service for people at risk of poverty and/or social exclusion;
- Discover the updated data on EU and country situation regarding people at risk of poverty and/or social exclusion.

DURATION FORESEEN

2 hours and 30 minutes

NEEDS (FOR THE SPACE)

- One medium/big room
- One chair for each participant
- Three working tables/areas

FOR WHOM

Youth workers, representatives of organisations, active volunteers

STEP BY STEP DESCRIPTION

Fingers down (60'): Participants are sitting in a circle and the facilitator asks them to keep the silence throughout the activity. Each of the participants receives a card where a general description of a potential beneficiary of their activities is written. The characters should be kept for themselves during the activity, and revealed only when requested.

The facilitator then asks them to close their eyes and, through a guided reflection, asks





them to imagine an average day in the life of their character:

“It’s morning, your alarm is ringing. You open your eyes and start your day. What do you see around you? How is your bedroom, do you sleep alone or do you share the space? You walk towards the bathroom, how are the furniture around you? In the bathroom you go to the sink to wash your face. You open the faucet and with your hands you take some water to wash your face. How are your hands, which is the colour of your skin? You look up in the mirror, what do you see? What is the colour of your hair? Your eyes and expression? You go for breakfast, what do you get? Do you have breakfast at all? How is your kitchen, your living room? You look out of the window, what do you see? How is the area where you live? You get ready to go out, what do you have in your wardrobe? What do you do once out? Do you work, go to school, do some chores? At the end of the day you come back home, what are your feelings? Are you tired, happy, afraid to come back home? You put yourself to bed and fall asleep again. What do you dream? What are your desires for the next day? And once again, the alarm is ringing, and you all open your eyes”

Once all participants have opened their eyes, the facilitator explains the next step: participants will put their hands wide open on their back. The facilitator will read a series of 10 statements regarding their characters. If the character cannot do the action stated, they will put one finger down, while if they can they will keep the fingers up.

(see handout 1 for characters and statements)

At the last statement, participants are asked to show their hands and to tell out loud the number of fingers left and their character description.

After a moment of de-roleing, participants are asked to sit in a circle for the debriefing.

Debriefing and key questions:

- How did you feel?
- What do you think happened?
- Which was your character, and how did you imagine their life?
- Do you think it would be easy for this character to participate in an activity of your organisation?
- Do you think your personal perception of those potential beneficiaries corresponds to





the reality they live in?

EU Situation (30'): After the first activity, the facilitator gives some data regarding the situation around poverty in Europe and in the local context where the activity is taking place. We suggest finding these data from official reports and articles.

An example of article and report to look at could be: [Children AROPE European Commission](#)

According to the audience, the facilitator can use a visual frontal presentation, or find the best technique to engage the target group receiving the information.

In order to introduce the following activity, an extra focus should be put on intersectional aspects that influence exclusion, such as gender and sexual identity, citizenship and racialization, age and (dis)abilities. These can be interesting elements to include in the data presentation.

Identities in Comparison (60'): This activity is meant to reflect on how the figures exposed prior are affecting specific groups of youngsters in an intersectional point of view, finding possible solutions to apply to their own local reality.

The space is now divided in three working tables or working areas, representing one specific aspect of social identity of a person AROPE: Gender and Sexual orientation, Citizenship and "Ethnicity", (Dis)abilities and age. On each space there is a table divided in 4 rows where three specific questions have to be answered in different rounds and one additional row to provide a general summary in the last round (see **handout 2**). Participants are randomly divided into 3 groups, and each group is assigned in one working area where to start and end the activity.

These are the question to be read at each round:

1. How does this aspect of social identity affect (both positively and negative) the access to health?
2. How does this aspect affect the access to education?
3. How does this aspect affect the access to a fair income?

Once participants are seated on their first working area, the facilitator is reading the





first question and participants have 10 minutes at disposal to reflect and include the main elements of their reflection in the first row. Once the time is up, they should rotate clockwise to another table and answer a second question read by the facilitator. After ten minutes, they rotate to another table to answer the third question.

In the last round, the groups come back to their original table, read the answers given by the other groups and, in ten minutes, prepare a summary on how these aspects of social identity affect the access to basic services and needs.

When time is up, each group will have max 3 minutes at disposal to share the main outcomes of the discussion in plenary; some extra minutes can be allocated in the end of each presentation to provide clarification for those who needs them.

Debriefing: At the end of the presentations, participants will reflect on the outcomes of this activity, and on good practices they could implement to facilitate the access for certain target groups at risk of poverty and social exclusion. Please, adapt the questions of the debriefing to the target group you are working with, putting more stress on the activity or on the practical solution based on their organisational needs. Some example of questions could be:

- Was it easy/difficult to empathise with certain social identities in order to reflect on these aspects of everyday life?
- Do you think different social identities are the same in terms of visibility, choices, and social value?
- Which aspects of social identity are perceived more visible/invisible? Which are permanent/modifiable? Which are the ones more socially valued/marginalised?
- What does my association do to prevent the exclusion of young AROPE individuals, and what can we improve?

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the **Inclusive Action Plan**.





HANDOUT 1: FINGERS DOWN CHARACTERS LIST AND STATEMENTS

ANNA, 17YO SINGLE MOTHER FROM VIENNA SUBURBS	AMADOU, 21YO MAURITANIAN BOY FROM A VILLAGE IN MURCIA	JELENA, 65YO BOSNIAN WOMAN LIVING IN LJUBLJANA	NICO, 45YO BANKER FROM ROME
BEA, 30YO YOUTH WORKER FROM A SMALL TOWN IN TUSCANY	HASSAN, 16YO BOY SEEKING ASYLUM IN SLOVENIA	CARMEN, 27YO LESBIAN WOMAN FROM MADRID SUBURBS	PETER, 56YO MAN ON A WHEELCHAIR FROM SALZBURG
BRITTA, 80YO WIDOW WITH NO RELATIVES FROM TYROL	TECLA, 15YO TRANS* GIRL FROM BARCELONA	JAVOR, 30YO FARMER FROM SLOVENIA	ENASE, 22YO GIRL OF EGYPTIAN ORIGINS FROM THE SOUTH OF ROME

YOU LOVE THE PLACE WHERE YOU LIVE
YOU CAN EAT OUTSIDE WHENEVER YOU WANT
YOU FEEL SAFE TO WALK ALONE AT NIGHT IN THE PLACE WHERE YOU LIVE
YOU HAVE THE SAME EDUCATION AND WORKING OPPORTUNITIES AS OTHERS
YOU FEEL PROTECTED BY THE POLICE
YOU NEVER HAD PROBLEMS PAYING YOUR RENT
YOU CAN EASILY REACH THE SERVICES THAT YOU NEED FROM YOUR HOUSE
YOU CAN GO ON HOLIDAY TWICE A YEAR
YOU CAN PARTICIPATE ACTIVELY TO THE SOCIAL AND POLITICAL LIFE OF THE PLACE WHERE YOU LIVE
YOU ARE OPTIMISTIC ABOUT YOUR FUTURE





HANDOUT 2: IDENTITIES IN COMPARISON TABLES

GENDER AND SEXUAL ORIENTATION	CITIZENSHIP AND “ETHNICITY”	(DIS)ABILITY AND AGE
How does it affect access to health? (GROUP A)	How does it affect access to health? (GROUP B)	How does it affect access to health? (GROUP C)
How does it affect access to education? (C)	How does it affect access to education? (A)	How does it affect access to education? (B)
How does it affect access to a fair income? (B)	How does it affect access to a fair income? (C)	How does it affect access to a fair income? (A)
Summary (A)	Summary (B)	Summary (C)





MATERIALS NEEDED

- “Fingers Down” characters list and statements handout
- 3 working tables or areas
- Flipchart papers
- Markers
- “Identities in Comparison” tables handout

TIPS FOR TRAINERS

- The activity “Fingers down” can be adapted according to the specific needs of the target group. For instance it is possible to make participants draw one line each time they believe their character can do that action stated in the sentence, or make participants stay on a line and move forward each time they answer positively.
- In the second activity “Identity in comparison” the facilitator can decide to talk about different aspects, such as the rural/urban divide, according to which kind of youngsters at risk of exclusion they strive to include.

FURTHER READINGS

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Children_at_risk_of_poverty_or_social_exclusion

