

FBF Social Inclusion Model

DRAFT 9 Oct 2020

1. The context of Social Inclusion

Understanding of social inclusion means defining the causes, circumstances and consequences of exclusion as well as the link to human rights. Firstly, social exclusion refers to processes that prevent individuals (in this case young people), groups or communities from accessing the rights, opportunities and resources that are normally available to members of society. The forces responsible for social exclusion, in the South African context, stem less from laws, public policies or institutional practices, but rather of behaviours, and prevailing ideologies, values and beliefs. Social exclusion further can be described in the context of the following dynamics:

Who	Why	Effects/Results
• Disabled individuals • Girls/young women • Minority communities • Foreign nationals • Non-conformists • Non-traditionalists	• Disability • Gender • Economic status • Location • Family • Origin/ethnicity • Religion • Language • Sexual orientation • "Otherness"	• Bullying • Abuse • Neglect • Ostracism • Limited acceptance • Limited rights • Limited education • Limited opportunities • Limited mobility • Limited employment

In other words, social exclusion occurs either due to status or circumstances or a combination of both

- **Circumstances:** Socio-economic status, social mobility level, access to education,
- **Status:** religion, race/ethnicity, location, language, sexual/gender orientation, disability status, health

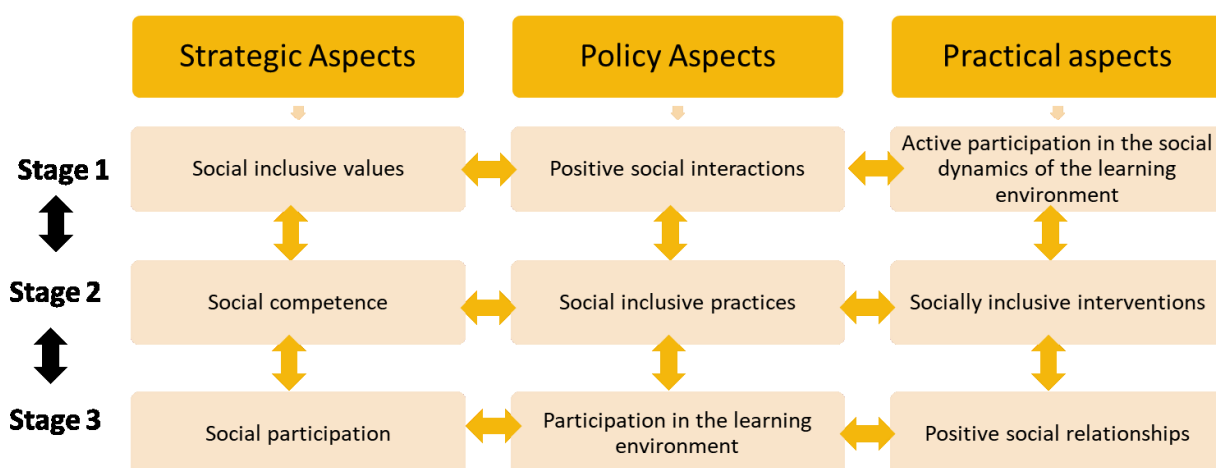
Social exclusion is a multi-dimensional concept, not reducible merely to socio-economic aspects. Social exclusion also involves relational issues, such as inadequate social participation, lack of social integration and lack of power. The FBF works to ensure that the vulnerable/marginalised and excluded young people have greater participation in decision making which affects their lives and that they can access their fundamental rights.

2. FBF Definition of Social Inclusion

The active empowerment of young people– in particular those who are marginalised and vulnerable – to participate and thrive in their communities. To strive towards **well-being and resilience, acceptance and recognition** of their potential, **integration** (through education, band activities, employment, other forms of participation), and **active participation and autonomy/self-reliance** in society.

3. The FBF Context

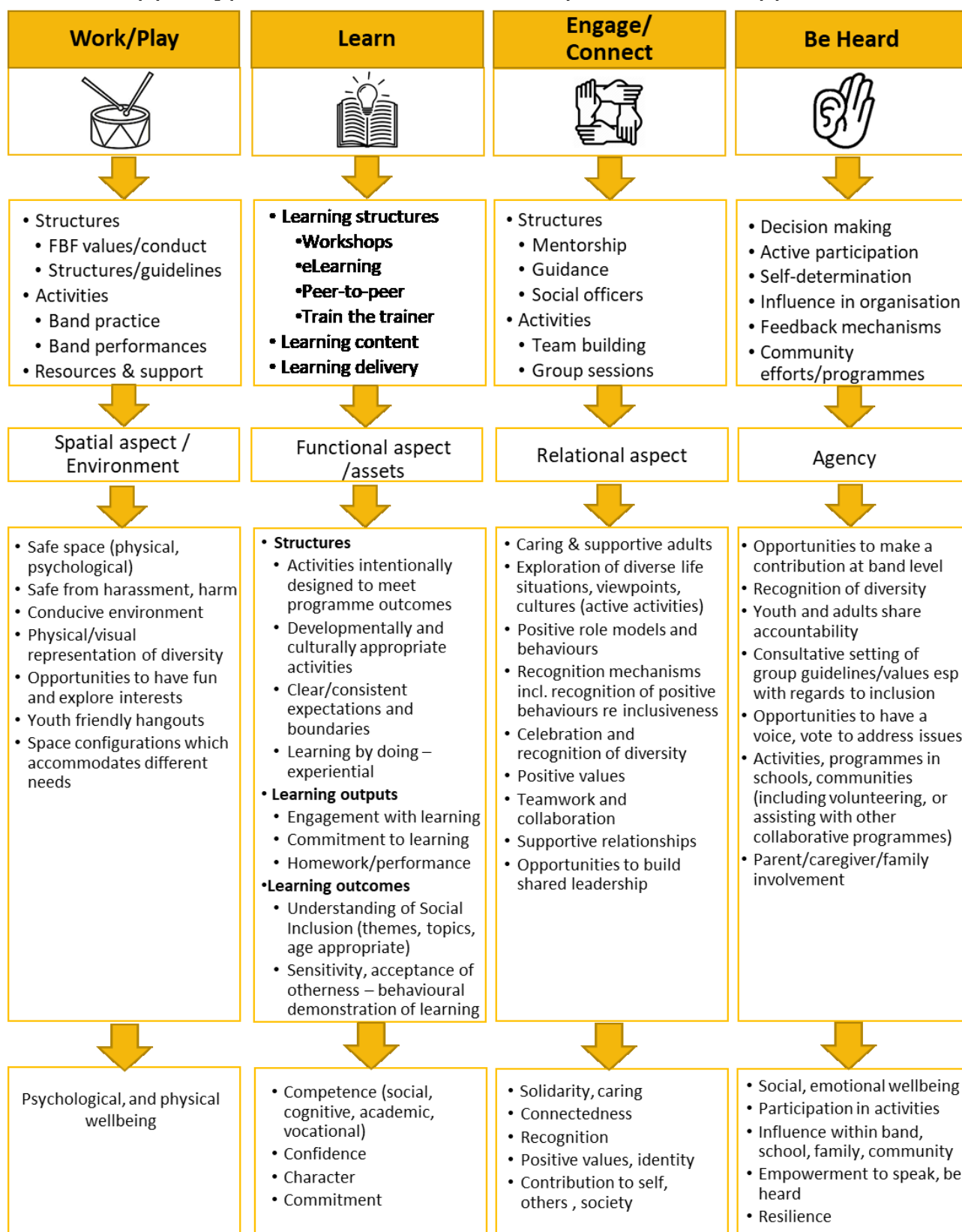
The Field Band environment is built on tenets and principles of social inclusion, and as such, any social inclusion initiatives are implemented with an integrated approach. Any LGBT+, gender equity and disability awareness aspects are an extension and not an addition to Field Band learning components. The FBF sees social inclusion as an ongoing, iterative and cyclical process as seen in the below figure.



4. FBF Social Inclusion Model

The four key tenants of the FBF social inclusion promotion are **work/play, learn, engage/connect** and **be heard**. The model emphasises these constructs as pivotal in creating an environment conducive to social inclusion. Social inclusion initiatives are thus developed with the aim to enhance these means, capabilities and opportunities for young leaders in the community project teams and band members. Furthermore, these constructs are the basis for the measurement of social inclusion improvement.

Social inclusion =
for every young person to have the means, capabilities & the opportunities to:



5. Accompanying M&E Framework

Activities			
Work/Play	Learn	Engage/Connect	Be Heard
- Structures - FBF values/conduct - Structures/guidelines - Activities - Band practice - Band performances - Resources & support	Learning structures - Workshops - eLearning - Peer-to-peer - Train the trainer Learning content Learning delivery	- Structures - Mentorship - Guidance - Social officers - Activities - Team building - Group sessions	- Decision making - Active participation - Voting - Feedback mechanisms - Community efforts/programmes
Tracking & Reporting			
Structures - Noted in place, noted utilised Activities # of planned vs # of conducted activities (all activities including rehearsals, learning activities, mentorship, workshops) % attendance % completion where relevant Communication—frequency of implementation, levels of incorporation of feedback - Formal communication channels (all levels) - Feedback mechanisms (all levels) - Participation channels (all levels)			
Outputs			
Work/Play	Learn	Engage/Connect	Be Heard
Spatial aspect / Environment	Functional aspect /assets	Relational aspect	Agency
Tracking & Reporting			
- Climate surveys - Attitudinal surveys	Structures - Evaluation of structures Learning outputs - Levels of engagement - Levels of completion - Smiley sheets - Self-evaluation Learning outcomes - Knowledge testing - Attitudinal surveys - Ad hoc band in situ QA sessions	- Self-evaluation - Consultation feedback - Attitudinal surveys - Ad hoc band in situ QA sessions	Structures - Evaluation of structures - Use of feedback tools % update of tools - level of feedback - Frequency of feedback Internal stakeholders - Levels of engagement - Self-evaluation External stakeholders - Vox Pops research - Attitudinal surveys - Formal feedback
Outcomes			
Tracking & Reporting			
Summative evaluation Tracking of progress of outcomes compared to results of mid-term evaluation Approach & methodology to follow that of mid-term evaluation—IDIs, focus groups, online surveys of all stakeholders			