

That's clear!

DIAGNOSING COMMUNICATION BARRIERS

IN YOUTH FACILITIES

MODULE 2

TRAINER GUIDE



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Introduction

Module Objectives

By the end of this module, participants should be able to:

- Identify barriers to inclusion in communication
- Understand how communication currently works (or fails) in youth settings
- Recognise different types of barriers (cognitive, sensory, psychological, situational)
- Reflect on their own practice and environment

Suggested Duration

2 to 3 hours

Materials Needed

- projector
- flipchart or whiteboard
- sticky notes or coloured cards
- worksheets
- paper and pens
- internet connection (optional)
- materials listed on the Activity Sheets for this module

Introduction to the Module

Objective

Introduce the idea that communication barriers are often invisible and systemic.

Trainer Script

“Until now, we have talked about communication in general.”

“In this module, we will focus on what makes communication difficult or inaccessible.”

“This is not about identifying problems in people. It is about identifying barriers in environments, systems, and communication practices.”

“Our goal is to better understand these barriers so we can later adapt our communication.”

Overview of the Session

Present the different steps:

- Identifying barriers to learning and communication
- Understanding different types of barriers
- Diagnosing real-life situations
- Reflecting on professional practice

Why diagnosing communication barriers matters

Objective

Understand the impact of inaccessible communication.

Trainer Explanation

“When communication is not adapted, people may feel excluded, confused, or unable to participate.”

“This can lead to disengagement, mistakes, or loss of confidence.”

“Barriers are often not visible. But they affect many people in everyday situations.”

Key Ideas to Explain

- Communication barriers are common
- They affect more people than we think
- They are not always linked to disability
- They often come from how information is presented
- Barriers might be temporary or permanent

Suggested discussion

- “Have you ever struggled to understand information?”
- “What made it difficult?”
- “How did it make you feel?”

Everyday examples

- administrative forms
- websites
- instructions
- school materials

- public services
- communication in native language vs in non native language

Activity: Identifying Learning Barriers

Objective

Explore what makes learning and understanding difficult.

Organisation

Give participants coloured cards:

- one colour = internal factors
- one colour = external factors

Instructions

Ask participants to:

- write one barrier per card
- distinguish between:
 - internal (fatigue, stress...)
 - external (noise, unclear instructions...)

(Example based on activity “Sea of learning barriers”)

Suggested Time

10–15 minutes

Debriefing

Highlight:

- barriers are diverse
- many are environmental
- not all are visible

Understanding Communication Barriers

Objective

Identify the main types of barriers.

Trainer Explanation

“Communication barriers can come from different sources.”

“They are not only about language. They can be cognitive, sensory, emotional, or situational.”

Explain the Different Types of Barriers

Cognitive / neurodevelopmental

- dyslexia, ADHD, autism
- difficulty in processing information

Sensory

- visual or hearing impairments

Psychological

- anxiety, stress, trauma

Situational / invisible

fatigue

- non-native language
- low literacy
- digital skills

Key Message

“Barriers are not in people.

They are in the interaction between people and information.”

Suggested Reflection

- “Which barriers do you encounter in your work?”
- “Which ones are most often ignored?”

Who Is Affected by Communication Barriers

Objective

Understand that barriers affect a wide range of people.

Trainer Explanation

“Plain language and inclusive communication benefit many profiles, not only people with disabilities or lowered literacy.”

Key Profiles to Present

- people with disabilities
- migrants / non-native speakers
- young people with low literacy
- people under stress or fatigue
- people in unfamiliar situations

Suggested Discussion

- “Who might be excluded by your current communication?”

Activity: Diagnosing Barriers in Practice

Objective

Apply concepts to real situations.

Instructions

In groups, analyse a situation:

- a document
- a workshop
- a website
- a service

Identify:

- who is affected
- what barriers exist
- what consequences they create

Suggested Duration

30–40 minutes

Group Presentations

Each group shares findings.

Trainer Debriefing

Highlight:

- barriers are often multiple
- they depend on context
- they can be reduced

Overlapping Barriers

Objective

Understand how barriers interact.

Trainer Explanation

“Barriers rarely exist alone.”

“They often overlap and reinforce each other.”

Key Message

“The more barriers accumulate, the harder communication becomes.”

Suggested Reflection

“Can you think of a situation where several barriers exist at the same time?”

Literacy and Access to Information

Objective

Understand the role of literacy.

Trainer Explanation

“Literacy is the ability to understand and use written information in everyday life.”

Key Definition

“Literacy helps people:

- understand information
- navigate daily life
- access services and rights”

Suggested Discussion

“What happens when literacy is limited?”

Knowing Your Context

Objective

Connect barriers to real environments.

Key Questions to Ask

- Who is your audience?
- What barriers might they face?
- In what situation do they receive information?

Trainer Emphasis

“You cannot remove all barriers.

But you can reduce many of them by adapting your communication.”

Suggested Discussion

“What barriers exist in your organisation?”

Good Practices for Inclusive Communication

Objective

Prepare transition to Module 3.

Recommendations to Introduce

- simplify structure
- reduce information overload
- use multiple formats
- adapt to context

Important Reminder

“Inclusive communication is not only about language.
It is also about context, format, and accessibility.”

Conclusion of the Module

Closing Script

“Communication barriers are often invisible, but they have real consequences.”

“By identifying them, we take the first step toward more inclusive communication.”

Final Reflection Questions

- “What surprised you?”
- “What barriers do you want to address first?”
- “What will you observe differently from now on?”

Optional Evaluation Activity

Participants share:

- one learning
- one barrier identified
- one action they want to take