SHAPING
ON THE FUTURE
YOUTH IDEAS
OF EUROPE

EUROTHON

YOUTH IDEAS

ON THE FUTURE

OF EUROPE

IO1. METHODOLOGICAL FRAMEWORK & TRAINING MODULES
MODULE DEVELOPMENT & TEMPLATE

[JULY 2021]

CPIP, ROMANIA

Module 2: UNITED IN DIVERSITY

Module Overview: Module **UNITED IN DIVERSITY**	
Aim of the module:	The aim of this module is to strengthen intercultural dialogue by showing in common values and interests of all Member States of the European Union when promoting democracy and creative thinking. This module is giving an innovative opportunity to young people to demonstrate their openness as active citizens of the European Union to other societies and their cultures. Diversity is richness and, by comparing different cultures and points of view of the various EU Member States, this module shows how new opportunities may arise and how young people can develop more positive thinking and open-mindedness.
Learning objectives:	The learning objectives of this module are: ❀ To acquire the theoretical knowledge and practical skills for acting as unique citizens as a participatory approach in democratic communities. ❀ To build understanding and awareness of the theory, relevance, and implications of enabling diversity in communities, study, relationships, and conversation. ❀ To gain ideas on how to build a more inclusive cultural and educational environment. ❀ To develop intercultural competence as part of the cultural integration. ❀ To explore attitudes in different cultures and their importance in diversity, social inclusion, and democratic life. ❀ To explore and better consider the importance of understanding humour and handling stereotypes in different languages, cultures, and societies as part of diversity.
Learning outcomes:	By the end of this module, the learner should be able to: ❀ Define what is understood by humour as part of the spectrum of diversity. ❀ Understand cultural diversity and its implications. ❀ Understand ethics, and how different ethical paradigms can be a source of misunderstanding. ❀ Understand humour, fairness and open-mindedness in a democratic society and their role in diversity and social inclusion. ❀ Gain a greater understanding of the diverse communication in a new culture.
Content:	Introduction "Diversity is the magic. It is the first manifestation, the first beginning of the differentiation of a thing and of simple identity. The greater the diversity, the greater the perfection." ***Thomas Berry*** The value of successful diverse behavior is being able to unite a culturally rich team, with all their different ideas, identities, and processes.
	UNIT 1. Diverse Youth for a rich Europe 1.1 The future of diversity 1.2 Youth participation for strengthening democratic life Food for thought questions
	UNIT 2. Spectrum of diversity 2.1 Make diverse connections 2.2 Using humor in diversity 2.3 Handling stereotypes Food for thought questions
	UNIT 3. Diversity and Ethical Frameworks 3.1 Intercultural competence 3.2 Ethics and European Identity

	3.3 Fairness principles for enabling diversity 3.4 Rethinking communication for Active Participation Food for thought questions
	Case study Realizing greater gender, age, cultural identity, personality, and skills diversity (companies-young people relationship for enabling diversity in society and workplace)

	Activities
	    1) Emotions in learning: body language for diversity
	    2) Conceptualizing a promotion campaign (youth initiative)
	    3) Powerful questions for powerful learning

	Further reading
	References
Allocated time:	2 hours
Hashtag of the Module	#diversityinEU #unitedindiversity #diverseyouth

Introduction

The aim of this module is to strengthen intercultural dialogue by showing in common values and interests of all Member States of the European Union when promoting democracy and creative thinking. This module is giving an innovative opportunity to young people to demonstrate their openness as active citizens of the European Union to other societies and their cultures.

Diversity is richness and, by comparing different cultures and points of views of the various EU member States, this module shows how new opportunities may arise and how young people can develop more positive thinking and open-mindedness.

1. Diverse Youth for a rich Europe

Europe has gradually developed the values underlying humanism and democracy: equality of individuals, freedom, respect for reason, drawing inspiration from the cultural, religious, and humanist inheritance. Believing that reunited Europe intends to continue along the path of civilization, progress, and prosperity, for the good of all its inhabitants especially for young people (youth). Europe permanently proves that is making efforts to remain a continent open to culture, learning and social progress.

1.1 The future of diversity

First approach to the future of diversity: Convinced that, while remaining proud of their own national identities and history, the young people of Europe are determined to transcend their current divisions and, united ever more closely, to forge a common destiny.

Second approach to the future of diversity: Convinced that, thus "united in its diversity," Europe offers them the best chance of pursuing, with due regard for the rights of each individual and in awareness of their responsibilities towards future generations.

1.2 Youth participation for strengthening democratic life

A normative conception of youth participation is about engaging in forming opinions and taking actions to bring about positive change in society. It can take different forms:

• Participation of young people in representative democracy: standing for or voting in elections

• Participation of young people in participatory structures: promoting the involvement of more young people in structures, such as youth NGOs or volunteering

• Participation in debate: on youth or community issues; opinion-shaping through written press or youth radio, participating in online discussion

• Seeking information and learning about democracy: participating in simulations of learning processes, attending training or learning at school, engaging in youth organizations

Inspiring/thought provoking questions

The online Oxford Dictionary defines culture shock as disorientation experienced when suddenly subjected to an unfamiliar culture or way of life. When you move to a new country, everything is unfamiliar: weather, landscape, language, food, values, and communication.

- ✤ How far do you agree or disagree with the definition? Why?
- ✤ What forms of culture shock have you experienced?

2. Spectrum of diversity

The word "diversity" is positive, it is vibrant, it is fun, it evokes progress, openness, tolerance. It creates a consensus: we need more diversity, we want more diversity, we should strive for more diversity. Youth participation, in other words, fosters a sense of citizenship and makes policy processes more transparent and accountable towards young people.

It helps young people build self-confidence, develop a sense of initiative, and acquire and test skills that are relevant for the workplace, such as communication or teamwork, in a practical environment.

2.1 Make diverse connections

Young people are stakeholders in the European democratic system. They express ideas and preferences and defend diverse interests. John Maxwell in his *Becoming a Person of Influence* wrote: "Connection is …absolutely critical if you want to influence people in a positive way. When you navigate for others, you come alongside them and travel their road for a while, helping them handle some of the obstacles and difficulties in their life. Yet when you connect with them, you are asking them to come alongside you and travel your road for your and their mutual benefit."

There is a difference between the act of connecting and the art of connecting. The act of connection requires listening and good verbal skills, but the art of connection also requires respect, sharing similar interests, experiences, and values, having a sincere interest in helping people grow and succeed, the ability to empathize.

2.2 Using humor in diversity

"Laughter is the shortest distance between two people." Victor Borge

Humor refers to the tendency to experience or express what is amusing and funny, which is always accompanied with emotional response and vocal-behavioral expressions, such as laughter and smiling (Chen and Martin, 2007; Martin and Ford, 2018). Humor is universal but also culturally specific. Cultural difference in humor perception directly influences humor usage.

Humour can be used in diversity when we try to create a safe environment where young people can be relaxed and not defensive: sharing diverse jokes in a classroom or outside, humour-based learning (through jokes and smiles in terms of specific country-culture, habits, and routines etc.)

Diversity means that the jokes made do not upset anyone, no matter what country and culture they come from.

2.3 Handling stereotypes

Stereotyping shapes societal expectations of that group and informs decisions made about the group and its members and influences and underpins experiences of inequality and discrimination for many individuals and groups. A stereotype is "... a fixed, over-generalized belief about a particular group or class of people." (Cardwell, 1996). For example, ''*Germans are always on time*.''

Food for thought questions

- What is '*humour'* for you?
- How far do you agree that understanding humour is important when integrating into a new culture?
- Why do societies have stereotypes?
- Which are the most common stereotypes?

3. Diversity and Ethical Frameworks

What is an ethical paradigm?

A paradigm is a set of beliefs and concepts that determine your worldview and that of others in your social group. It gives you a framework from which you operate in the world. One can learn to see beyond your own paradigm, and to understand other people's view of the world and, thus, their paradigms.

3.1 Intercultural competence

Looking at intercultural competence is one way to bring the topic of 'Cultural Diversity' to grass roots, to make it a real tangible topic for youth: appropriate, useful, and fitting for the life and work skills demanded in Europe today.

"Intercultural Competence is the fundamental acceptance of people who are different to oneself outside one's own culture / the ability to interact with them in a genuinely constructive manner which is free of negative attitude (e.g. prejudice, defensiveness, apathy, aggression etc.) / the ability to create a synthesis, something which is neither "mine" nor "yours", but which is genuinely new and would not have been possible had we not combined our different backgrounds and approaches." *By Anna SCHMID, UBS AG, Financial Services Group, Zürich*

3.2 Ethics and European Identity

Ethical framework

Objectivism

Some things are "objectively" and (therefore) universally right and / or wrong.

Consequentialism

The rights and wrongs of an action are determined not by objective principles, but by their real-world effects.

Virtue ethics

If you cultivate a character that is truly based on, and "filled with", virtues – such as love, loyalty, kindness, forgiveness, and other-directedness – and you always act in authentic accordance with your virtuous character, then every action you perform is virtuous.

3.3 Fairness principles for enabling diversity

"Life is not fair; get used to it." - *Bill Gates*

"It is not fair to ask of others what you are unwilling to do yourself." - *Eleanor Roosevelt*

Fairness principles
- Don't interrupt each other
- Give everyone a turn to speak
- Be aware of your reaction to each young individual
- Respect other's views
- Be open-minded to those who are different to you.

3.4 Rethinking communication for Active Participation

Young people with different ideas, backgrounds, preferences, and personal experience of participation have different perceptions of what are the main impediments to greater youth participation and the best solutions to improve it. What they have in common is a certainty that deep inside European youth want to be active participants. There is an opportunity to create multiple new participation channels at the local, national, and EU level. Participation channels are instruments that the general public can use to influence government action in order to promote, debate, co-produce and decide on questions relating to municipal policies. The city's participation bodies are regular forums where the City Council and the general public can debate aspects of municipal policies and influence government actions. They can be territorial (neighbourhood, district, city) or sectorial, by area of action according to the subject under discussion (culture, mobility, education, etc.).

There is no crisis of participation of European youth, but there is a huge opportunity that awaits taking.

Food for thought questions

⚜ How do you feel about the fairness principles? What others would you recommend to build a fair and inclusive society?

⚜ How could discussing fairness and ethics support your cultural and social inclusion?

Case Study

Title of the case study: *Realizing greater gender, age, cultural identity, personality, and skills diversity (companies-young people relationship for enabling diversity in society and workplace)*

(Source: https://embracedifference.ert.eu/wp-content/uploads/2020/09/ERT_embracing_difference_V26-1.pdf**)**

Free image on Unsplash

Description of the case study: Everyone has a talent. Inclusion & Diversity are about creating the right environment and conditions for ALL young people to reach their full potential. We must weave Inclusion & Diversity (I&D) fully into the fabric of our future. As digital advancements accelerate and sustainability climbs the agenda, our communities will need to access the full range of young talents from across the entire spectrum of society. A strong cooperation between companies (employers) and young people will further contribute to a social cohesion.

Case Study:

''Inclusion & Diversity (I&D) are key contributors to our corporate success. In 2005, Deutsche Telekom was the first international company based in Germany to have a group-wide diversity policy covering all six core dimensions: gender, age, origin/culture, religion, sexual orientation, and disability.

''We want to go further in 2020 with a renewed strategy and management commitment for bringing more gender, age, cultural identity, personality, and skills diversity into our leadership teams.''

We implemented various formats to fight Unconscious Bias (including online workshops and e-learning) and hosted the 10th German Diverse City conference in our Bonn Headquarters. We also created opportunities for increasing women in our leadership (a 30% commitment) and in general (30% in our talent programme, 40% in our trainee ''programme'').

Developing guidelines on making presentations inclusive for people with special needs, increasing the number of video transmissions with sign language and providing barrier-free workplaces are a few examples of how we support our colleagues with disabilities. We have

learned that key factors for success include strong top leadership commitment, legal and structural changes and a holistic approach that encompasses the whole employee lifecycle.

Widespread communication and marketing campaigning, strategic industry partnerships and membership of relevant advocacy groups have all proved essential for increasing I&D. Last but not least, the growing interest and investment of our young people to drive diversity further via networks and communities have been critical to our success. In addition to collectively meeting our global inclusion and diversity (I&D) aspirations and to effectively cascade and build awareness about I&D and inclusive leadership capabilities, we wanted to truly embrace the cultural diversity.

We decided to build and work with a global community of more than 80 local I&D ambassadors, who embrace their ambassador role by working with their leadership teams and help them understand and respond to local I&D opportunities and requirements. The I&D ambassadors also help drive I&D action plans in their local markets.

We built a strong I&D ambassador community through an internal hiring process. We put out a call-to-action for volunteers to apply and, after an interview process, they were selected based on their skills, competences, and overall potential. We then designed common processes for all I&D ambassadors across all our operating companies. We built an I&D toolkit specifically for our ambassadors to use with their leadership teams to assess and address I&D opportunities and requirements in their countries.

We have built, trained, and are now working very closely with a global community of more than 80 local I&D ambassadors. The I&D ambassadors have worked with their leadership teams and helped them to create, in addition to our global I&D aspirations, local I&D action plans to respond to local I&D opportunities and requirements. At year-end 2019, the local I&D ambassadors had generated more than 170 I&D projects…..''

How do you feel about this case study?

How would you define a strong I&D ambassador community?

How successful is social, workplace and cultural inclusion in the case study?

What do you see as the biggest challenge? Why?

8

Activities

Note: The activities provided below are inspired from other E+ activities but they are all adapted to the Module 2, and they are not copied in their entirety from other sources.

1) Title of activity: Emotions in learning: body language for diversity (THE INFLUENCE OF NON-VERBAL COMMUNICATION)	
Format: (face to face, online, both)	Face to face & online
Learning objectives:	- To gain a greater understanding of the communication benefits in a new culture. - To have the confidence and skills to manage diverse communication styles in the classroom successfully. - To develop intercultural (nonverbal) competence inside and outside the classroom.

Project No: 2020-2-IT03-KA205-019469

This project has been funded with support from the European Commission under the Erasmus+ Programme.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

9

Description:	Body language impacts communication and promote diversity indoor and/or outdoor. Body language helps establish the mood of the conversation in a certain culture. Expressions are often the first thing that you see when communicating with someone. Gestures, such as hand movements, are often used to communicate without using words.
	This activity promotes diversity in the learning process being aligned to individualized learning preferences. Creating awareness of body language helps young people understanding others, but also expressing more effectively.

Activity: THE INFLUENCE OF NON-VERBAL COMMUNICATION

STEP 1:
With a partner/colleague, choose a subject that you feel you can talk about. You will be talking to each other about it for a while, so either choose an interesting topic or have back-up ones.
Our topic will be the following: . . . .

STEP 2:
Talk to your colleague about this topic taking the following positions (for about 2-3 minutes each):
    A. One person talking while the other person nonverbally communicates that he/she is not listening (change places so that each partner has a chance to do both roles)
    B. One person talking while the other person nonverbally communicates that he/she is actively listening (change places so that each partner has a chance to do both roles)

STEP 3
Discuss the following questions with you partner/colleague.
    1) Was there any position that you felt very uncomfortable communicating in? Why/why not?
    2) When you tried to communicate that you were not listening to your partner, what nonverbal cues did you use?
    3) When you tried to communicate that you were actively listening to your partner, what nonverbal cues did you use?
    4) What did you learn from this experience with regards to non-verbal communication?

STEP 4:
Name one thing you will do differently because of what you have learned in this activity as well as a (main) positive effect and your greater (individualized) understanding on diversity.
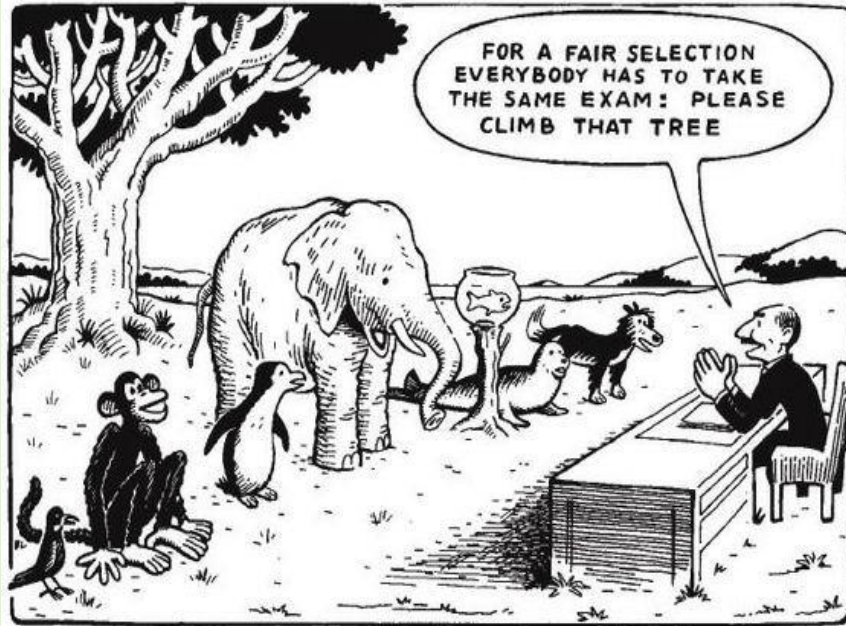
    I will now……………………………………………………………………………………………….

This will have a positive effect on… (a relationship, a goal, yourself, conversation with other young people having a different cultural background etc.)………………………………………………………………………………………………….

I (better) understand now that making connections and diversity are about……………………………………………………………………………………………………..

Notes for the facilitator/trainer:	**Warm-up**: Ask the students to work individually and ''note'' the most common methods used in the table below for expressing the non-verbal communication. The students must check the items in the table provided and ''tick the box from 1-5'' based on their preferences.

	1	2	3	4	5
Body language					
Facial expressions					
Gestures					

Then, students choose a topic that they feel comfortable to discuss with a partner and write it down. Next, they start their discussion while they take the different positions describing the non-verbal methods in the table provided above for a few minutes each.

For instance: Students talk about a concert they took part in and smile for a long time to show satisfaction in their facial expression.

After doing so they have some additional questions to answer (at the section for debriefing questions) based on their conversation. Get feedback from each pair and discuss their findings highlighting similarities and differences as part of the diversity spectrum.

Debriefing questions:	a) What does diversity mean to you? How can you develop or improve it? b) What other forms of artistic expression or physical activity could be used by young people to express their feelings about being in a new culture?
Material/equipment needed (if applicable)	- Pen - Paper (worksheet or printed sheet with the table provided etc.) - Online format: image with the table shared before the activity
Allocated time:	*30 minutes*
How can this activity be adapted in a different setting (online or face-to-face)?	This activity can be easily adapted for a different setting because it provides simple and friendly steps as well as instructions for being delivered not only in the classroom with teacher/trainer support but also online. The face-to-face activity can bring a real added value because will give the chance to participants to interact, see each other and freely communicate (there may be extra smiles, touches as part of gestures, etc.) But the online benefits can also support the interaction and communication among target beneficiaries (especially since there is the option of organizing work rooms). There can also be a moderator to take notes. The ''passage'' of the facilitator from one room to another will give the chance to collect insights and demonstrate all benefits of the activity.

Co-funded by the
Erasmus+ Programme
of the European Union

2) Title of activity: Conceptualizing a promotion campaign (youth initiative)	
Format: (face to face, online, both)	Face to face & online
Learning objectives:	- To demonstrate good skills for organizing a powerful promotion campaign. - To have the confidence to take control and inspire others. - To gain ideas on how to build a diverse promotion campaign for building a more inclusive cultural and educational environment.
Description:	Many things can affect the success or failure of our goals. These are factors beyond our motivation and ability to do something. Organizational skills for young people are skills that allow to use resources efficiently and effectively. Clean, nicely organized, and quiet environments for work are vital for success. The people you work with: teachers, colleagues, classmates, family, friends, can be the reasons for success, or the cause of difficulties. Having the freedom to organize important events is the way to enhancing diversity in your own success. **Activity: Conceptualizing a promotion campaign (youth initiative)** **Warm-up**: Think of a place where you work well and a place where you work not so well when you have to plan and organize a promotion event. Tell a colleague the reasons for your choice. "I find myself working much more productively outdoor than indoor.'' Do you agree with this quote? Why? **STEP 1** An information campaign on ''Make the community inclusive for everyone'' will be launched. You are going to plan and organize the information campaign for the event. Complete the following sentences: The main purpose of the information campaign is to………………………………………and………………………………………………………. When organizing an event, I am not used to………………………………………………. When planning an information event I am (not) willing to…………………………………………………………………………………………………….. I enjoy……………………………………………………………..when planning a promotion campaign for a social cause. Which other phrases do you know for expressing preferences when planning and organizing your information campaign? **STEP 2** Decide which environmental factors could help you towards success or be a reason for failure in the organization process of your information campaign. <table><tr><td></td><td>What could help you achieve this?</td><td>What could be a reason for failure?</td></tr><tr><td>Internal factors (your characteristics)</td><td>STRENGTHS</td><td>WEAKNESSES</td></tr></table>

External factors (environment characteristics)	OPPORTUNITIES	THREATS

STEP 3
Discuss and share your ideas with your colleagues. Do they agree with you? Why?

STEP 4

Speech bubble: FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

Source: *https://marquetteeducator.wordpress.com/2012/07/12/climbthattree/*

Look at the cartoon and answer the questions.
What is the relationship between humour and fairness in the cartoon?
Can humor be used in the success of your promotion campaign? How and why?

Notes for the facilitator/trainer:	It is important for the students to create awareness of everything that influences their learning process. This will enable them to adjust situations were necessary and possible. **Warm-up**: Ask the students where they usually work/study on a task. You can board their answers. Ask them to choose the favorite and the least favorite place and discuss it with their partners. Focus students on phrases expressing preferences when organizing an event (steps, plan etc.) Ask them to write down a few sentences about the preferences when choosing an environment. Put students in groups (ideally not bigger than four). Ask them to complete the task individually. Monitor and help them if necessary. **Extra tip**: You can mix the groups and ask them to think of one more example.
Debriefing questions:	How do you change a limiting belief for a powerful belief when planning and organizing a promotion campaign?
Material/equipment needed (if applicable)	- Pen - Paper (worksheet or printed sheet with the table provided, cartoon etc.) - Online format: image with the table and cartoon shared before the activity
Allocated time:	*40-50 minutes*
How can this activity be adapted in a different setting	This activity would be ideally for a face-to-face setting. But it can be also adapted for a different setting because it includes ''tangible resources/materials''. The face-to-face activity will give the chance to participants to interact, see each other and freely communicate (there may be extra smiles, touches as part of gestures, etc.) But the online benefits can also support the interaction and

Project No: 2020-2-IT03-KA205-019469
This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the Erasmus+ Programme of the European Union

15

(online or face-to-face)?	communication among target beneficiaries (especially since there is the option of organizing work rooms – each breakout room with 4 participants etc.). There can also be a moderator to take notes. The ''passage'' of the facilitator from one room to another will give the chance to collect insights and demonstrate all benefits of the activity.

| 3) Title of activity: Powerful questions for powerful learning	
Format: (face to face, online, both)	Face-to-face
Learning objectives:	- To demonstrate knowledge in open and powerful questions and use techniques to help others shift their perspective and see new ways of looking at an existing issue.
Description:	Learners need to know that they have a voice. This encourages them to be active participants in the learning process. Feedback from learners helps teachers, facilitators, and trainers to improve their teaching-training methodologies and improve the teaching-learning process in the classroom and outside. **Activity: Powerful questions for powerful learning** **Warm-up:** What do you do in your free time? What are your hobbies? **STEP 1** Describe what you can see in each photography. Work in pairs. Ask open (powerful) questions to your partner based on the pictures-themes. Note that common questions that can be answered with a simple "yes" or "no" but good examples of powerful question are built around Hypothetical Questions: ''Would you leave your country and your relatives behind to study abroad?'' ''If you had a superpower, what would it be?'' **Free image on Unsplash**
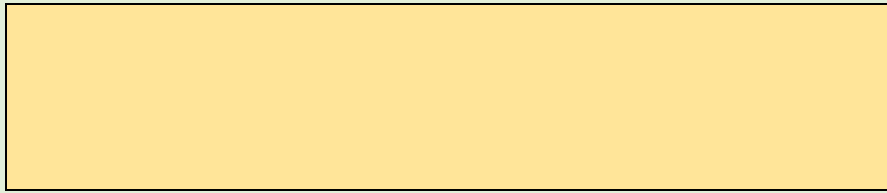
Free image on Unsplash

Free image on Unsplash

STEP 2

Switching Roles

Which areas of difference to you see with your partner?

How could these areas cause difficulties with diverse communication or working together? How could they be a strength?

Notes for the facilitator/trainer:	Learners will know what powerful questions are and what they are used for. They should also be able to ask themselves and others powerful questions which will help them create awareness. **Warm-up:** Speaking activity about hobbies and free time activities. Write the question on the board and then tell your learners to work in pairs or groups of three and answer them. Encourage them to ask follow-up questions.
Debriefing questions:	How do you think the powerful questions could improve your learning results?
Material/equipment needed (if applicable)	- Pen - Paper (worksheet or printed sheet with the images provided etc.) - Online format: images shared before the activity
Allocated time:	*40 minutes*
How can this activity be adapted	This is an ideally face-to-face activity. But it can be also adapted for a different setting because it includes simple and friendly materials (pictures and clear steps). The face-to-face activity will give the chance to participants to interact, see each

in a different setting (online or face-to-face)?	other and freely communicate. But the online benefits can also support the interaction and communication among target beneficiaries (especially since there is the option of organizing work rooms – each breakout room with 2 participants to work in pairs etc.). There can also be a moderator to take notes. The ''passage'' of the facilitator from one room to another will give the chance to collect insights and demonstrate all benefits of the activity.

Further reading

Name	Type	Link
The future of diversity in the EU	EU Portal with ''Newsroom''	https://ec.europa.eu/newsroom/just/items/653533
Youth Participation in Democratic Life	EACEA Report	https://ec.europa.eu/assets/eac/youth/policy/youth_strategy/documents/youth-participation-study_en.pdf
THE ART OF CONNECTING WITH OTHERS	Portal for learning about ''HOW DEEP CAN YOU TAKE THE INITIAL CONNECTION AND DEVELOP A DEEPER RELATIONSHIP?''	https://www.relavate.org/counseling-help/2018/12/10/the-art-of-connecting-with-others
Cultural Differences in Humor Perception, Usage, and Implications	Article	https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00123/full
Reflections based on ideas from Intercultural Competence	SALTO Cultural Diversity Resource Centre	https://www.salto-youth.net/downloads/4-17-1862/Reflections%20on%20ideas%20from%20Intercultural%20Competence%20Round%20Table.pdf
INCLUSION & DIVERSITY CASE STUDIES	Case Studies on Inclusion and Diversity in the workplace and other learning settings	https://embracedifference.ert.eu/wp-content/uploads/2020/09/ERT_embracing_difference_V26-1.pdf
Understanding Youth Participation	Website (promoting information about the active participation)	https://www.voicesofyouth.org/understanding-youth-participation

Youth Participation, Voice, and Active Citizenship	Informative material/resource	file:///C:/Users/cpipro/Downloads/breaking_the_barriers_to_youth_inclusion_eng_chap2.pdf
UN (United Nations) focuses on youth participation	European Youth Forum	https://www.youthforum.org/un-focuses-youth-participation
Promoting the active participation of youth in cultural industries	Portal of UNESCO (Diversity of Cultural Expressions)	https://en.unesco.org/creativity/ifcd/projects/promoting-active-participation-youth-cultural
ENGAGING YOUNG PEOPLE IN OPEN GOVERNMENT A communication guide	Handbook	https://www.oecd.org/mena/governance/Young-people-in-OG.pdf
Diversity in young people	Informative material/resource	https://documents.uow.edu.au/content/groups/public/@web/@ihmri/documents/doc/uow225921.pdf

References

Council of Europe. (n.d.). *Human rights*. Youth Partnership. Retrieved 24 May 2021, from https://pjp-eu.coe.int/en/web/youth-partnership/human-rights

The future of diversity in the EU. (n.d.). Retrieved 10 May 2021, from https://ec.europa.eu/newsroom/just/items/653533

EACEA report. (Final Report in February 2013). Youth Participation in Democratic Life. Retrieved 5 May 2021, from https://ec.europa.eu/assets/eac/youth/policy/youth_strategy/documents/youth-participation-study_en.pdf

Relevate Counseling Ministry. (10 December, 2018). THE ART OF CONNECTING WITH OTHERS. Retrieved 11 May 2021, from https://www.relavate.org/counseling-help/2018/12/10/the-art-of-connecting-with-others

Front. Psychol. (29 January 2019). Cultural Differences in Humor Perception, Usage, and Implications. Retrieved 17 May 2021, from https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00123/full

Co-funded by the
Erasmus+ Programme
of the European Union

SALTO Cultural Diversity Resource Centre. (Rome, Italy 24 – 29 May 2009). Reflections based on ideas from Intercultural Competence. Retrieved 21 May 2021, from https://www.salto-youth.net/downloads/4-17-1862/Reflections%20on%20ideas%20from%20Intercultural%20Competence%20Round%20Table.pdf

ERT Embrace Difference. (n.d.). INCLUSION & DIVERSITY CASE STUDIES. Retrieved 17 May 2021, from https://embracedifference.ert.eu/wp-content/uploads/2020/09/ERT_embracing_difference_V26-1.pdf

Voices of Youth. (n.d.). Understanding Youth Participation. Retrieved 7 May 2021, from https://www.voicesofyouth.org/understanding-youth-participation

Breaking the barriers to youth inclusion. (Chapter 2, English). Youth Participation, Voice, and Active Citizenship. Retrieved 25 May 2021, from file:///C:/Users/cpipro/Downloads/breaking_the_barriers_to_youth_inclusion_eng_chap2.pdf

European Youth Forum. (22 November 2016). UN focuses on youth participation. Retrieved 15 May 2021, from https://www.youthforum.org/un-focuses-youth-participation

UNESCO Diversity of Cultural Expressions. (n.d.). Promoting the active participation of youth in cultural industries. Retrieved 25 May 2021, from https://en.unesco.org/creativity/ifcd/projects/promoting-active-participation-youth-cultural

OECD. (n.d.). ENGAGING YOUNG PEOPLE IN OPEN GOVERNMENT: A communication guide. Retrieved 18 May 2021, from https://www.oecd.org/mena/governance/Young-people-in-OG.pdf

AIR Project: A Personality Disorders Strategy. (n.d.). Diversity in young people. Retrieved 20 May 2021, from https://www.voicesofyouth.org/understanding-youth-participation