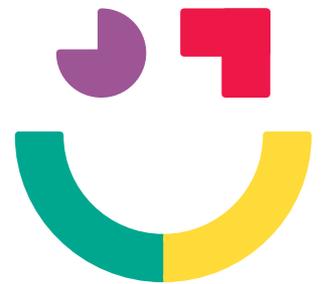




Diversity in Youth Exchange

Checklist



This checklist is for the organizers and team leaders of international youth exchanges. It is intended to help them consider the various aspects of diversity during the planning and design of their programs. The checklist will assist them in their choice of methods, evaluation of youth exchanges and the organization of projects for young people with various interests and from different social/cultural/economic backgrounds, regardless of their skin colour, language skills or learning outcomes. We recommend using this checklist each time a youth exchange is planned. We wish you every success in organizing a variety of projects that aid in creating attitudes of openness and understanding among young people and that help to break stereotypes and prejudices and so counteract discrimination.



TIME AND PLACE OF EXCHANGE

1.	The date of the exchange is carefully chosen so that it does not make difficulties for any individual group (e.g. the exchange does not take place during important religious holidays).		
2.	The place of the exchange is selected so that it does not make difficulties for any individual group to participate (e.g. the meeting does not take place in a location with poor public transport and should be suitable for persons with disabilities).		
3.	The meeting place has no obstacles for persons with reduced mobility.		

ORGANIZERS AND GROUP LEADERS

4.	The organizational team reflects the diversity of society, so the social diversity is also reflected in the project.		
5.	The organizational team has a basic knowledge of diversity issues. It treats all participants with respect regardless of their social status, nationality, gender, age, disabilities, sexual orientation, etc.		
6.	Exchange organizers and group leaders have sufficient knowledge of project participants. In particular with regard to their cultural/social/economic/educational backgrounds. The legal status of participants is also considered.		
7.	The organizational team actively counteracts any kind of discrimination during the exchange (e.g. verbal or physical violence due to individual characteristics of a person).		

CHOOSING PARTICIPANTS

8.	When projects are openly advertised (e.g. in case of extracurricular youth exchanges), the information about the project is circulated via many channels and within various target groups. The choosing process is transparent and the selection criteria ensure diversity in the group.		
9.	In school exchanges, participation in the project is open to all pupils (in one class), regardless of their grades, economic situation, or foreign language skills.		
10.	Advertising for the project, the application form, and the application procedure do not constitute a barrier for interested parties. For example due to disabilities, limited access to the Internet, lack of language skills, etc.		
11.	The project is open to people who are disadvantaged (for economic, social, educational, health, cultural, or other reasons). If necessary, appropriate support enables such persons to participate.		

APPLICATION FORM – PREPARATION OF YOUNG PEOPLE FOR THE EXCHANGE

12.	The expectations of the participants with regard to the exchange, in particular with regard to its program, are noted and, as far as possible, taken into account.		
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13.	The application form includes questions relating to the particular needs of the participants (issues of food, health, language, culture, etc.).		
14.	If the participants are to be accommodated with guest families, the application form allows the participants to provide any information that is relevant for the host families. This enables the hosts to better prepare for their guests. The form may also enable participants to provide their contact details to the host family so that both parties can contact each other before the exchange takes place.		
15.	Exchange participants are sensitized to the topic of diversity. For example at an organizational meeting, preparatory workshops and through texts provided by the organizational team.		
ACCOMMODATION AND MEALS			
16.	The type of accommodation, shared meals, the program itself, and leisure time all help to promote interaction between participants and the process of getting to know each other.		
17.	In case of an accommodation with a guest family, the family is provided with relevant information about their guests (their origin, eating habits, interests, etc.).		
18.	Food meets the needs of the participant. Special diets, food intolerances, ethical aspects, cultural and religious traditions are respected.		
PLANNING AND IMPLEMENTATION OF THE PROJECT			
19.	Participants are involved in the preparation and implementation of the project.		
20.	Time is provided for ongoing evaluation and feedback.		
21.	Participants are able to practice their religion (e.g. prayer or participation in religious services).		
22.	Participants who need an accompanying person due to disability are able to have one.		
COMMUNICATION DURING THE PREPARATION AND IMPLEMENTATION OF THE PROJECT			
23.	Diversity-conscious and gender-sensitive language is used (hostile and exclusionary language is unacceptable).		
24.	When communicating with the participants Clear English Standards are used (see www.easy-to-read.eu) or plain English (www.plainenglish.co.uk/how-to-write-in-plain-english.html).		
25.	Participants are able to communicate in the manner they prefer. Translation or language mediation or alternative forms of communication are provided.		
26.	Group leaders give the participants space for discussion and the exchange of opinions. They are open to discussing diverse topics and do not impose their own views. Organizers have basic skills in moderating discussions and resolving conflicts.		

SELECTION OF METHODS

27.	The methods used throughout the program help participants to discover and appreciate the diversity of young people and strengthen their intercultural awareness and competences.		
28.	By highlighting the richness and benefits of diversity, the project strengthens the commonalities and bonds between young people from different backgrounds.		
29.	At the start of the exchange all participants discuss and agree on a 'group contract' which provides the basis for mutual respect for diversity.		
30.	Methodology is adapted to the cognitive, physical, and cultural capacities of the participants and/or alternative forms of participation are on offer.		
31.	The program reflects the age, interests, needs and expectations of the participants.		
32.	Methodology allows participants to creatively express their individuality and do not repeat stereotypical and prejudice-based cultural or social patterns.		
33.	The activities proposed in the course of the program are open to all interested parties, without regard to gender.		
34.	Discussions, presentations etc., involve representatives of all groups regardless of gender, origin, skills, etc.		
35.	Participation is based on the principle of voluntary participation.		
36.	Working in small groups is conducive to the expression and appreciation of diversity, nevertheless, no one must be excluded (e.g. because of the level of language competence).		
37.	National culture is not the only/most important identity-forming element for a person, therefore cultural exchange events (e.g. Polish-German cultural evenings often organized as part of the program) are critically reflected or replaced by other creative methods, which emphasize the diversity of the young people (talent evening, talk shows, disco evening prepared by the participants themselves, etc.).		
38.	The images used during the program, as well as other media tools, reflect the real diversity of the world and do not confine themselves to concepts imposed by the social majority.		

The original document was prepared by German-Polish Youth Office

Authors: Magdalena Zatylna, Dominik Mosiczuk

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