

Unit – Inclusion

Learning Outcomes <i>The learner will</i>	Assessment Criteria <i>The learner can</i>
1. Develop their knowledge and understanding of relevant national and international policies and conventions covering the rights of minorities and its relevance to their youth work practice	1.1 Identify relevant national and international policies and conventions covering the civil and human rights of minorities And explain their relevance to their youth work practice 1.2 Demonstrate through examples from practice that they can work in accordance with ethical principles laid down in relevant policies and conventions
2 Develop their knowledge and understanding of their own organisation’s policies and procedures covering the rights of minorities and their relevance to their youth work practice.	2.1 Explain the relevance to their youth work practice of their organisation’s policies and procedures in respect of the rights of minorities 2.2 Demonstrate through examples from practice that they can work in accordance with their organisation’s ethical principles
3 Understand the concept of inclusion and the effects of exclusion on individuals, groups and society as a whole.	3.1 Identify what inclusion and exclusion are, which people might be affected by exclusion and the reasons for it, and what effect it has on the individual and can act in accordance with the ethical principles as laid down in, e.g.,
4 Understand the importance of using appropriate language and terminology in respect of integration, inclusion, participation and democracy	4.1 Explain the importance of using appropriate language and terminology in the youth work context. Give examples from practice of how they promote the use of non-discriminatory and inclusive language, and how they, challenge oppressive language.
5 Be aware of and be able to reflect on their own cultural background and values and the impact this has on their perception of others, especially young people.	5.1 Reflect on and discuss their own cultural background and values and the impact this has on their perception of others. 5.2 Demonstrate through examples from practice that they use this capacity and knowledge when talking to colleagues and young people, displaying an interest in their cultural backgrounds and values and thereby demonstrating respect and an interest in their lives.

<p>6 Be able to work with diversity in multi-cultural groups of young people in an inclusive way.</p>	<p>6.1 Demonstrate their understanding of the cultural backgrounds of the young people they work with and specific issues affecting them.</p> <p>6.2 Explain the importance to multi-cultural work of working in an inclusive way</p> <p>6.3 Give examples from practice of how they work with multi-cultural groups of young people in ways which celebrate diversity</p>
<p>7 Understand barriers to inclusion and develop and implement strategies to overcome those barriers.</p>	<p>7.1 Describe barriers to inclusion, particularly in respect of the young people they work with.</p> <p>7.2 Demonstrate through examples from practice how they develop and implement strategies to overcome those barriers</p>
<p>8 Develop their ability to use a range of methods and approaches to reach out to and engage young people at risk of social exclusion</p>	<p>8.1 Demonstrate through examples from practice that they can use a range of methods and approaches to reach out to and engage young people at risk of social exclusion</p>
<p>9 Be able to work with diverse groups of young people to explore their cultures and value systems</p>	<p>9.1 Give examples of different value systems among the young people they work with</p> <p>9.2 Give examples from practice of how they create a safe environment for young people to explore their values and those of others</p> <p>9.3 Give examples from practice of how they bring young people from different backgrounds together through common interests and activities</p>
<p>10 Understand the principle of participation and how to ensure positive participation of potentially excluded young people.</p>	<p>10.1 Articulate their understanding of how the principle of participation informs their youth work practice.</p> <p>10.2 Give examples from practice of how they have involved young people in planning and running activities which respect their interests and take into account their backgrounds,, social status and aspirations.</p>

RECOMMENDED CONTENT

- National and International legislation, conventions and policies relating to human rights and the rights of the child
- The development of the concept of individuality in western society
- Inclusive language and terminology
- Challenging oppression in a constructive and educative way

- Exclusion and the different forms it can take within the family, school and peer-group
- The impact of exclusion on the individual, excluded groups and society as a whole
- The purpose of inclusive work with young people
- Cultural and social diversity as part of everyday life of young people
- Relevance of value systems and value-orientation of young people
- Concepts of participation in decision-making and creative processes within the community
- Provisions of integration for young people from minority ethnic backgrounds
- Analyzing the needs of particular groups of young people
- Methods for reaching out to young people from a range of ethnic backgrounds
- Creating welcoming and inclusive environments
- Inclusive activities