



INCLUSIVE
ORGANISATIONS



MODULE on “Centering the needs of young marginalised people”

(VERSION A)





MAIN GOAL

Bringing the concept of a needs-based approach closer to the organisation

OBJECTIVES OF THE SESSIONS

- Participants get understanding of the concept of the needs-based approach of young people from marginalised groups.
- Participants map out the benefits of this approach.
- Participants realise the importance of understanding the (real) needs of young people from marginalised groups with the use of concrete data.
- Participants understand how this approach can be used in their work.

DURATION FORESEEN

4 hours

NEEDS (FOR THE SPACE)

- A room with chairs and the possibility to project a presentation and/or hang flipcharts (for this module we have many flipcharts to display so make sure there's room for them). The room should allow participants to work in small groups as well. For the activity number 4 small group stations might be needed in case of a bigger number of participants, otherwise it is enough to ensure the possibility of people in pairs or small groups spreading around the room for group work.

FOR WHOM

Members of an organisation, from all structure levels,





STEP BY STEP DESCRIPTION

- 30' INTRODUCTION

1. Introduction of the trainers
2. A brief recap of what happened in the process until now, what is today about, and what is gonna follow
3. Trainers present the flow of the day (main topics, duration, announce breaks).
4. Participants are asked to share their name, area of work/position, and to share a word or phrase that comes to their mind when they think of young people.
5. Trainers point out that in this process we are focusing on the young people from marginalised groups (and remind them which ones, from the Inclusive Organisations manual). An example of the presentation can be found in the Annex 1 in the paragraph Materials Needed.

- NEEDS OF YOUNG PEOPLE FROM MARGINALISED GROUPS

10' We put the participants in pairs or small groups (depending on the total number of participants) and ask them to think about: *What would you say are the main needs of the young people you work with / you'd like to engage in your work?*

Participants have 10 minutes to discuss it and write it down, then they are all asked to present in the big group.

10' Participants are asked to go in the same pairs or small groups and think about: *What would you say are the main needs of the young people from XXX marginalised group?* Each group gets a different marginalised group, if there are more groups, some of the groups can repeat. Participants have 10min to discuss it and write it down.

10' After the discussion is finished, they are all asked to present in the big group. Here, the trainers point out the need for an intersectional approach.





10' Participants are asked to participate in a short quiz about the needs of young people from marginalised groups: you can find an example of a quiz based on European context in the Annex 2 (Materials Needed). We invite the trainers to use the relevant data from their context + make sure you share your resource of the data (for example: national research on the needs of young people)

10' In the panel, the trainers will ask the group: *How can our perception of the needs of young people, especially those from marginalised groups impact our work?*

Then, trainers point out the importance of understanding the real needs of young people from marginalised groups and use of the (scientific) data in order to reach it - because if we don't have real data, we rely on our own perception, or even worse, own stereotypes and biases we have (both based on ageism towards the young people as well as people from diverse marginalised groups).

- 10' BREAK

- INTRODUCTION OF THE PRINCIPLE AND ITS BENEFITS

10' The participants are asked to individually read the paragraph in the manual "Inclusive Organisations - Manual for Organisational Development" (page 21) about centering the needs of young people.

5' Trainers check if there are any questions or comments - to ensure that there is a common understanding

10' The participants are asked to go in pairs and share: *How can this approach benefit the young people you work with or wish to engage with?*

Afterwards, the facilitators ask them to find another pair and join them, so we would have small groups of 4 people. They are asked to think about: *How can this approach benefit the work you do?* They have 15 min to share in their groups.





20' We ask them back to the plenary and ask them: *How can this approach benefit your organisation as a whole?* Trainers map it on the flipchart.

- 10' BREAK

- 60' HOW DO WE PRACTISE THIS PRINCIPLE IN OUR ORGANISATION

Trainers remind the participants of the benefits they recognise this approach can bring them, then they organise participants in 2 similarly big groups. The groups will be asked to reflect on their current state, what they are missing and how they can improve.

They are given 15 min to share the reality of the current state with the help of these guiding questions:

- *How do we map out the needs of the marginalised groups of young people at our organisation?*
- *Where do we collect the data, when do we collect it, why do we collect it, which data do we collect?*
- *How does this impact decisions and planning at my organisation // how do we make sure we integrate young people's needs into our work?*

Then, they ask the groups to briefly present main points. The trainers write them on the flipchart.

For the next steps, in the same groups, the participants are given 15 min to share what they are missing:

- *Where do we not centre our work on the needs of the marginalised groups of young people at our organisation?*
- *Where could we collect the data, when could we collect it, why would we collect it, which data would we collect?*





- *How does this impact decisions and planning at my organisation // how could we make sure we integrate young people's needs into our work?*

Then, the trainers ask the groups to briefly present main points and will write them on the flipchart as they did before.

As for the final discussion, the trainers will ask the following questions to the group:

- *From this starting point, how can you use this approach in your future work?*
- *Think about practical examples and where would you start, as well as how you will follow up on this conversation- the whole group discusses.*
(20 min)

- 10' EVALUATION AND CLOSING

The trainers point out the key highlights of the workshop, then give participants an evaluation where they ask them what they learned at the workshop (you can find an example done in Mentimeter in the Annex 3).

Potential questions for evaluation:

- *What did you learn today?*
- *What did you miss today?*
- *What would you like to know more about?*

Trainers close the workshop.





MATERIALS NEEDED

- Name tags, which include people's pronouns, positions/departments
- Flipcharts
- Pens
- Markers
- Tape
- Projector (if you decide to prepare ppt. to support your inputs)
- [Annex 1](#) - example of presentation for the activity “Introduction”
- [Annex 2](#) - example of quiz for the activity “Needs of young people from marginalised groups”
- Manual of Inclusive Organisation - page 21 (you can find it in the website)
- [Annex 3](#) - example of evaluation in Mentimeter

TIPS FOR TRAINERS

Here we share some possibilities to upgrade the session (do not forget to plan additional time for these activities):

1. Presenting good practise examples - an organisation which integrates young people from marginalised groups needs into their strategies, programming etc.

If you are aware of a specifically good example of organisation or an organisational programme that has a good system of (regular) data collection, consider inviting a representative of that organisation knowledgeable of the process to present how they do it, why they do it, which data they collect, how they integrate it within their programming, what are the benefits they see coming out it etc. Make sure to communicate clearly with the person about what and why you'd like them to present.

2. Working with experience expert - young people from a specific marginalised group or intersectional identities)

Consider inviting an experience expert to share about their specific needs or challenges they face as opposed to what is perceived as the needs of the people who belong to





this marginalised group. If you decide to do so, make sure that the person you invite is articulated and can really bring additional insight to your participants. Make sure the person can also vocalise the importance of having young people from marginalised groups voices heard and/or point out the principle of "Nothing about us, without us".

