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Inclusive Youth Worker Training Programme “Barrier-to-Pathway Method”

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Introduction

Project „Create2Include“ delivers strong added value at the European level by developing a shared inclusion methodology, the „Barrier-to-Pathway Method“ (BPM), that could not be designed, tested, or scaled in a single national context. The BPM is a structured model to transform individual barriers into personalised participation pathways. It is being developed transnationally, with each partner contributing local expertise from different youth realities across the EU.

A structured training programme based on the BPM methodology that equips youth workers with the knowledge, tools, and strategies to transform inclusion barriers into personalised learning and participation pathways.

Relevance for youth workers

1. By enhancing the youth workers with knowledge, tools, and strategies to transform inclusion barriers into personalised learning, we actively contribute to breaking down barriers and fostering an inclusive learning environment.
2. Youth workers will gain improved capacity to engage NEETs, migrants, rural youth, and youth with disabilities

Target groups

1. Youth Workers: Professionals and volunteers in youth work, social inclusion, or non-formal education who need structured, adaptive tools to support disadvantaged young people more effectively.
2. Disadvantaged Young People (16–30): Including NEETs, migrants, rural youth, young people with disabilities, limited digital or literacy skills, or facing mental health and socio-economic challenges.

Main aim of the training program

1. to equip 20 youth workers per partner with the skills to identify and analyse personal and structural barriers faced by disadvantaged youth using the Barrier-to-Pathway Method (BPM).
Target: 90% demonstrate improved understanding in post-training self-assessments.
2. To train youth workers in inclusive facilitation and adaptable non-formal learning methods to better engage young people with disabilities, NEETs, migrants, rural youth, and others with fewer opportunities.
Target: At least 85% report increased confidence in engaging disadvantaged youth through co-designed learning formats.
3. To support youth workers in using digital and AI-supported tools (e.g., pathway mapping tools, inclusive learning apps) for barrier analysis and participation planning.
Target: At least 85% report improved digital-inclusion competences.
4. To enable youth workers to support structured progression for young people (from observer to co-creator), adapting inclusion strategies to individual capabilities.

Training outline

Inclusive Youth Worker Training Programme: “Barrier-to-Pathway Method” is developed as a digital, downloadable training programme structured into five modules delivered over 5 weeks (30 hours). It equips youth workers with the skills to recognise, analyse, and transform barriers into participation pathways for disadvantaged young people. The modules are:

MODULES	Partner, responsible
M1. Barrier Mapping & BPM Basics – identifying structural and personal barriers	Edukacija Kitaip, Lithuania
M2: Inclusive Facilitation & Co-reflection – techniques for collaborative engagement	RIC, Latvia
M3: Digital & AI Supports for Inclusion – tools to support accessibility and participation	Araxa Edu, Turkey
M4: Role Pathways – guiding young people from observers to co-creators	ENTAXIS, Greece
M5: Monitoring, Feedback & Sustainability – tracking progress and adapting practice	AGAPI, Cyprus

MODULE 1 – Barrier Mapping & BPM Basics

MODULE 1	Barrier Mapping & BPM Basics
GENERAL GOAL	The general aim of the module is identify personal and structural barriers for different target groups, build BPM core model and prepare a case study of a youth with fewer opportunities
LEARNING RESULTS:	By the end of the session, participants will be able to: • know how to identify personal and structural barriers; • apply BPM core model • use BPM core model to identify barriers
METHODS:	Barrier Analysis, Environmental Scanning, Interviews
TIPS FOR TRAINERS:	• Define the map's goal (policy change, program design, outreach) and geographic/age groups covered before collecting data • Co-design the process with youth from the target groups; use peer facilitators to build trust and ensure relevance • Look at how poverty, disability, migration status, gender, ethnicity, sexual orientation, education, rural/urban location, and age combine to create unique barriers • Include economic (costs, employment), structural (transport, housing), institutional (education, social services), legal/policy, cultural/social (stigma, norms), informational (awareness, languages), digital access, and personal (mental health, skills) • Combine short surveys, in-depth interviews, focus groups, participatory workshops, community walks, and stakeholder interviews to capture different perspectives. • Ensure informed consent, confidentiality, optional anonymity, and trauma-informed facilitation. Be clear about how data will be used. • Use simple maps, flowcharts, heat maps, or storyboards that show actors, processes, and barrier pathways; include quotes or case vignettes to humanize findings.
DURATION:	6 hours
DESCRIPTION:	A participatory workshop where youth with fewer opportunities and local stakeholders collaboratively identify and map personal (e.g., confidence, health, skills) and structural (e.g., transport, costs, discrimination, policy gaps) barriers that limit participation. Using tools like guided discussions, timeline/flow mapping, voting/prioritization, and short interviews, participants surface root causes, highlight most critical barriers, and suggest entry points for action. Outcomes: a visual barrier a, prioritized barriers list, and initial ideas for practical, youth-led solutions.
EVALUATION:	1. The module improved my understanding of BPM basic. 1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

	2. The activities helped me develop practical skills in identifying personal and structural barriers. 1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree 3. The activities provided were useful and easy to apply in real youth settings. 1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree 4. I feel confident to apply the BPM core model to identify barriers. 1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree
REFERENCES:	https://www.canva.com/design/DAHKmGMD53Q/rQ2ZaBYB0IRxMEF1cRSfmA/edit

Workshops Structure	
Warm-up Activity	"The Barrier Detective" Identification of barriers: 1st method: Trainer asks participants: "What prevents you from fully participating in the society/education /activities?" Participants must fill in 2 or more difficulties for each square on CANVA 2nd method: The trainer observes the young migrant's behavior during various activities: how he/she performs tasks, how he/she communicates with peers, how he/she manages to solve employment issues, etc. The observation can take place over several days. During observation the trainer takes notes. When identifying barriers, the trainer can refer to sample list of barriers.
Main Activities	
Activity 1	
Activity Title	I am an artist
Short description, target group	Identification of barriers and pathways finding for target group: Migrants, Ukrainian refugees
Resources needed/equipment	Sheets of papers, pens, water colors, color pencils, painting brushes, glue, scissors.
Duration	1 hour
Instructions	The Adaptation Matrix (Personalization) Trainer collect all answers and identified 3 "Visible" barriers and 3 "Invisible" barriers.

Visible barriers:

1. Language barriers — limited local-language skills that block access to school, services, job applications, and social interaction
2. Legal/documentation status — lack of residence permits, recognition of qualifications, or school enrollment papers that prevent formal education, work, or benefits
3. Lack of Housing and transport instability — overcrowded or temporary accommodation and lack of reliable transport that hinder school/work attendance and participation in activities.

Invisible barriers:

1. Psychological trauma and stress — war-related trauma, loss, and ongoing uncertainty that reduce concentration, motivation, and trust in institutions
2. Social isolation and cultural exclusion — discrimination, stereotyping, or exclusion from peer networks and extracurricular activities that limit belonging and opportunities
3. Unrecognized skills and credential devaluation — informal skills or foreign qualifications not validated locally, causing loss of confidence and blocked pathways to education or meaningful work...

The Role Pathway (Progression)

Trainer choose most important barriers:

1 Barrier: Limited local language skills prevent participation in local civic discussions, training, and peer interactions

■ **BPM Pathway Role:** Visual campaign designer.

■ **Adaptation:** Use AI translation and subtitling tools (integrated into IO3) to translate your ideas into the local language.

■ **Outcome:** The young person becomes a storyteller, presenting their story in a subtitled video to local decision-makers.

2 Barrier: Psychological trauma and stress

■ **BPM Pathway Role:** an artist

■ **Adaptation:** Visual-art based intervention can help develop a range of core components of stress resilience; can help participants talking about their own resilience individually or in a group and ultimately using arts activities can help foster social empowerment and communicate the lived experience of participants to wider communities.

■ **Outcome:** Increased confidence, sense of identity, self-awareness and self-esteem, strengthened resilience to life's challenges

Step by step description:

Participant is asked to reflect and draw his own coat of arm better reflecting his identity, based on the following questions:

What are my values?

What I like to do the most?

What are my most important achievements so far?

The coat of arms may contain drawing, symbols, words.

	Participant may reflect and work individually for about 20 minutes. After finishing, he presents his coat of arms to the other participants or trainer. Trainer may ask questions or make appreciative observations in the end. Presentations may take for about 15 minutes. Each participant writes his/her name on the coat of arms and post it on the exhibition wall in the training room, so that to be visible for all the other participants.
Assessment	The trainer invites some participants to express observations about the activity and draws conclusions about the role of the activity in defining participants' identity, values, strong points, resilience pillars.

Activity 2	
Activity Title	I am super hero
Short description, target group	Identification of barriers and pathways finding for target group: Rural youth
Resources needed/equipment	Sheets of papers, pens, water colors, color pencils, painting brushes
Duration	1 hour
Instructions	The Adaptation Matrix (Personalization) Trainer collect all answers and identified 3 "Visible" barriers and 3 "Invisible" barriers. Visible barriers: 1. Poor infrastructure: long travel distances, unsafe or unreliable transport, lack of school facilities (labs, libraries, sanitation) 2. Social and geographic isolation: sparsely populated areas with fewer community institutions and civic spaces. 3. Weak local labor markets: fewer formal job opportunities, low investment, discouraging returns to education. Invisible barriers: 1. Low self-efficacy and confidence: belief that education won't change prospects, leading to disengagement. 2. Mental-health challenges and stress: isolation, stigma, or stress from economic insecurity and family pressures 3. Low aspirations and limited exposure: few role models, limited awareness of career/education pathways outside the locality The Role Pathway (Progression) Trainer choose most important barriers: 1 Barrier: Poor infrastructure ■ BPM Pathway Role: E-learner ■ Adaptation: A young person takes advantage of e-learning opportunities and finds courses that match his interests ■ Outcome: A young person will complete an e-course, receive a high-quality education, and be able to find a job and pursue a career according to their abilities.

	2 Barrier: Low self-efficacy and confidence: ■ BPM Pathway Role: A super hero ■ Adaptation: The following activity is designed to increase self-awareness and self- confidence. ■ Outcome: Increased self-awareness and self- confidence The trainer may begin with an introduction: "In difficult moments you need to remember who you are, to rely on yourself, to be happy that you have accumulated qualities and experiences. This activity aims to emphasize the positive aspects of your own person, so that you enjoy more self-esteem and confidence in yourself." The trainer invites participants to take a sheet of paper, to put their hands on it and say:" I appreciate myself. I treat myself with honour and respect". Then, they are invited to reflect upon their main quality/qualities, turn it into a super power and themselves into a super hero. After reflection they may picture themselves like this. Some questions may help: what do they look like, what do they wear? What symbolizes their superpower? what colours do they wear? As a final step in elaborating their work of art they are invited to illustrate how they enjoy their super power and even to congratulate themselves, if they feel like doing it. Then participants are invited to post their works of art on the training venue exhibition wall and share their impressions about the process of creation and revelations they might have had.
Assessment	The trainer invites participants to a final discussion about the objectives which the workshop met or not, about their feelings and awareness process, about the peer learning experience. He/she provides participants a post-evaluation questionnaire. The group shares final observations regarding resilience learning and expressing.

Activity 3	
Activity Title	I succeeded
Short description, target group	Identification of barriers and pathways finding for target group: NEET youth
Resources needed/equipment	Any
Duration	1 hour
Instructions	The Adaptation Matrix (Personalization) Trainer collect all answers and identified 3 "Visible" barriers and 3 "Invisible" barriers. Visible barriers: 1. Inadequate career guidance: weak school-to-work links, no individualized pathways, poor recognition of non-formal learning. 2. Geographic barriers: concentration of opportunities in urban centres, limited local employers or training providers 3. Insufficient targeted programs: fragmented or short-term initiatives, limited outreach to disengaged youth, eligibility barriers for services.

Invisible barriers:

1. Low motivation, self-efficacy and aspiration: disengagement, learned helplessness, fear of failure, or low expectations.
2. Low educational attainment and skill gaps: incomplete qualifications, weak literacy/numeracy, outdated or irrelevant skills.
3. Financial pressure and poverty: need for immediate income leading to short-term, unstable work rather than training.

The Role Pathway (Progression)

Trainer choose most important barriers:

1 Barrier: Inadequate career guidance:**■ BPM Pathway Role:** Intern

■ Adaptation: visiting workplaces. Workplace visits can initially be of the type of excursion - when youth just pass by a company/institution. The second stage - job shadowing - when a specific workplace is selected from the influencers seen and followed, workplace tours and work is observed on site throughout the working day, the next day there may be a discussion with a career specialist in the presence of the responsible specialist of that company.

■ Outcome: Knowledge of professions - accompaniment - practical activities - career plan.

2 Barrier: Low motivation**■ BPM Pathway Role:** I succeeded

■ Adaptation: Reflexive workshop to strengthen the self-efficacy and confidence in their abilities of low-motivated young people.

Step 1.

Trainer asks questions:

What have you ever been proud of?

What have you ever accomplished?

When do you feel like you've done something well?

What have others praised you for?

Important:

Even very small achievements are acceptable;

It is not necessary to talk about school or work.

Step 2. Success Map

All the situations mentioned are listed on a sheet.

For example:

I helped my grandfather;

I organized an event;

I fixed a bicycle;

I took care of my younger brother;

I created a computer game.

Step 3. Identifying strengths

For each situation, abilities are sought:

Situation	Ability
I helped a friend	Responsibility
I looked after a child	Caring

	I fixed the phone	Problem solving
	I worked in a team	Cooperation
	■ Outcome: The young person begins to: have more self-confidence, see his own abilities, believe that he can achieve change. This is one of the most important factors in the emergence of motivation.	
Assessment	Questions for discussions: What new things have you learned about yourself? Which strengths would you like to use in the future? Which strength do you think is the most important?	

Activity 4	
Activity Title	Role player
Short Description	Identification of barriers and pathways finding for target group: youth with disabilities
Resources needed/equipment	PC, tablet, internet
Duration	1 hour
Instructions	The Adaptation Matrix (Personalization) Trainer collect all answers and identified 3 "Visible" barriers and 3 "Invisible" barriers. Visible barriers: 1. Inaccessible physical environment: schools, transport lacking ramps, lifts, signage, toilets, or sensory adaptations. 2. Insufficient trainers support: low capacity in classroom accommodations, and behavior management. 3. Inadequate transition and employment pathways: weak links to vocational training, apprenticeships, and supported employment. Invisible barriers: 1. Low self-confidence: internalized stigma, reluctance to request accommodations, low expectations. 2. Social isolation and peer exclusion: bullying, lack of friendship networks, and limited opportunities for social participation. 3. Communication barriers: speech or hearing differences that limit interaction with peers and teachers. The Role Pathway (Progression) Trainer choose most important barriers: 1 Barrier: Inaccessible physical environment ■ BPM Pathway Role: Inclusive Education: ■ Adaptation: Use Generative AI to translate standard textbooks and curricula into accessible formats (like audio and visual adaptive) quickly and cost-effectively, breaking down barriers for youth with disabilities. ■ Outcome: All learning resources become accessible to the young person: both visual and audio

	2 Barrier: Communication barriers ■ BPM Pathway Role: Role player ■ Adaptation: Conversation practice & roleplay: AI chatbots/voice assistants (ChatGPT with voice, Replica, Google Assistant) for safe, low-pressure dialogues. ■ Outcome: By starting to create dialogues with AI chatbots/voice assistants, the disabled person will also learn to communicate with their peers
Assessment	Questions for discussions: 1. Was it easy to use AI chatbots/voice assistants? 2. What difficulties do you face when using AI chatbots/voice assistants? 3. Have your communication skills improved? 4. Have your communication barriers decreased?

Activity 5	
Activity Title	I am an transformer
Short description, target group	Identification of barriers and pathways finding for target group: youth with socio-economic challenges
Resources needed/equipment	Sheets of papers, pens, water colors, color pencils, painting brushes, glue, scissors.
Duration	1 hour
Instructions	The Adaptation Matrix (Personalization) Trainer collect all answers and identified 3 "Visible" barriers and 3 "Invisible" barriers. Visible barriers: 1. Cost barriers: fees, uniforms, materials, exam costs, and unpaid internships limiting access. 2. Transportation and geographic access: long/unsafe commutes or lack of affordable transit. 3. Resource inequities: fewer qualified teachers, extra curricula's, counselling, and special programs in low-income areas. Invisible barriers: 1. Low aspirations and perceived opportunity costs: belief education won't improve prospects. 2. Stress, anxiety, and mental-health issues: chronic stress from poverty, family problems, or exposure to violence. 3. Limited parental support or educational capital: caregivers with low literacy, unstable employment, or limited time. The Role Pathway (Progression) Trainer choose most important barriers: 1 Barrier: Financial barriers ■ BPM Pathway Role: Influencer

	■ Adaptation: Use AI-powered image, video, translation and subtitle tools (integrated into IO3) to turn your thoughts and ideas into engaging video content ■ Outcome: The youth becomes an influencer, presenting their ideas via a subtitled video to peers. 2 Barrier: Stress, anxiety, and mental-health issues ■ BPM Pathway Role: an Artist ■ Adaptation: Visual art can help develop various key components of stress resistance; participants mentally transfer all the negative aspects of their lives onto paper and from it develop positive, bright feelings and a sense of well-being. ■ Outcome: increased self-confidence, enhanced resilience to stress, improved mental health. Description: The trainer asks participants: to remember the most difficult moments in their lives. To take a sheet of paper and write words that describe feelings, experiences from very difficult times when they had the feeling that they would fail, that they could not move forward. Then to cover the words with colors, so that they can be erased. The colours will transform your feelings. To cut the sheet of paper into pieces and set them aside. To take another sheet of paper, colour the first third of the page with yellow colour, the color of light. To glue the cut pieces on the yellow tape. The light will transform the feelings on the cut pieces, which symbolize the lived experiences. They will represent the stones, the soil from which you will be reborn. Then to draw a plant, a tree, a sapling, a forest that emerges from this soil - a symbol of their rebirth and development, of the power to overcome difficulties. They can also draw a strongly shining sun, symbol of the feeling of resilience. They are invited to complete the drawing according to their own imagination.
Assessment	Participants are invited to watch their work of art and reflect upon its message. Then participants are invited to post their works of art on the venue exhibition wall and share their impressions about the process of creation and their feelings.

MODULE 2 – Inclusive Facilitation & Co-reflection

MODULE 2	Inclusive Facilitation & Co-reflection
GENERAL GOAL	To equip youth workers with the emotional, non-verbal, and interactive facilitation skills required to establish psychologically safe learning environments and lead co-reflection processes that empower marginalized and neurodivergent youth.
LEARNING RESULTS:	By the end of the session, participants will be able to: ● Know: The principles of active listening, psychological safety, and the "Co-reflection" loop within vulnerable groups. ● Apply: Facilitation methods that de-escalate anxiety and neutralize unequal participation hierarchies in a group setting. ● Use: Non-verbal communication aids, reflective prompts, and collaborative group agreements.
METHODS:	● Experiential Learning ● Reflective Practice & Co-reflection Loops ● Role-Play Simulation & Case-Based Learning ● Trauma-Informed De-escalation Protocol ● Non-Verbal & Visual Facilitation Techniques ● Participatory Co-Design ● Peer Learning
TIPS FOR TRAINERS:	This module is about psychological safety and vulnerability. If you facilitate with rigid authority, the message fails. Model the exact calming tone, active listening posture, and intentional pauses you are trying to teach. Emphasize to the youth workers that inclusive facilitation isn't about being perfect; it's about noticing when someone is uncomfortable and adjusting in real-time.
DURATION:	6 HOURS
DESCRIPTION:	This Module focuses heavily on human connection, psychological safety, and emotional management. Over a total duration of 6 hours, this training equips youth workers operating in diverse, high-barrier contexts—such as working with neurodivergent youth, young people with migration backgrounds, language blocks, or social anxiety—with the essential non-verbal, interactive facilitation skills needed to hold space and lead collaborative co-reflection loops. Rather than managing groups through rigid authority, participants learn to utilize tactile and visual communication aids (like talking tokens, sensory break signals, and emotion cards), co-design shared guidelines, and deploy real-time de-escalation protocols (Acknowledge, Pause, Redirect) to neutralize group hierarchies and lower participant anxiety. Delivered through an experiential, hands-on methodology, the module guides youth workers through five practical activities—ranging from a non-verbal warm-up to high-stakes role-plays with complex group personas—ultimately empowering them to handle sudden emotional distress and build emotionally supportive learning

	environments where marginalized youth feel safe to transition from passive observers to active co-creators.
EVALUATION:	● Facilitator Observation: Real-time observation of non-verbal attunement, active listening, and calming techniques during group exercises. ● Peer Feedback & Mirroring Debriefs: Structural peer-to-peer feedback following role-play simulations and reflection loops. ● Self-Assessment: Pre- and post-module self-evaluation tracking confidence in handling group anxiety and managing power dynamics. ● Practical Demonstration: Live execution of low-text and visual co-reflection tools (e.g., emotion cards, token systems). ● Personalized De-escalation Protocol: Submission of individual verbal and non-verbal trigger management tools.
REFERENCES:	Boal, A. (2002). <i>Games for Actors and Non-Actors</i>. London: Routledge. (Basis for non-verbal attunement and role-play). Council of Europe & European Commission (2017). <i>T-Kit 6: Training Essentials</i>. Strasbourg: Council of Europe Publishing. (Basis for active listening and experiential group reflection loops). Rosenberg, M. B. (2015). <i>Nonviolent Communication: A Language of Life</i>. Puddledancer Press. (Basis for inclusive communication prompts). SAMHSA (2014). <i>SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach</i>. HHS Publication No. (SMA) 14-4884. (Basis for the de-escalation and trigger mapping protocol). SALTO-YOUTH Educational Tools Portal. Portal for European Youth Work. Retrieved from www.salto-youth.net/tools/toolbox.

Workshops Structure	
Warm-up Activity	The Silent Orchestra (Non-Verbal Attunement) A sensory warm-up where youth workers experience building group cohesion entirely without speech, preparing them to support youth with language barriers or social anxiety. Duration: 20 mins Instructions: Participants stand in a circle. One person starts a subtle physical movement (e.g., tapping a foot, swaying). Without speaking, the rest of the group must sync up. The "leadership" shifts organically around the circle without anyone calling it out. Assessment/Debrief: Reflection on how much communication happens below the level of spoken words and how a facilitator can read a room's physical energy.
Main Activities	
Activity 1	
Activity Title	The Safe Harbor Agreement (Co-Designing Group Safety)

Short description, target group	Moving past standard "classroom rules" to create dynamic, sensory-friendly group boundaries suited for neurodivergent, traumatized, or marginalized youth.
Resources needed/equipment	White paper, colorful pencils.
Duration	1 hour
Instructions	Step 1 Divide participants into small groups. Step 2 Task them to co-create a "Code of Care" using icons, color cards, and 3 specific safety requests chosen from the categories below, they can also create something which is not mentioned in this category. Category A: Emotional Safety & Boundaries • <i>"Right to Pass"</i> – Everyone has the right to skip their turn to speak or participate in an activity without needing to justify it and without judgment from the group. • <i>"Oops / Ouch (Stop Signal)"</i> – If a topic or joke unintentionally hurts or triggers someone, a participant can say "Ouch" or hold up a red card, signaling the group to immediately change tone or topic. • <i>"The Vegas Rule"</i> – Personal stories shared within the room stay strictly confidential within the room. Category B: Sensory & Physical Comfort • <i>"Sensory Break Signal"</i> – The explicit right to quietly leave the room for 5 minutes if the noise, light, or social interaction level becomes emotionally or physically overwhelming. • <i>"Silent Mode Card"</i> – A colored card a participant places on their desk meaning: <i>"I want to be present and listen, but please do not ask me direct questions; I am on energy-saving mode today."</i> • <i>"Freedom of Movement"</i> – Group permission to pace, stand by the wall, or use fidget/anti-stress toys during discussions if it aids concentration. Category C: Inclusive Communication • <i>"Processing Timeout"</i> – The right to ask the group for 30 seconds of absolute silence before answering a question to comfortably formulate thoughts (critical for language barriers or cognitive processing delays). • <i>"No Jargon"</i> – A commitment to keep language simple. If anyone uses a complex acronym or slang, others can raise a question-mark card, and the speaker must explain it simply.

	• “<i>Respect the Pause</i>” – An agreement never to interrupt or finish sentences for a peer, even if they are stuttering or taking a long time to find the right words. • Step3 They present their completed framework as a visual poster.
Assessment	Discuss with the group: Did the agreement actively account for hidden barriers (e.g., emotional exhaustion, processing delays)?

Activity 2	
Activity Title	The Co-Reflection Hotspot (Managing Power Dynamics)
Short description, target group	Active role-play simulating common facilitation challenges (e.g., a dominant participant overshadowing a highly anxious, non-verbal youth).
Resources needed/equipment	Role cards
Duration	1 hour 30 mins
Instructions	Provide participants with role cards (e.g., The Over-Sharer, The Silent Observer, The Triggered Youth). One participant acts as the BPM facilitator trying to run a reflection loop. The facilitator must use specialized prompts (e.g., "Let's hear from someone who hasn't spoken yet" or introducing a physical talking token) to balance the room.
Assessment	Peer evaluation on the facilitator's ability to distribute power equitably without making the silent youth uncomfortable.

Activity 3	
Activity Title	De-escalation & Trigger Mapping
Short description, target group	Equipping youth workers with a toolkit to notice emotional triggers and down-regulate stress levels using trauma-informed communication.
\Resources needed/equipment	Paper, pen
Duration	1 hour 15 mins
Instructions	Map out a scenario where an activity inadvertently brings up a participant's structural or personal barrier (drawing from Module 1 context). Introduce a step-by-step de-escalation protocol: Acknowledge (validating feelings), Pause (giving space/silence), and Redirect (shifting to a low-risk, safe task).
Assessment	Participants write down 3 personalized verbal phrases they will keep in their "facilitation emergency pocket."

Activity 4

Activity Title	The Co-Reflection Mirror Loop
Short Description	A core experiential activity where youth workers practice deep active listening and strength-based feedback, skills necessary for guiding vulnerable youth through emotional processing.
Resources needed/equipment	Paper, pen, scenario cards, sticky notes
Duration	1 hour
Instructions	Step 1: Divide participants into pairs. Step 2: Introduce a complex, slightly challenging scenario related to inclusion barriers (e.g., a youth expressing frustration about a systemic barrier). Step 3: One partner speaks from the perspective of the youth for 3 minutes. Step 4: The other partner acts as the facilitator. Step 5: The facilitator's job is strictly not to give advice, solve the problem, or critique. Instead, they must actively listen and reflect back exactly what they heard using a structured mirror prompt: "What I hear you saying is... and the strength or resilience I see in how you handle that is..." Partners switch roles after 5 minutes, followed by a brief 2-minute paired debrief before sharing insights with the wider group.
Assessment	Each participant completes a brief visual index card answering two questions: 1. How did it feel to have your words mirrored with respect without immediate problem-solving? 2. How difficult was it to suppress the urge to offer a quick solution?

Activity 5	
Activity Title	The Visual Echo (Bypassing the Language Barrier)
Short description, target group	A creative, low-text co-reflection method designed specifically for youth workers supporting Ukrainian youth (and other displaced populations) who face severe language barriers, performance anxiety, or trauma-related speech blockages.
Resources needed/equipment	Metaphor cards, English/Ukrainian prompt mats, Red/Blue/Yellow color token, Flipcharts, markers, sticky notes, blank index cards, Case study handouts, design task instructions, Central display table, group worktables, projector, session timer
Duration	1 hour 15 mins
Instructions	Step 1: Scenario Introduction (10 mins)

	The trainer introduces a realistic case study: a group of newly arrived Ukrainian teenagers needs to evaluate a youth workshop, but their local language skills are limited, and social/performance anxiety prevents them from speaking up in front of the group. Step 2: Material Exploration & Setup (15 mins) The trainer showcases three types of physical, non-verbal tools laid out on a central table: Emotion/Association Cards: Graphic cards with visual metaphors (e.g., a battery recharging, a stormy sky, a bridge, a puzzle piece). Dual-Language Prompt Mats: Simple cards featuring key reflection anchor words in both English and Ukrainian (e.g., Proud / Пишаюся, Confused / Незрозуміло, Safe / У безпеці, Heavy / Важко). Color Tokens: Colored chips where Red = high energy/intense, Blue = calm/reflective, and Yellow = happy/engaged. Step 3: Small-Group Co-Design (20 mins) Participants divide into small teams of youth workers. Their task is to design a 3-step, low-text reflection loop combining these objects. They must create a flow that allows a young person to share their feedback entirely through choosing, placing, or pointing to these items. Step 4: Role-Play Simulation (20 mins) Within their teams, participants test their designed loop. One participant takes on the role of a newly arrived Ukrainian youth (restricted to using only basic gestures, visual cards, or pointing to the Ukrainian words), while another practices facilitating the non-verbal reflection loop smoothly and patiently.
Assessment	The entire group comes together to discuss the experience. - How did shifting from a verbal-first model to a visual-first model instantly reduce the emotional pressure on the participant? - How do bilingual "anchor word maps" help Ukrainian youth feel structurally recognized, respected, and safe?

MODULE 3 – Digital & AI Supports for Inclusion

MODULE 3	Digital & AI Supports for Inclusion
GENERAL GOAL	The general aim of the module is to equip youth workers with practical digital and AI-supported inclusion strategies that help disadvantaged young people overcome participation barriers and engage meaningfully in learning, creativity, community activities, and personal development. The module enables participants to identify barriers, select appropriate digital supports, and design inclusive participation pathways using the Barrier-to-Pathway Method (BPM).
LEARNING RESULTS:	By the end of the session, participants will be able to: Know • The principles of digital inclusion and accessibility. • How AI and digital tools can reduce barriers related to language, literacy, disability, confidence, and social participation. • The role of digital supports within the BPM methodology. Apply • Barrier analysis using digital inclusion lenses. • AI-assisted adaptation of learning and participation materials. • Accessibility features to support diverse young people. Use • Translation and multilingual communication tools. • Text-to-speech, speech-to-text, captioning, and visual support tools. • AI-supported pathway mapping templates for inclusion planning. • Digital progress-tracking tools linked to the Inclusion Meter and Micro-Success Loops.
METHODS:	☐ Barrier-to-Pathway Method (BPM) ☐ Experiential Learning ☐ Peer Learning ☐ Guided Discovery ☐ Collaborative Problem Solving ☐ Design Thinking ☐ Case-Based Learning ☐ Reflective Practice ☐ Digital Simulation ☐ Inclusive Facilitation Techniques
TIPS FOR TRAINERS:	☐ Demonstrate tools using real-life youth work scenarios. ☐ Focus on removing barriers rather than teaching technology for its own sake. ☐ Allow participants to experiment and make mistakes. ☐ Ensure accessibility during training through captions, visual supports, and multiple communication formats. ☐ Encourage participants to reflect on ethical AI use, privacy, and inclusion. ☐ Use examples representing migrants, young people with disabilities, NEET youth, and socially isolated participants. ☐ Prioritise low-cost and freely accessible digital solutions.

DURATION:	6 HOURS
DESCRIPTION:	This module introduces youth workers to practical digital and AI-supported approaches that strengthen inclusion and participation. Participants explore how technology can transform barriers into opportunities by supporting communication, accessibility, creativity, and engagement. Through hands-on activities, participants learn how to identify barriers, match them with digital supports, adapt materials using AI, design personalised participation pathways, and monitor progress through accessible digital tools. The module demonstrates how digital transformation can become a driver of social inclusion rather than a source of exclusion.
EVALUATION:	Participants will be evaluated through: • Completion of a Digital Inclusion Action Plan. • Development of a BPM-based digital support pathway. • Peer feedback sessions. • Reflection journals. • Facilitator observation. • Self-assessment using the Inclusion Meter. • Practical demonstration of selected digital tools.
REFERENCES:	

Workshops Structure	
Warm-up Activity	Activity Title: My Barrier, My Bridge Description: Participants reflect on a personal or professional barrier that limits participation and identify one digital support that could help overcome it. Objective: Introduce BPM thinking and demonstrate how barriers can become pathways.
Main Activities	
Activity 1	
Activity Title	Digital Barriers, Real Lives: Mapping My Participation Journey
Short description, target group	This activity helps young people identify barriers that affect their participation in education, training, youth activities, and community life. Using the Barrier-to-Pathway Method (BPM), participants explore how personal, social, communication, and digital barriers influence their opportunities and begin creating their own participation pathways. Target Group • Young migrants and refugees with language barriers • NEET youth (Not in Education, Employment, or Training) • Young people with low digital confidence or limited access to technology • Young people experiencing social isolation or low self-confidence

	• Young people with learning difficulties (e.g., dyslexia, literacy challenges) • Young people facing communication barriers due to cultural, linguistic, or educational disadvantages
Resources needed/equipment	• Sticky Notes • Markers • Flipchart Paper • BPM Role Pathway Poster • Coloured Stickers
Duration	60 Minutes
Instructions	Step 1 – My Participation Story (10 min) The facilitator introduces the concept of participation and asks participants to reflect on situations where they wanted to join an activity, programme, training, school event, or community initiative but found it difficult. Participants complete the sentence: <i>"I wanted to participate, but..."</i> Participants may write, draw, or verbally share their experiences. Step 2 – Identifying My Barriers (15 min) Participants work individually to identify factors that made participation difficult. The facilitator introduces the BPM principle: <i>"Every participation challenge begins with a barrier. Understanding barriers is the first step toward creating opportunities."</i> Participants write their barriers on sticky notes. Examples may include: • Not understanding information • Feeling nervous in groups • Lack of digital skills • Fear of making mistakes • Difficulty communicating • Limited access to technology Step 3 – Barrier Categorisation (10 min) Participants place their barriers into BPM categories: • Communication Barriers • Confidence Barriers • Accessibility Barriers • Social Participation Barriers • Digital Access Barriers • Motivation Barriers The group discusses which barriers appear most frequently. Step 4 – Discovering Pathways (15 min)

	Participants select one barrier they would most like to overcome. For that barrier they answer: • What would become possible if this barrier was reduced? • What activity would I like to join? • What new opportunity could I access? Participants then choose the BPM pathway that best reflects their interests: • Discover • Design • Make • Show • Tell • Trade Step 5 – Pathway Sharing Circle (10 min) Participants present: • One barrier • One participation goal • One chosen pathway The facilitator emphasises that barriers are not permanent obstacles but starting points for creating participation pathways.
Assessment	Participants successfully: ✓ Identify personal participation barriers. ✓ Categorise barriers using BPM principles. ✓ Connect barriers to participation goals. ✓ Select a suitable BPM pathway. ✓ Explain one opportunity they would like to access in the future.

Activity 2	
Activity Title	AI Inclusion Assistant: Finding My Support Pathway
Short description, target group	Participants explore how digital and AI-powered tools can help overcome participation barriers identified in Activity 1. Working with real-life challenges, they test accessible digital tools and discover how technology can support communication, learning, confidence, participation, and self-expression. Target Group • Language barriers • Learning difficulties • Low confidence in communication • Digital exclusion • Social isolation • Limited participation opportunities

Resources needed/equipment	• Smartphones, tablets, or laptops • Internet connection • AI chatbot (ChatGPT, Copilot, Gemini, etc.) • Translation tools (DeepL, Google Translate) • Speech-to-text tools • Text-to-speech tools • Headphones • AI Support Pathway Worksheet
Duration	75 Minutes
Instructions	Step 1 – Revisiting My Barrier (10 min) Participants review the barrier they selected during Activity 1. Facilitator asks: • Which barrier affects your participation the most? • What would you like to achieve if this barrier became smaller? Participants write one personal participation goal. Example: • Speak confidently in group discussions. • Understand training materials better. • Meet new people. • Participate in youth projects. Step 2 – Meet Your AI Assistant (15 min) The facilitator demonstrates how AI can support inclusion. Examples: • Translation of information into different languages. • Simplifying difficult texts. • Converting text into audio. • Generating ideas for presentations. • Supporting communication and confidence building. Participants then access an AI tool. Step 3 – The Support Challenge (25 min) Participants use AI to solve a real challenge connected to their barrier. Examples: A young migrant may ask: <i>"Can you explain this text in simple English?"</i> A participant with low confidence may ask: <i>"Help me prepare a short introduction about myself."</i> A participant with literacy difficulties may use text-to-speech tools. A participant with social anxiety may ask AI to suggest conversation starters. Participants test at least two digital or AI supports. Step 4 – Building My Support Pathway (15 min)

	Participants complete the AI Support Pathway Worksheet. Participants identify: • Which support was most useful. • Which support felt easiest to use. • How the support could help them participate more actively. Step 5 – Reflection Circle (10 min) Participants discuss: • What surprised you about the tool? • Did it help reduce your barrier? • How could you use it in everyday life? The facilitator emphasises: <i>"Technology does not remove barriers by itself. It becomes powerful when it helps people participate, express themselves, and access opportunities."</i>
Assessment	Participants successfully: ✓ Test at least two digital or AI-supported tools. ✓ Connect a personal barrier to a suitable support. ✓ Complete an AI Support Pathway Worksheet. ✓ Explain how a digital tool can increase participation.

Activity 3	
Activity Title	My Digital Voice: AI-Powered Storytelling for Participation
Short description, target group	Participants use AI and digital creativity tools to create a personal digital story about a challenge they have overcome, a talent they possess, or a goal they want to achieve. Through accessible AI-supported creation processes, participants strengthen self-expression, confidence, communication skills, and participation. The activity demonstrates how digital and AI tools can transform barriers into opportunities for visibility, creativity, and engagement. Target Group • Experience social isolation or low self-confidence • Face language or communication barriers • Have learning difficulties or low literacy levels • Are NEET (Not in Education, Employment, or Training) • Have limited opportunities to express themselves in educational or social environments • Come from migrant, refugee, or disadvantaged backgrounds
Resources needed/equipment	☐ Smartphones, tablets, or laptops ☐ Internet connection ☐ AI chatbot (ChatGPT, Copilot, Gemini) ☐ Canva AI ☐ Adobe Express AI

	☐ Microsoft Designer ☐ Text-to-Speech tools ☐ Speech-to-Text tools ☐ AI image generation tools ☐ Headphones
Duration	75 Minutes
Instructions	Step 1 – Finding My Story (10 min) Participants reflect on one of the following prompts: • A challenge I have overcome • Something I am proud of • A skill or talent I want others to know about • A goal I want to achieve in the future • A positive change I would like to make in my community Participants write keywords or create a simple mind map. Step 2 – AI Idea Generation (15 min) Participants use AI tools to help organise their ideas. Examples: • "Help me create a short story about overcoming my fear of speaking in groups." • "Give me three creative ways to present my future goals." • "Turn my notes into a simple story suitable for a short video." Participants choose the ideas that best reflect their own experiences. The facilitator reminds participants that AI supports creativity but does not replace their personal voice. Step 3 – Creating My Digital Story (30 min) Participants create a short digital product using AI-supported tools. Possible formats: • One-minute video • Digital poster • Audio story • Visual presentation • Photo story with captions • Digital comic strip Participants may use: • AI-generated visuals • AI-assisted writing • Speech-to-text narration • Text-to-speech voiceovers • Automatic subtitles and captions The goal is to create an inclusive digital story that represents their experiences, strengths, or aspirations. Step 4 – Share and Show (10 min) Participants present their digital stories in pairs or small groups.

	Listeners identify: • One strength demonstrated by the storyteller • One positive message from the story • One opportunity for future participation This stage corresponds to the BPM pathway stages "Show" and "Tell." Step 5 – Reflection and Micro-Success Loop (10 min) Participants complete a short reflection: • What did I create today? • What new digital or AI skill did I use? • What am I proud of? • What would I like to create next? The facilitator highlights each completed story as a visible achievement and links it to the concept of Micro-Success Loops.
Assessment	Participants successfully: ✓ Use at least one AI-supported creative tool. ✓ Produce a digital story or creative product. ✓ Share their work with peers. ✓ Identify personal strengths and future participation opportunities. ✓ Complete a self-reflection linked to progress and inclusion.

Activity 4	
Activity Title	Design for Everyone: AI-Powered Inclusive Solutions Lab
Short Description	Participants work in diverse teams to identify a real inclusion challenge affecting young people in their school, community, or youth organisation. Using digital collaboration platforms and AI-supported ideation tools, they co-design practical solutions that make participation more accessible and inclusive. The activity promotes teamwork, creativity, problem-solving, and meaningful participation while ensuring that every participant can contribute according to their strengths. Target Group • Experience social exclusion or isolation • Have language or communication barriers • Are NEET (Not in Education, Employment, or Training) • Have learning difficulties or low literacy levels • Come from migrant, refugee, or disadvantaged backgrounds • Have limited opportunities to participate in decision-making processes
Resources needed/equipment	☐ Smartphones, tablets, or laptops ☐ Internet connection ☐ ChatGPT, Copilot, Gemini ☐ Canva Whiteboard / Miro / Padlet ☐ Mentimeter

	☐ Translation tools (DeepL , Google Translate) ☐ Speech-to-Text tools ☐ Sticky Notes
Duration	75 Minutes
Instructions	Step 1 – Identifying an Inclusion Challenge (10 min) Participants brainstorm challenges that make participation difficult for young people. Examples: • Newcomers struggle to make friends. • Youth activities are not accessible for everyone. • Young people do not know about local opportunities. • Participants feel nervous speaking in groups. • Information is difficult to understand. Each team selects one challenge. Step 2 – AI-Assisted Exploration (15 min) Teams use AI tools to explore their selected challenge. Example prompts: • "What barriers may prevent young people from participating in youth activities?" • "Suggest inclusive solutions for young people with language barriers." • "How can technology support socially isolated youth?" Participants compare AI suggestions with their own experiences and decide which ideas are realistic and relevant. Step 3 – Co-Designing an Inclusive Solution (25 min) Using digital collaboration tools, teams design a solution that improves participation. Possible outputs: • Inclusive youth event concept • Digital welcome guide for newcomers • Multilingual information campaign • Peer-support platform • Community engagement challenge • Accessible communication toolkit Each solution must answer: • What barrier does it address? • Who benefits? • How does it increase participation? • Which digital or AI tools support inclusion? Step 4 – Role Pathway Integration (15 min) Teams map their solution onto the BPM Role Pathways: • Discover

	• Design • Make • Show • Tell • Trade Participants identify where different young people can contribute according to their strengths. Example: • Discover → Research local needs • Design → Create visuals and ideas • Make → Develop content • Show → Present the solution • Tell → Promote the initiative • Trade → Build partnerships or sustainability The facilitator highlights that participation can take many forms and that everyone can contribute differently. Step 5 – Digital Solution Fair (10 min) Teams present their solutions. Peers provide feedback using Mentimeter or digital voting tools: • Most inclusive idea • Most innovative idea • Most realistic idea • Idea with greatest community impact
Assessment	Participants successfully: ✓ Collaborate using digital tools. ✓ Use AI to explore and strengthen ideas. ✓ Develop an inclusion-focused solution. ✓ Connect their solution to BPM Role Pathways. ✓ Demonstrate active participation within a team.

Activity 5	
Activity Title	My Inclusion Journey: AI-Powered Pathway Builder
Short description, target group	Participants use digital and AI-supported tools to create their own Inclusion Journey Map. Building on the barriers, supports, strengths, and participation experiences explored throughout the module, participants develop a personalised pathway for future participation. Using the BPM framework and the Inclusion Meter, they identify realistic next steps, participation goals, and support mechanisms that can help them continue their inclusion journey beyond the training. Target Group • Experience social, educational, digital, or communication barriers

	• Are NEET (Not in Education, Employment, or Training) • Have migrant or refugee backgrounds • Experience social isolation or low self-confidence • Have learning difficulties or literacy challenges • Face obstacles to active participation in community life
Resources needed/equipment	☐ Smartphones, tablets, or laptops ☐ Internet connection ☐ AI chatbot ☐ Canva ☐ Inclusion Meter Template ☐ Reflection Sheets ☐ Headphones
Duration	75 Minutes
Instructions	Step 1 – Looking Back: My Progress So Far (10 min) Participants revisit the activities completed during the module. They reflect on: • What barriers did I identify? • Which digital or AI supports were most useful? • What did I create? • How did I contribute to my team? Participants record key learning moments. Step 2 – Measuring My Inclusion (15 min) Participants complete an Inclusion Meter self-assessment. Areas may include: • Confidence • Communication • Digital Skills • Participation • Collaboration • Self-Expression Participants score themselves on a scale from 1 to 5. The facilitator emphasises that the Inclusion Meter is not a test but a reflection tool that helps visualise growth and identify future support needs. Step 3 – AI Future Pathway Coach (20 min) Participants use AI as a personal pathway-planning assistant. Examples of prompts: • "Suggest three realistic ways I can become more involved in community activities." • "Help me create a step-by-step plan to improve my confidence in group discussions." • "What digital skills could help me participate more actively in youth projects?"

	• "How can I continue developing my strengths?" Participants review AI suggestions and select the actions that are most relevant to their lives. Step 4 – Building My Inclusion Journey Map (20 min) Participants create a visual Participation Pathway. The pathway includes: My Barrier My Strength Digital/AI Support Next Action Participation Goal Participants then connect their future goals to one or more BPM Role Pathways: • Discover • Design • Make • Show • Tell • Trade The facilitator encourages participants to think about realistic next steps rather than distant ambitions. Step 5 – Commitment Circle (10 min) Each participant shares: • One strength they discovered. • One action they will take after the training. • One participation goal they want to achieve. Participants may record a short video message, voice note, or written commitment. The facilitator celebrates each commitment as evidence of progress and participation.
Assessment	Participants successfully: ✓ Complete the Inclusion Meter. ✓ Use AI tools to explore future participation opportunities. ✓ Create a personalised Participation Pathway. ✓ Connect personal goals to BPM Role Pathways. ✓ Identify at least one concrete action for future participation.

MODULE 4 – Role Pathways

MODULE 4	Role Pathway guiding young people from observers to co-creators
GENERAL GOAL	The general aim of the module is to enable youth workers to support structured progression for young people (from observer to co-creator), adapting inclusion strategies to individual capabilities using the Barrier-to-Pathway Method (BPM).
LEARNING RESULTS:	By the end of the session, participants will be able to: • Know the transition mechanics between the 6 progressive participation roles (Discover, Design, Make, Show, Tell, and Trade). • Apply: Motivation, scaffolding frameworks, and role-switching methodologies within localized community interventions. • Use: Inclusive AI translation interfaces and generative AI image tools to directly bypass communication blocks and low self-esteem in marginalized youth.
METHODS:	Case Study Analysis Active Role-Play Simulation Barrier Mapping Pathway Design Mapping Neurodivergent Scaffolding Civic AI Mapping Field Drill Exercises.
TIPS FOR TRAINERS:	Focus on Micro-Steps of Scaffolding: Ensure that youth workers focus heavily on the micro-steps of scaffolding. Remind them that transitioning from an observer to a co-creator cannot happen overnight and requires small, low-risk intermediate tasks. Pre-load Digital Tools: Ensure tablets are pre-loaded with offline translation dictionaries just in case. Non-Linear Role Progression: Remind youth workers that role progression is non-linear. A youth with autism or severe anxiety may require longer in the "Discover" phase.
DURATION:	6 HOURS
DESCRIPTION:	This module unpacks the practical application of guiding marginalized youth from passive bystander roles into active project co-creators. Using real-world local festival settings as a framework, it teaches youth workers how to build psychological, structural, and digital bridges that empower youth facing fewer opportunities (migrants, rural youth, and youth with disabilities).
EVALUATION:	Participants will be evaluated through: • Peer-to-peer review using the "Inclusion Meter Continuum Survey" • Structural validation of the completed Risk Management Matrices. • Team Evaluation • Audit Sessions • De- briefing
REFERENCES:	Roger Hart's Ladder of Children's Participation (Adapted for BPM Role Progression). Link , Link

Workshops Structure	
Warm-up Activity	Activity Title: The Role of Radar Duration 15 Minutes Instructions Youth workers map where disadvantaged youth (NEETs, migrants, and youth with disabilities) usually stand during local municipal events. Participants write observations on post-its and place them on a target-board flipchart to visualize the gap between passive observation and active co-creation.
Main Activities	
Activity 1	
Activity Title	From Shadow to Spotlight: The Festival Scenario
Short description, target group	Target Group: Youth with different backgrounds and social exclusion. Short Description: An intensive interactive design and role-play simulation workshop. Participants handle real-world youth profiles to isolate environmental/internal barriers and construct a functional, step-by-step participation pathway leveraging digital and AI support infrastructure.
Resources needed/equipment	Printed "Youths" Role Profile Cards (Tool 1) ROLE CARDS Large-format A3 printed "BPM Transition Map" Worksheets (Tool 2) Transition Map Tablets or smartphones running DeepL /Google Translate (with downloaded offline packs) and Canva AI / Bing Image Creator interfaces Printed "Inclusion Meter" Self-Assessment Surveys (Tool 3) canva. Blank Risk Management Matrices (Tool 4) canva
Duration	75 Minutes
Instructions	Identification of barriers: Step 1 (10mins): Divide participants into working teams of 4. Hand out the printed "YOUTH" Role Card (Tool 1). Introduce the community context: a local, crowded rural cultural festival taking place in an environment with high noise, no direct public transit, and monocultural promotional material. Step 2 (15mins): Teams analyze the profile. They must chart structural environmental barriers vs. personal/psychological internal barriers directly onto their scratchpads. Activity Execution: Step 1 (30min): Teams fill out the large A3 "BPM Transition Map" (Tool 2). They must design 3 hyper-specific progressive micro-steps (Scaffolding) using the BPM method: Step A (Discover), Step B (Design), and Step C (Make). They must explicitly integrate how an AI or digital tool lowers the risk of participation for Youths at each point. Step 2 (20 min): Pairs within each team engage in an active Role-Play Simulation using the finalized script framework. One plays the supportive Youth Worker, the other steps directly into Ahmed's shoes, for example, to field objections, anxieties, and communication barriers.
Assessment	Team Evaluation (10min): Groups swap worksheets and score the pathway's realistic progression using the "Inclusion Meter" criteria. Each

	working group exchanges its completed A3 maps with another team. They evaluate each other's pathway plans.
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Activity 2	
Activity Title	The Eco-Sensory Map: Micro-Environmental Action in Remote Areas
Short description, target group	Target Group: Youth in remote, low-population, or island territories, with or without disabilities. Short Description: A practical workshop focusing on cognitive disabilities and autism. Youth workers learn to apply strict "Motivation Scaffolding" and text-free digital communication tools within a local micro-environmental trail-marking initiative.
Resources needed/equipment	Printed "Eleni" Profile Cards (Autism spectrum, non-verbal, low socio-economic background, remote island village). CANVA ROLE CARD Large-format A3 "BPM Progressive Scaffolding Worksheet". Tablets loaded with Canva (configured with a 3x2 simplified grid of high-contrast AAC icons/plant graphics). Smartphones with plant identification apps.
Duration	75 Minutes
Instructions	Identification of barriers: Step 1 (10 min): Teams examine Eleni's profile. They identify the intersectional barriers of her environment: geographic isolation, zero local specialized day structures, high sensory triggers, and family protective containment due to local stigma. Step 2 (15 min): Teams isolate sensory triggers (loud noises, abstract verbal commands) that must be avoided during outdoor work. Activity Execution: Step 1 (30 min): Teams design a low-stimulus botanical trail action using the A3 Scaffolding sheet. They map out the progression: Discover (sensory parallel play: picking herbs, scanned via Plant Net), Design (Eleni selects path signs by tapping a pre-made Canva AAC icon grid on a tablet), and Make (Eleni applies paint to physical wooden stakes while the worker prints Canva AI-generated plant visuals as QR code stickers). Step 2 (20 min): Participants practice setting up the Canva AAC table grid using clean, isolated backgrounds to eliminate cognitive clutter for non-verbal participants.
Assessment	Audit Session (10 min): Evaluation based on the "Autism-Inclusive Environmental Safeguard Checklist" (Predictability, Low-Stimulus, Zero-Text Accessibility)

Activity 3	
Activity Title	AI-Driven Local Advocacy: Empowering the Invisible Youth
Short description, target group	Target Group: Youth, local youth council, and community organizers.

	Short Description: This activity targets rural, geographically isolated NEET youth with low educational background and low digital skills. Youth workers learn how to utilize text-to-text AI models to help marginalized youth articulate local structural issues into professional civic proposals for the municipality.
Resources needed/equipment	Case study: "Marcus "(21, rural NEET, limited functional literacy, feels ignored by local authorities) Role Cards tool 1, Laptops/tablets with access to Chat GPT chat gpt , Claude AI claude , Gemini gemini Flipcharts, and markers.
Duration	75 Minutes
Instructions	Identification of barriers: Step 1 (10 min): Teams analyze Marcus' case. They isolate structural barriers (no local public transport, lack of internet infrastructure, and feeling of disenfranchisement) and personal blocks (low literacy, aggressive posture towards authority). Step 2 (15 min): Teams map how his inability to draft a formal letter completely blocks him from local civic engagement. Activity Execution: Step 1 (30 min): Youth workers design a civic workshop template based on the Show and Tell roles. They practice how to ask Marcus simple questions in raw, local slang about village problems (e.g., "The public basketball court has broken glass and no lights"). They input this raw text into Chat GPT using a specific inclusive prompt: <i>"Act as a local community mediator. Translate the following raw complaints into a highly professional, polite, and structured civic petition to the local Mayor."</i> Step 2 (20 min): Teams refine the AI outputs into simple 1-page visually accessible formats using Canva, formatting the text into bite-sized "Easy-to-Read" sentences.
Assessment	Output Verification (10min): Teams evaluate if the finalized letter preserves the youth's original intent without demanding high academic literacy from them.

Activity 4	
Activity Title	The Street Simulation: Navigating Physical and Social Triggers
Short Description	Target Group: Marginalized youth, Non-Active youth teams. Short Description: A dynamic, real-world outdoor field simulation drill. Youth workers leave the seminar room and step into an actual public square or street setting to map and simulate unexpected accessibility and social triggers in real time.
Resources needed/equipment	Street Drill Scenario Sheets, Blindfolds,

	Heavy sound-canceling headphones (to simulate sensory barriers), Smartphones with Google Maps/Accessibility Layer tagging.
Duration	75 minutes
Instructions	Identification of barriers: Step 1 (15mins): Send teams outside into the immediate neighborhood. They must physically map 5 major physical or sensory barriers in the public space that prevent marginalized youth from entering community spaces (e.g., lack of ramps, intense flashing commercial neon signs, hostile security design, confusing non-visual signage). Activity Execution: Step 2 (40 min): Executing the Street Drill. Teams are split into pairs of "Youth Worker" and "Youth Participant". The participant wears headphones or a blindfold, or is assigned a strict persona (e.g., a highly paranoid refugee youth entering a local administrative center). The youth worker must guide them through the space using non-formal scaffolding techniques: finding quiet alternative pathways, using smartphone visuals instead of spoken directions, and managing environmental stressors in real-time.
Assessment	De-briefing (20 min): Return to the room. Teams share the exact friction points they encountered and document them on a centralized whiteboard template.

Activity 5	
Activity Title	The Sustainable Ecosystem Marketplace
Short description, target group	Target Group: Long-term exclusion and economic dependency (low socio-economic background, structural unemployment) Short Description: This activity addresses long-term exclusion and economic dependency (low socio-economic background, structural unemployment). Youth workers (Senior youth workers, NGO project coordinators, and social entrepreneurs) learn how to guide youth from simply showing an output (Show) to converting it into community currency, local recognition, or micro-entrepreneurship (Trade)
Resources needed/equipment	Core Project Matrix Handouts, Canva Website Builder templates. Digital badge platform guides (e.g., Badgecraft / Open Badge Factory). CANVA , Badgecraft , openbadgefatory
Duration	75 minutes
Instructions	Identification of barriers: Step 1 (10 min): Teams analyze the "Post-Project Drop" barrier: why disadvantaged youth return to complete isolation once an activity, for example, an Erasmus+ youth exchange or short workshop, ends. Step 2 (15 min): Teams map the economic and structural gaps: lack of local jobs, lack of formal certificate recognition, and low self-belief. Activity Execution:

	Step 1 (30 min): Teams design a sustainable exit strategy matrix for the final stage of the BPM model (Trade). They construct a framework where the outputs created by youth in previous activities (e.g., the Eco-Sensory botanical path from Act 2, or the digital posters from Act 1) are officially integrated into the municipality's tourism profile or local NGO networks. They design a digital micro-portfolio layout using Canva Websites to display youth achievements. Step 2 (20 min): Teams set up a model for awarding "Open Digital Badges" that certify soft digital-inclusion competences gained by the youth, which can be directly attached to their CVs.
Assessment	Sustainability Pitch (10 min): Each group gives a 2-minute pitch on how their designed "Trade" mechanism ensures the youth stays connected to the local youth work ecosystem long-term.

MODULE 5 – Monitoring, Feedback & Sustainability

MODULE 5	Monitoring, Feedback & Sustainability
GENERAL GOAL	The general aim of the module is to equip youth workers with inclusive tools and frameworks to track youth progress, collect accessible feedback, and sustainably embed the Create2Include Barrier-to-Pathway Method (BPM) within organizational practices.
LEARNING RESULTS:	By the end of the session, participants will be able to: • Know: The core principles of disability-inclusive impact tracking and long-term project sustainability pathways. • Apply: Low-text and sensory feedback collection methodologies adapted for neurodivergent and marginalized youth. • Use: Gamified outcome tracking tools, tactile/visual feedback systems, and community asset mapping frameworks.
METHODS:	Continuous Visual Evaluation Tactile & Color-Coded Sampling Asset-Based Community Mapping Gamified Progress Scaffolding Institutional Commitment Drills. BPM Method
TIPS FOR TRAINERS:	• Ensure all visual scales use distinct geometric shapes alongside colors for color-blind accessibility. • Minimize heavy reading materials. • Give as much time as needed • Re-frame or rephrase questions where necessary to avoid emotional pressure
DURATION:	6 HOURS
DESCRIPTION:	This module focuses on inclusive monitoring and long-term integration of the BPM framework, shifting evaluation from heavy text toward inclusive, sensory, and gamified mediums.
EVALUATION:	Participant self-assessment via tactile rating scales Institutional sustainability action plan checklists. The 1-Minute Rule The Tally Check The Equality Check The Reality Check The Zero-Paperwork Goal
REFERENCES:	European Training Toolkit on Inclusive Youth Work salto-youth.net , youth.europa .

Workshops Structure	
Warm-up Activity	The Mood Thermometer (Tactile & Color-Coded Sampling). Participants place a token (pebble, button, or LEGO brick) on a physical, texture-mapped cardboard drawing of a thermometer to express their current energy/comfort levels without needing to speak.
Main Activities	

Activity 1	
Activity Title	The Confidence Thermometer
Short description, target group	Youth workers design a simple, text-free visual scale to track emotional and confidence shifts in young people. Suitable for all experience levels.
Resources needed/equipment	A4 paper sheets, colored markers, and simple emoji stickers (or drawing faces).
Duration	50 minutes
Instructions	Step 1: Draw a large thermometer grid on an A4 paper with 5 clear levels, using colors and icons (e.g., Level 1 = ., Level 5 = .). Step 2: Decide a rule for the youth: put an "X" on the paper before the workshop starts and an "O" when it finishes. Step 3: Test it in pairs: one person role plays a shy or non-verbal young person and tries to complete it in 1 minute. EXPLANATION What do “X” and “O” mean? Instead of giving the young person a questionnaire before and after the activity, because there is the possibility of low digital knowledge as well as disability or other practical difficulty, you give them exactly the same piece of paper twice: • “X” (At the Beginning): It means “Where am I now, before we started?” When the young person enters the room, they put an “X” on the level they feel. If they are anxious, they will put the “X” low (e.g., on Level 1 - .). • “O” (At the End): It means “Where am I now that we are finished?” At the end of the day, the young person takes the same paper again and puts an “O” on the level they feel at that moment. If they had a good time and feel confident, they will put the “O” high (e.g., on Level 5 - .). Why do we do this? With just one glance, the youth worker sees the path. If the “X” is at 1 and the “O” went to 4, the action achieved its goal (BPM Method) because the young person moved up a level! The thermometer is designed like a ladder or tower with 5 large, clearly visible “boxes” (positions). Each box corresponds to a placement position. To be accessible to people with color blindness or intellectual disabilities, each position combines Color + Shape + Icon: • Position 1 (Base): Blue Color . + Icon: . (I feel cold / Anxious / I want to leave) • Position 2: Light Blue Color □ + Icon: . (I am stuck / Just looking) • Position 3 (Middle): Yellow Color . + Icon: . (I feel safe / I like the group) • Position 4: Orange Color ▢ + Icon: . (I am actively participating / I am speaking) • Position 5 (Top): Red Color . + Icon: . (I feel ready to help others) A Low-Tech idea to make it even easier: If you don't want the young people to write with a pen (e.g., if there is a motor difficulty), laminate the A4 paper.

	• Instead of an "X", give them a blue peg at the beginning to stick it on the correct box. • Instead of an "O", give them a red peg at the end. Thus, the "psychometric form" becomes a completely tactile game!
Assessment	The 1-Minute Rule: Does the tool take less than 1 minute to understand and use without written words?

Activity 2	
Activity Title	The 3-Color Feedback Box
Short description, target group	Building a zero-text physical voting station for instant evaluation using simple everyday materials. Highly inclusive for neurodivergent youth.
Resources needed/equipment	3 empty shoe boxes (or cups), Green/Yellow/Red papers, tokens (pebbles, caps, or beads).
Duration	50 minutes
Instructions	Step 1: Label the 3 boxes with colors and basic symbols: Green (· - Loved it), Yellow (✋ - So and so), Red (· - Disliked it). Step 2: For blind/visually impaired youth, add tactile materials on the box entry (e.g., rough sandpaper for Red, smooth fabric for Green). Step 3: Put the boxes at the classroom exit. Let participants test them by dropping a token into a box as they leave.
Assessment	The Tally Check: Is it easy for the youth worker to count the tokens at the end and see the feedback instantly?

Activity 3	
Activity Title	The Treasure Map: Keep, Change, Drop
Short description, target group	A group reflection tool using visual symbols to avoid long corporate-style evaluation forms. Excellent for NEETs and vulnerable youth.
Resources needed/equipment	Flipchart paper (or any large paper), markers, and Post-it notes.
Duration	50 minutes
Instructions	Step 1: Draw 3 large icons on a big piece of paper: A Treasure Chest (Keep), a Recycling Arrow (Change), and a Trash Can (Drop). Step 2: Give participants post-it notes (or let them draw directly). Prompt them: What did you love? (Keep). What needs improvement? (Change). What was useless? (Drop). Step 3: Paste the notes inside the corresponding icons and discuss briefly.
Assessment	The Equality Check: Did this visual approach allow quieter or less educated youth to participate equally without writing long text?

Activity 4	
Activity Title	The Resource Relay
Short Description	A simple strategy tool for small or inexperienced NGOs to find free local resources and keep their activities alive after project funding ends.

Resources needed/equipment	A4 paper sheets, simple pens
Duration	45 Minutes
Instructions	Step 1: The Resource Mapping (10 minutes) • Form small teams of youth workers. • Draw 3 columns on a paper: Local Spaces (where?), Local People (who?), and Local Businesses/Institutions (what support?). • Brainstorm and list every potential asset in your neighborhood that could help for free (e.g., Municipality = free room, Local Supermarket = free snacks, High School = free volunteers). Step 2: The Filter & Risk Assessment (15 minutes) · New • To ensure reliability, teams must run their ideas through a Feasibility Filter. For their top ideas, they must answer: • The Win-Win Element: What does the partner get in return? (e.g., The supermarket gets positive local PR; the high school students get volunteer certificates). • The Gatekeeper Obstacle: Who is the exact person you need to speak to, and what is the biggest barrier to getting a "Yes" (e.g., bureaucracy, lack of trust)? How will you bypass it? Step 3: The Actionable Top 3 (10 minutes) • Select the top 3 safest, most realistic local contacts to approach next Monday. • Define the "Micro-Action" for each: It must take less than 15 minutes to execute (e.g., <i>"Draft a 4-line email to the school principal"</i> or <i>"Drop by the bakery at 4:00 PM to speak directly to the owner"</i>). Step 4: The 1-Minute Pitch Simulation (10 minutes) · New • Each team chooses its #1 priority contact. • One person from the team acts as the NGO worker, and a member from another team acts as the local stakeholder (e.g., the grumpy store owner or the busy municipality clerk). Roleplay a 1-minute elevator pitch to practice how to ask for the resource without sounding like a beggar, but like a partner. A simpler version for people with intellectual disabilities and neurodiversity Step 1: Form small teams of youth workers. Draw 3 columns on a paper: Local Spaces, Local People, Local Businesses. Step 2: Brainstorm and write down who can help for free in your neighborhood (e.g., Municipality = free room, Local Supermarket = free snacks, High School = free volunteers).

	Step 3: Select the top 3 safest and easiest local contacts to approach next Monday.
Assessment	The Reality Check: Are these 3 selected steps free of cost and achievable within 15 minutes of work next week?

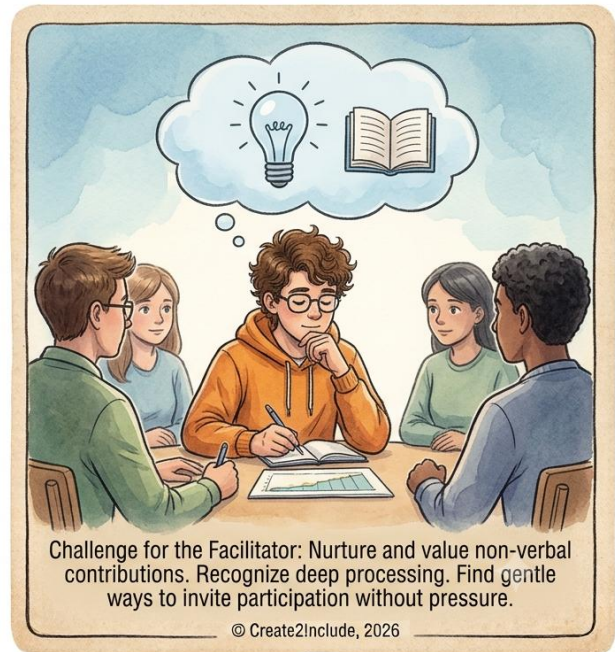
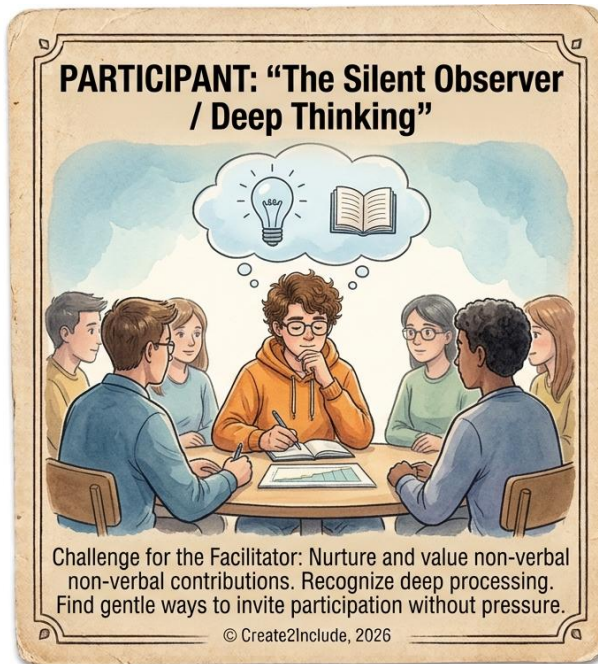
Activity 5	
Activity Title	The Sustainability Covenant
Short description, target group	A fun and non-bureaucratic ritual to build institutional commitment and make sure staff apply the inclusive BPM method in the future. An interactive, non-bureaucratic Institutional Commitment Drill designed to build concrete organizational ownership. Youth workers collaboratively map practical challenges, co-create shared inclusion rules, and lock in micro-commitments through an accessible tactile ritual, ensuring long-term application of the inclusive BPM method.
Resources needed/equipment	1 large cardstock paper (The Master Pact), 1 non-toxic ink pad (any bright color for fingerprints), multicolored post-it notes, markers, and smartphones/tablets for digital archiving.
Duration	60 Minutes
Instructions	Phase 1: The "Reality Check" Arena (15 Minutes) Step 1: Give every youth worker a post-it note to identify their "Yes, But..." wall. Instruct them to write or draw the single biggest obstacle they face in keeping their local youth center activities text-free or digitally inclusive (e.g., <i>"I forget to use digital tools when multitasking"</i> or <i>"Youth get bored with traditional tracking"</i>). Step 2: Form pairs for a quick 5-minute "Solution Speed-Dating" round. Partners pitch immediate, non-formal alternative pathways to bypass each other's stated obstacles. Phase 2: Co-Creating the Master Commitments (15 Minutes) Step 3: Divide the participants into 3 small working teams. Each team must brainstorm and pitch <i>one</i> golden, low-text rule for sustainable institutional inclusion (e.g., <i>"We will use the visual Thermometer in our youth center"</i> or <i>"We will keep evaluation text-free"</i>). Step 4: Bring the whole group back together. The teams present their rules, and the collective group votes on the top 3 master commitments to write down clearly across the top of the large cardstock paper (The Master Pact). Phase 3: The Micro-Commitment Marketplace (15 Minutes) Step 5: Moving down to individual accountability, each youth worker selects exactly one practical micro-task they can realistically commit to executing during the upcoming month. Step 6: Establish the "Accountability Buddy System." Every participant must pair up with a colleague to act as their "peer-guardian." Together, they agree on a casual, non-formal way to prompt each other next month (such as sending a supportive reminder message or a relevant meme) to stick to their tasks.

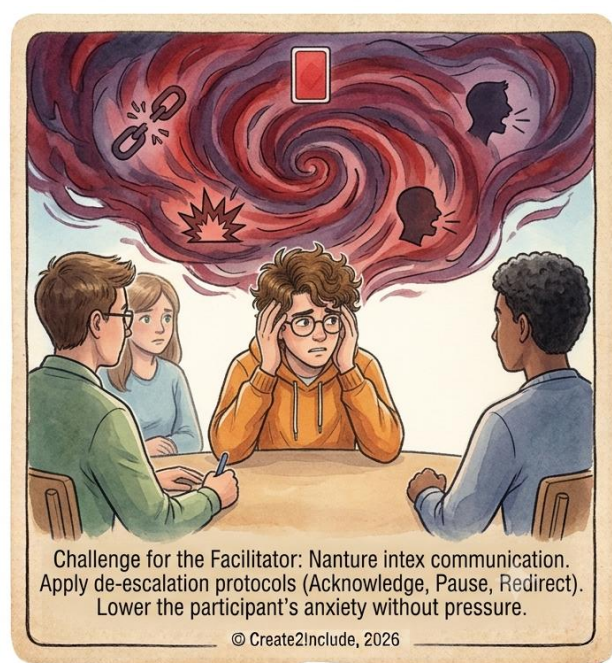
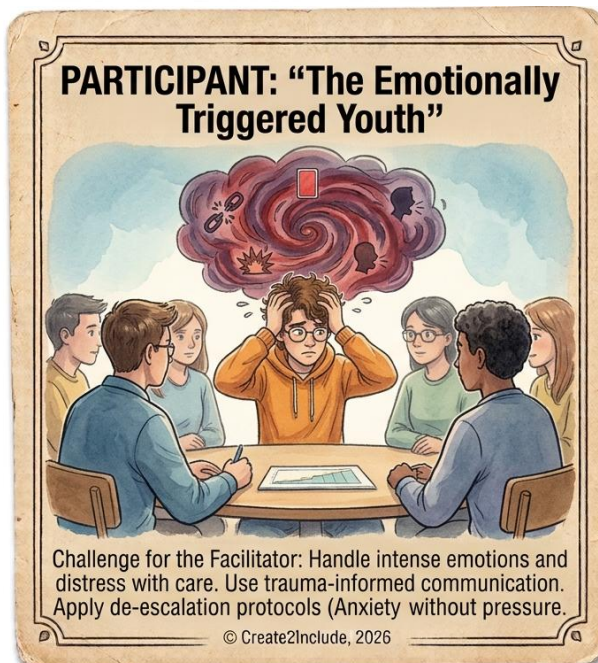
	Phase 4: The Fingerprint Ritual & Digital Launch (15 Minutes) Step 7: The closing ritual begins. Instead of using standard signatures, every team member steps up, presses their thumb into the bright ink pad, and leaves a colorful fingerprint next to their micro-commitment on the board to permanently seal the pact. As they apply their print, they call out a single word that represents the future of inclusion in their center (e.g., "Access," "Empathy," "Innovation"). Step 8: Capture a high-quality photo of the completed Master Pact to create an instantaneous "Digital Footprint." Share this image inside the organization's primary team chat group (e.g., WhatsApp, Slack, Viber) to serve as a persistent, zero-paperwork widget and visual reminder.
Assessment	The Zero-Paperwork Goal: Does this commitment process avoid creating heavy new reports or extra administrative time, while achieving real, gamified team ownership over the BPM framework?

Training materials

Module 2

Role cards Activity 2





Activity 4

SCENARIO 1: "The Language Barrier & Fear of Judgment"



Core Dilemma: Feeling invisible, fear of making mistakes, and group impatience.

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Character Profile: Elena, 19 years old

Situation: Elena recently arrived in a new country and speaks the local language at a basic level. During group discussions, she often stays quiet. When she does speak, other participants sometimes finish her sentences or look impatient.

Today, during a brainstorming session, she gave up trying to explain her idea and said, "Never mind, it's not important."

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Scenario 2: The Systemic Financial Barrier



Core Dilemma: Hidden economic hardship masked as behavioral conflict/apathy.

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Character Profile: Mark, 17 years old

Situation: The group is planning a weekend team-building trip, and everyone is excited. However, participants are asked to cover their own public transport tickets and bring packed lunches. Mark's family is struggling financially. Instead of he can't afford it, Mark starts acting defensive and dismissive, saying: "This trip is stupid anyway, I'm not going to waste my time on this."

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Scenario 3: Sensory Overload & Neurodivergence



Core Dilemma: Sensory overload resulting in sudden withdrawal, which the group misinterprets as disrespect or bad behavior.

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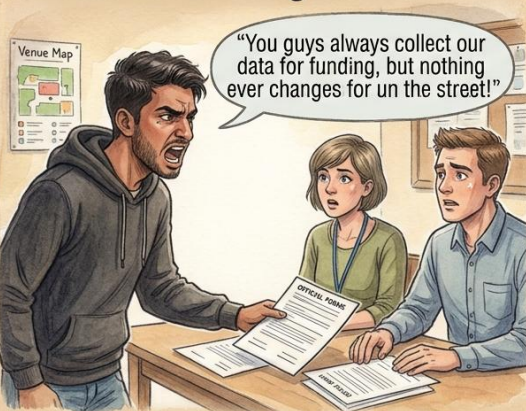
Character Profile: Alex, 16 years old

Situation: The youth center is hosting noisy, fast-paced debate with music in the background and bright fluorescent lights. Alex suddenly puts *his* hands over *his* ears, abruptly stands up, pushes *his* chair back loudly, and walks out of the room, slamming the door. Another participant comments, "Well, that was rude."

Core Dilemma: Sensory overload resulting in sudden withdrawal, which the group misinterprets as disrespect or bad behavior.

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Scenario 4: Institutional Distrust & Marginalization



Core Dilemma: Historical/systemic distrust toward institutions and feeling used for "statistics."

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Character Profile: Samir, 20 years old

Situation: The youth project requires participants to fill out official registration forms with personal data and signature to access a local workshop venue.

Samir refuses to sign the paperwork and becomes hostile toward the staff, shouting, "You guys always collect our data for funding, but nothing ever changes for us on the street!"

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Activity 5

A CUP / VESSEL (OVERFLOWING)



FULL OF IDEAS / CAPACITY

A CUP / VESSEL (EMPTY)



COMPLETELY DRAINED

A WINDMILL / TURBINE



TURNING INFLUENCE INTO IDEAS

A WINDMILL / TURBINE



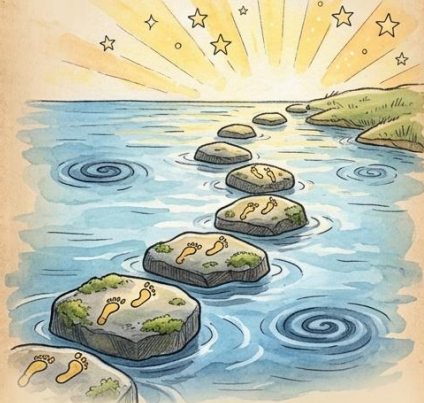
TURNING CHAOS INTO USABLE ENERGY

A RIVER & STEPPING STONES



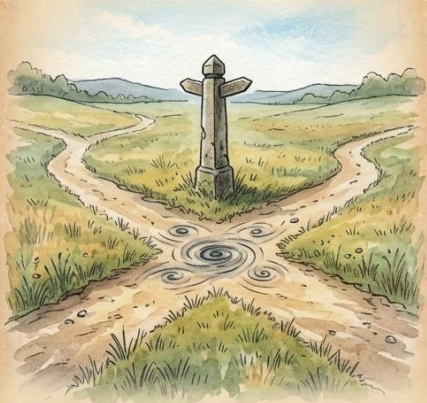
NAVIGATING UNCERTAINTY

STEPPING STONES ACROSS A RIVER



PROGRESSING STEP-BY-STEP

A CROSSROADS & SIGNPOST



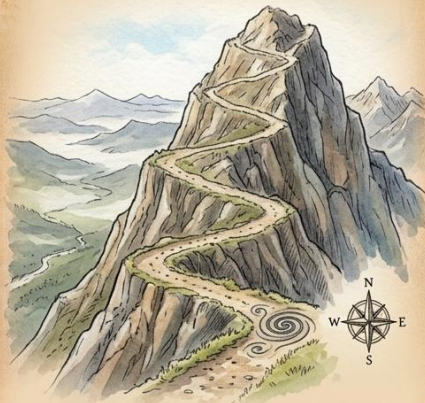
FACING CHOICES

A SIGNPOST WITH DIRECTIONS



NEEDING DIRECTION

A WINDING MOUNTAIN PATH



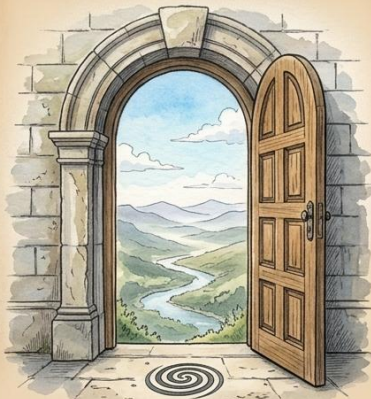
REQUIRES EFFORT

YIELDS A GREAT VIEW



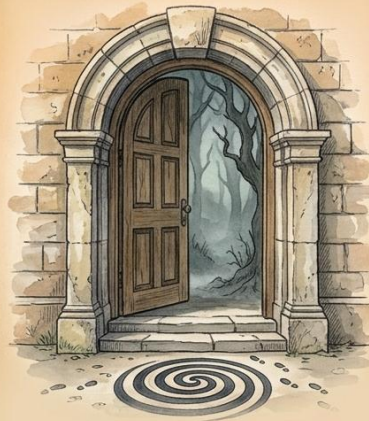
VIEW FROM THE TOP

A DOORWAY / THRESHOLD (OPEN)



READY & OPEN

A DOORWAY / THRESHOLD (HALF-OPEN)



FEAR OF THE UNKNOWN

A MAZE / LABYRINTH (COMPLEX)



FEELING STUCK

A MAZE / LABYRINTH (EXIT)



FINDING A WAY THROUGH

A SAFETY NET (SUPPORT)



SUPPORT SYSTEMS

A WEB OF CONNECTIONS (UNITY)



INTERCONNECTEDNESS



Dual-Language Prompt Mats:

- Printed anchor-word cards/mats formatted with English & Ukrainian text:
 - *Proud / Пишаюся*
 - *Confused / Незрозуміло*
 - *Safe / У безпеці*
 - *Heavy / Важко*
 - *Clear / Зрозуміло*
 - *Inspired / Натхненний*

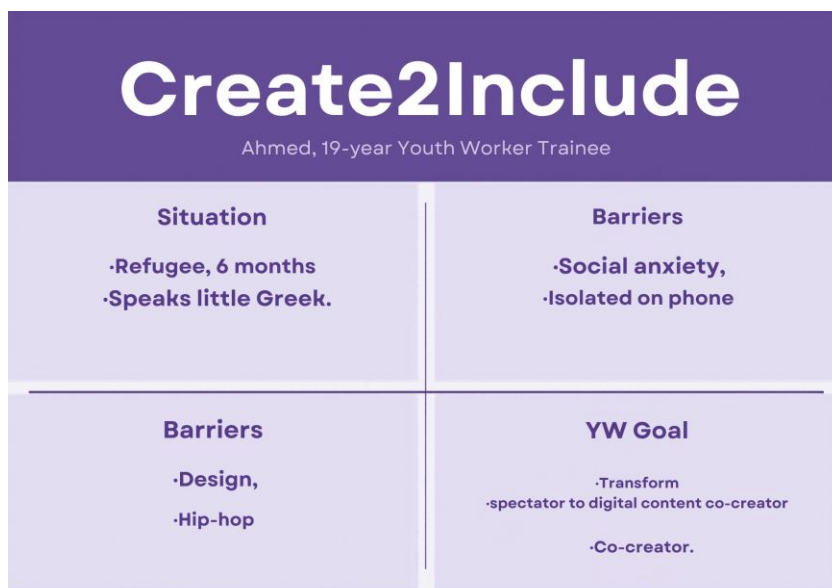
Module 3

- [text-to-speech tools](#).
- ([ChatGPT](#), [Copilot](#), [Gemini](#))
- [Canva AI](#)
- [Adobe Express AI](#)
- [Microsoft Designer](#)
- [Text-to-Speech tools](#)
- [Speech-to-Text tools](#)
- [AI image generation tools](#)
- [Canva Whiteboard](#) / [Miro](#) / [Padlet](#)
- [Mentimeter](#)
- [DeepL](#), [Google Translate](#)
- [Reflection Sheets](#)
- [The pathway includes:](#)

Module 4

- [CANVA](#)
- [Badgecraft](#)
- [openbadgefactory](#)
- Chat GPT [Chat GPT](#)
- Claude AI [Claude AI](#)
- Gemini [Gemini](#)
- **Translate Tools:** [Google Translate](#), [DeepL AI](#)
- [Google Maps](#)

Activity 1 & 2 - tool 1



17 Y.O. GIRL

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Situation

Remote village
No transport.
Limited pst. Aljinie da internet.

Barriers

Low self-confidence, not smart.
Avoids groups.
Avoids a company, vision for shared connection.

Hidden Talent

Storytelling, photography.
Avoids participating in photography.

Goal

Document rural life digitally.
Share her voice online with a smartphone.

Marcus

Situation

Dropped out of school, NEET, high-unemployment area, distrusts institutions.

Barriers

Anger management difficulties, negative school experiences, reluctant to join structured activities.

Hidden Talent

Hidden Talent
Music production, video editing.

YW Goal

Channel creativity into a short film for Youth Café social media.



Included



Lena, 20 years old

Situation

Uses wheelchair, constant accessibility barriers at events, lacks confidence professionally.

Barriers



Feels invisible at events, overprotected by family, lacks social confidence

YW Goal

Feels invisible at events, overprotected by family, lacks digital confidence

Hidden Talent



Co-produce a short podcast about inclusion from her own perspective.

YW:

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Situation.

Non-verbal, autism spectrum, lives in very remote island village, low socio-economic background, limited access to services and specialists.

Barriers

The toll on our carefully ascribed theory of the community and the power of resourceful communication as a necessity given real context of human and community authority.

Eleni

Communication-related difficulties due to non-verbal autism, extreme sensory sensitivity, family financial hardship, no access to therapies, tried AAC apps to structure his unique communication ability.

Hidden:

Some other impairments remain. AAC cannot extend sensory support from the home environment: primary time constraints. Family distinctiveness, family strength importantly.

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Dimitris, 18 years old

► Situation

- Mild intellectual disability, attends special education programme, lives with family in small town, limited independence

► Barriers

- Needs repetition, difficulties, trig, flexful routines, free with illit; barriers, can't, cross abstract in group settings

► Hidden Talent

- Use multisensory digital tools and step-by-step apps to help him develop vocational skills and participate in a community workshop



CREATE INCLUDE

MAYA

SITUATION:

Diagnosed with dyslexia and dysgraphia, attends mainstream school, no extra support, parents unaware of her needs.

- Struggles with reading and writing, support unaware of her needs.

HIDDEN TALENT

- feels shrinking
- art
- low self-esteem due to repeated failures
- great memory.

BARRIERS:

Use text-to-speech and visual learning apps to help.

YW GOAL

Use text-to-speech, helping her and building confidence through a creative multimedia project.

Activity 1 & 2 tool 2

Create 2Include

BPM Transition Map - Barrier to Pathway Method - Pathway Designing Worksheet - Module 4
 Youth Workers:
 Team:

Young Person's Name (Short)
 Role Card:

STAGE	WHAT WILL THE YOUNG PERSON DO?	WHICH DIGITAL TOOLS / AI WILL HELP?	YOUTH WORKER'S ROLE
01 DISCOVER Low risk - Observer			
02 DESIGN Medium risk - Designer			
03 MAKE High participation - Calculator			
04 SHOW Public meeting - Presenter			
05 TELL Storytelling - Storyteller			
06 TRADE Sustainability - Leader			

* Remember: Role progression is non-linear. A young person may need more time at any stage. Small, low-risk steps build lasting confidence.

Activity 1 & 2 tool 3

Accessibility and Saver

INCLUSION METER

To what extent does the young person have control over decisions at the MAKE stage? For this Q1: Our set design shows accessibility in AI-selected tools for youth at this stage, handling input and based on regulated design.

1
 Not at all
 Executes simple instructions.

3
 Moderately
 Chooses from ready-made options.

5
 Fully accessible digital AI-selected tools based on own ideas.

Fully

Fully

Fully

TOTAL INCLUSION SCORE (AVERAGE): ___ / 5

Activity 1/2 tool 4

RISK MANAGEMENT TABLE			
Possible risks · Identify risks and plan mitigation strategies			
TOOL 4 POSSIBLE RISK	USECTOOL 1-5 TECHNICAL FAILURE	IMPACT 3 IMPACT 1-5	PREVENTION GROUP DYNAMIC
Mixed: Psychological self. Intensify anxiety. ISP		• Impact: Create safe time, after actual task away from crowd.	
Not listed Group dynamics. YW gives time, offers language talko barriers		• Impact: Create safe space, offers individual avatars barriers.	
Prevention and risk solutions			
Add your own risks below			

Activity 2: Worksheet 1&2



STEP 1: DISCOVER (Sensory Exploration)

- **Feel & Smell:** Gently touch and smell 1-2 herbs or leaves that appeal to you.
 - **Scan:** Use the PlantNet app on your device to take a photo of the plant.
 - **Identify:** What is the name of this plant?
- Plant leaf placeholder
- Plant Name:

STEP 2: DESIGN (AAC Icon Selection)

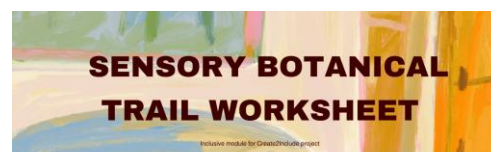
- **Look:** Browse the symbol grid on your device (Canva AAC icons).
 - **Select:** Tap or point to the icon/symbol you wish to use for your plant sign.
- AAC icon placeholder
- My Chosen Symbol:

STEP 3: BUILD (Hands-on Creation)

- **Paint:** Decorate your wooden stake with your favorite color.
 - **Print:** Get your AI visual sticker with the QR code.
 - **Assemble:** Attach the QR code to your painted stake!
- Painted stake placeholder
- Mission Complete!
- ☒ Yes

About This Worksheet

This A3 worksheet is designed to be a clear, visually engaging, and structured tool for participants in the Create2Include project. It supports learning through sensory exploration, symbol-based communication (AAC), and hands-on creation. The layout prioritizes ease of use for individuals with autism and diverse sensory and learning needs, making the botanical trail an accessible and enjoyable experience for everyone.



STEP 1: DISCOVER (Sensory Exploration)

- **Feel & Smell:** Choose 1-2 herbs or leaves that appeal to you.
 - **Scan:** Use the PlantNet app on your device to take a photo.
 - **Identify:** What is the name of this plant?
- Plant Leaf/Name:
- (Box for taping a real leaf or writing/sticking the plant's name)

STEP 2: DESIGN (AAC Icon Selection)

- **Look:** Browse the symbol grid on your tablet (Canva AAC icons).
 - **Select:** Tap or point to the icon that represents your plant.
- Chosen Symbol:
- (Box to stick or draw the selected symbol)

STEP 3: BUILD (Hands-on Creation)

- **Paint:** Color your wooden stake with your favorite color.
 - **Print:** Get your AI visual sticker with a QR code.
 - **Assemble:** Attach the QR code to the painted stake!
- Mission Complete!
- (Box for Mission Complete status)

Notes for Facilitators:

- This worksheet is designed to be visually engaging and accessible.
- Use clear, simple language and provide ample space for activities.
- Adaptations can be made based on individual needs and available resources.
- Encourage exploration and celebrate each participant's contribution.