

The 10 community points



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THE 10 COMMUNITY POINTS is a listed knowledge collection from the Danish Youth Council's inclusion project "All Young People in the Community" which is supported by the Tuborg Foundation. The project has aimed to strengthen young people's access to become part of a democratic community through education, local inclusion projects, follow-up research and a nationwide campaign entitled "Communities for All". THE 10 COMMUNITY POINTS have been developed on the basis of the project's evaluation and research results as well as the academic and didactic knowledge and methodology that the project has built up in the period between 2018 and 2022. The development of the points has been in collaboration with the Center for Youth Research, which has interviewed and collected data from 20 youth communities, 85 respondents.

1

Everyone should not be part every community, but there should be communities for everyone

When asked, most young people will insist that EVERYONE should be able to join their association or community. A goal and value that appears impossible to contradict - almost like a mantra. Young people's attitude that it is normatively right to be open and inclusive shows a willingness to create access for more young people. But at the same time, this mantra can also render invisible the fact that there is great inequality in which youth groups actually participate and thus have access to participate in various democratic communities. The opportunity for all young people to participate in associations does not presuppose a limitless inclusion, but rather a diverse selection of democratic and open communities.



EVERYONE should be able to join their association or community

2

Communities that want more people to join must find the balance between uniqueness and openness

It is a pervasive value that you as a community must be open and inclusive. However, communities require a 'specialness', and a challenge arises when you want to have everyone with you at the same time and maintain your specialness. The ideal that everyone can join is also challenged by the fact that the majority of the recruitment of new members occurs within the closest social circles. It's about finding a balance between community specificity and openness to new members and new content. For example, a question could be called "who already fits into the specificity of the community?" or "what openings can be accommodated in the community's particularity?"

3

The underrepresented youth have resources and are also driven to contribute to the community

Young volunteers' perception of themselves as privileged and resourceful is a good driver of engagement, but it also creates an understanding of the young people that they would like to include, as someone who does not have the same privileges and resources as themselves, and therefore needs help. The young people thus take a resource shortage view of other young people. The challenge here is that few Danish young people are motivated to participate when they are positioned as underprivileged. It is more appropriate that, on the one hand, under-represented young people be seen as already having resources to contribute and, at the same time, may need the resources they have access to in democratic communities. A double resource look.

4

A community has multiple spaces with different access options.

There are multiple spaces in a single community. These spaces can be broadly divided into the extrovert, the introverted and the formalized space. The extroverted space is where you can make a difference for someone or something, and it is characterized by being activity-oriented, accessible and ambiguous. The introverted space is characterized by being relationally oriented, delimited, less accessible and carried by a particularity. The formalized space is where one has the opportunity to gain influence and power, and it is characterized by having a low degree of accessibility, being results-oriented and being carried by formal procedures.

When communities act to create access for more young people, a majority are oriented towards establishing new activities that target the group of young people you want to bring along. But this means that in many cases, access to participate in only a few, often slightly peripheral, activities is created. This focus on extrovert activities means that other activities and forms of participation in the communities remain inaccessible. Democratic communities can usefully unfold their understanding of how to access the community's different types of spaces for participation.

” *Forming a community is linked to our freedom of assembly and association*

5

No community without a common space

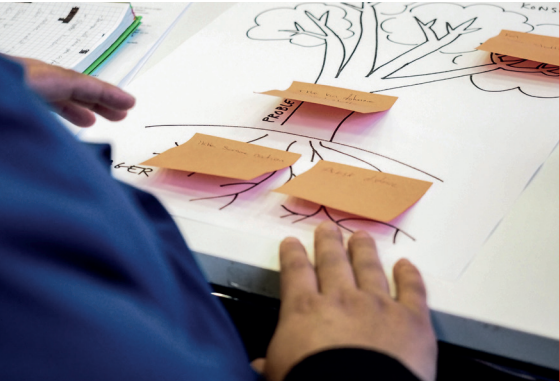
Forming a community is linked to our freedom of assembly and association, which is part of the fundamental civil liberties in a democratic society. A fundamental premise for enjoying these rights is to have access to spaces where you as a community can gather. Therefore, access to facilities, buildings, public spaces, outdoor areas and virtual spaces is essential to protect the democratic right to form a community with other people.

6

The norms of the community create predetermined perceptions of who and what it can include

Although a community may seem inclusive and open on an official level, it may be different on a normative and cultural level. Community norms contain concrete perceptions of who and what it can include. These perceptions are often invisible blind spots for the community, and it is often in the encounter with people and customs that challenge the ruling norms that they appear. The problem arises when the norms of a community discriminate other people on the basis of disability, ethnicity, sexuality, gender, political beliefs or religion.





7

The organization, ideas, and activities in a community enable certain forms of participation

Forms of participation deals with the ways you can participate in the community. The basic forms of participation in a community are the sum of the community's forms of activity, forms of ideas and forms of organization. Forms of participation are also about other requirements for participation such as education, social capital, mental and physical accessibility, forms of motivation, geography, and economics.

8

The community's objectifying description of underrepresented youth can be experienced as othering

The theme of inclusion is traditionally borne out of a problem-solving model, where a specific target group is problematized, and a particular project becomes the solution that must include, change, and save that target group. These projects are often well-intentioned, but they are carried by a language and a view of humanity that can seem othering to those they want to include. A difference marking of a particular population group as resource-poor, crime-prone or alien are examples of identity markers that objectifies certain individuals in society. When the communication only focuses on the norm deviations of certain individuals it excludes the ones that it wishes to include. An excessive highlighting of identity markers also become undemocratic, since the whole value base of democratic communities is that they come together for a common cause regardless of the different backgrounds of the members. The solution is not to eliminate all differences, but rather to be nuanced in the language and view of humanity around which the community's inclusion efforts are built. Specifically, "All Young People in the Community" uses the term "underrepresented youth" as a proposal for a neutral target group description.

9

Underrepresentation is equally about who and what

The question of who is not represented in the community refers to the external characteristics of underrepresented such as age, gender, ethnicity, and education. The question of what is not represented refers to underrepresented forms of participation such as online participation, participation with accessibility tools, participation in a foreign language, participation with an alternative role, participation with another activity, and participation based on a new idea.” The “who perspective” can problematize important representation challenges, but it cannot stand alone if you want to solve these challenges as well. By supplementing the “who-perspective” with the “what-perspective”, the community sees the structures, norms and activities that prevent underrepresented individuals from participating in the community.

10

Diversity is about expanding one's community; inclusion is about developing it.

Diversity is about expanding one's community to underrepresented individuals who harmonize with the community's forms of participation. Diversity through expansion is concerned with communication, networking, promotion, open house events and other outward recruitment strategies.

Inclusion is about developing one's community to be able to include underrepresented individuals who disharmonize with the community's forms of participation. Inclusion through community development is concerned with organizational development, new activities, accessibility, cultural change, and other inward activities.



Diversity is about expanding one's community

The background is a solid teal color. It features several large, white, curved lines that sweep across the page from the top right towards the bottom left, creating a sense of movement and depth. These lines vary in thickness and curvature, some appearing as simple arcs and others as more complex, overlapping shapes.

Editors

Deniz Atan
Rikke Jonasson Dalum
Mathias Leinum-Ottesen

Images

Live Studio Streamers

Design

www.grafiskafdeling.dk